

APPLICATION

Study field "Education and Pedagogy" for assessment

Study field	<i>Education and Pedagogy</i>
Title of the higher education institution	<i>Daugavpils Universitāte</i>
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Self-evaluation report

Study field "Education and Pedagogy"

Daugavpils University

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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,.

Brief characteristics of Daugavpils University

Daugavpils University (henceforth – DU) is a significant centre of science and education in Daugavpils and East Latvia. DU is a modern science-based university that offers high quality education, prepares highly qualified specialists and professionals, greatly contributes to science innovation and transfer of scientific ideas to broader public and national economy. DU is the only university in Latgale that performs the functions of the driving force for the development of the region of East Latvia and its adjacent territories, it concentrates major intellectual and technical resources in the region. DU has gained international recognition by joining the European University Association, European International Studies Association, European Union Universities of Small States Association, and European Science Events Association.

Daugavpils University mission and vision

DU mission: to contribute to the development of sustainable future society by implementing scientific research on an international level and ensuring high quality education in the fields of natural, engineering, education, health, humanities and social sciences, thus promoting the sustainable development of Latgale region and the whole country.

DU vision: In 2030 DU is a modern scientific university that offers high quality education and conducts important scientific work. The quality of the University work and its reputation in Latvia and all over the world has provided the basis for its growth and stability. DU has become a driving force of the educational, scientific, innovation and business development in Eastern Latvia. DU functions as an excellence centre in the fields of mathematics, physics, nano-materials, material engineering, biology, regional studies, literature, art, and education science. DU accumulates, preserves, and maintains regional knowledge and contributes greatly to the regional development.

Main objectives of DU activity:

1. to act as a regional university in the spheres of natural sciences, humanities, education and social sciences creating opportunities for diversified high quality studies and research;
2. to provide high quality study programmes and conduct research in compliance with the dynamics of labour market demands and needs of the community;
3. to create opportunities for enhancing the professional mobility of the population by developing further education;
4. to develop personality capable of analytical thinking, critical perception, and creative processing of information, who can, due to the acquired education, contribute to the development of the state and region of Latvia and the welfare of the population;
5. to preserve and develop Latvian national identity and culture legacy, simultaneously entering international integration;
6. to implement interior quality provision systems that build policy and procedures for the provision of the higher education quality.

DU strategic areas of specialization

According to the order of the Cabinet of Ministers of June 21, 2022 no. 449 "On strategic

specialization of state universities" (in Latvian only: <https://likumi.lv/ta/id/333471-par-valsts-augstskolu-strategisko-specializaciju>), three areas of strategic specialization are defined in DU:

- natural sciences;
- social Sciences;
- humanities and artistic sciences.

DU, implementing its studies and research activities in accordance with the areas of strategic specialization defined for it in paragraph 1 of this order, implements interdisciplinary studies, research and innovations, as well as cooperation with the business sector.

The university has the right to implement study programs and research activities also outside the initial areas of strategic specialization specified in this order, in accordance with Article 4 of the Law on Universities.

Implemented study directions and the number of study programmes within them

Study process at DU is implemented in 15 study directions: "Education, pedagogy, and sports" (6 study programmes), "Art" (5 study programmes), "History and philosophy " (3 study programmes), "Language and culture studies, native language studies and language programmes " (5 study programmes), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (3 study programmes), "Law" (3 study programmes), "Life sciences" (3 study programmes), " Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (3 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health care" (2 study programme), "Environment protection" (2 study programmes), " Internal Security and Civil Protection " (3 study programmes).

The dynamics of student number at Daugavpils University in the period of assessment

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2021" (in Latvian only: <https://www.izm.gov.lv/lv/media/18744/download?attachment>), DU occupies 5th place among Latvian higher education institutions as to the number of students. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2017 to 2023 (Figure 1) leads to a conclusion that the number of students at DU has remained steady and even increased in 2021, despite the long-term decline and emigration of the population in Latgale and Latvia. According to the informative material "Summary: Economic and labor market trends", in the following years the number of the population of Latvia will keep diminishing (<https://prognozes.em.gov.lv/en>). The main reasons of this process include aging of the society, durably low birth rate and emigration of the population (in Latvian only: <https://www.em.gov.lv/lv/media/598/download>). Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions.

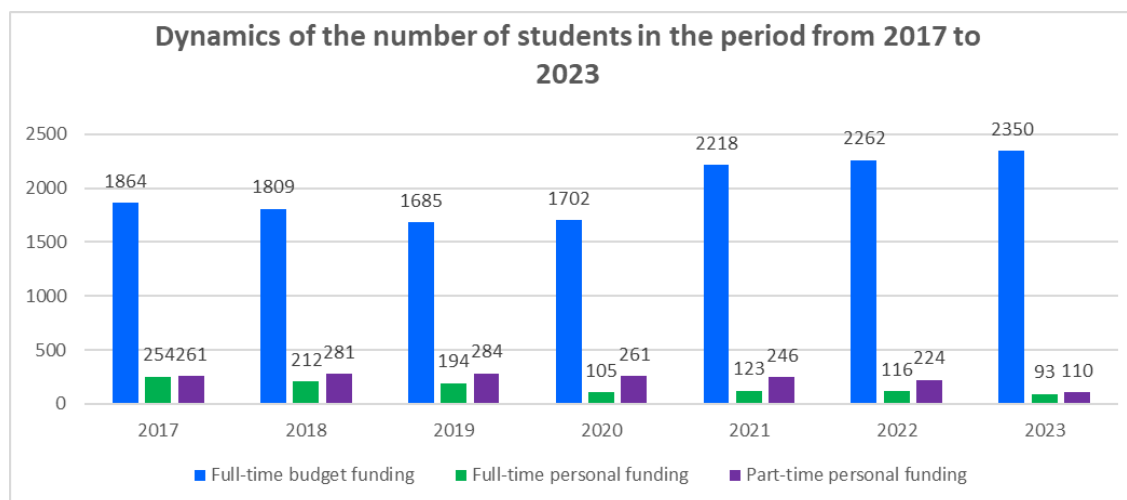


Figure 1. Dynamics of the number of students in the period from 2017 to 2023. Displayed data for October 1 of the respective year.

In order to attract students in the current conditions, Daugavpils University is developing new competitive study programmes, for example, in 2021, one of such study programmes was the professional Bachelor's study programme "Nursing", in turn, in 2022 – professional Master's study programme "Economic security".

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 19 study programmes are offered in English. In the time period from 2017 to 2023, there were 775 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Israel, Finland, Italy, Ukraine, Philippines and Indonesia.

Daugavpils University development strategy major goals and activity directions

DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth – Strategy, <https://du.lv/wp-content/uploads/2022/09/DU-Strategy-summary-1.pdf>).

Based on letter No. 4-10e/21/99 "On Development Strategies of Institutions" issued by the Ministry of Education and Science on 11.01.2021, for the implementation of nationally mutually harmonized education and science policy and successful implementation of the ongoing reforms, by the decision of the DU Senate (Protocol No.1 of the DU Senate meeting of January 25, 2021) the period of "Daugavpils University Development Strategy 2015-2020" has been extended until the start of a new approved strategy (2023). At the time of submission of the evaluation application for the study direction, the new DU Strategy ("Daugavpils University Development Strategy for 2022-2028") is under approval by the Ministry of Education and Science.

Strategy general goal is developing Daugavpils University as academic traditions based, modern, and competitive study, scientific, and innovation centre.

Strategy determines the medium-term goals:

1. To provide high quality education that corresponds with future challenges and is based on theoretical knowledge and acquiring of research skills, preparing internationally competitive specialists, developing their abilities and encouraging life-long learning.
2. To develop scientific and creative work on an international level, deepening integration of scientific research in the study process, facilitating technology transfer and development of innovations and contributing to public understanding of the science.
3. To increase the role of Daugavpils University as a consolidator of scientific educational

institutions in Eastern Latvia and a driving force of the development, as well as to promote the reputation of the University in Latvia and all over the world.

4. To ensure united and efficient work of organizational structure and to introduce a quality management system.
5. To develop a modern, environmentally friendly infrastructure, safe and supporting working environment.

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.

DU is a derived public person. DU is state founded and acts as an autonomous self-governing institution. Decision about reorganization or liquidation of DU is made by the Cabinet of Ministers on the proposal of the Minister of education and science.

DU self-governing is based on the rights and opportunities of the staff to engage in academic and scientific, administrative, and economic decision-making. DU acts on the basis of the Constitution of the Republic of Latvia, Law on Education, Law on Scientific Activity, Law on Higher Education Institutions, DU Constitution, and other laws and regulations.

DU major decision-making institutions are: Daugavpils University Council, Constitutional Assembly, Senate, rector, Academic Court of Arbitration.

In 2022, the **Daugavpils University Council** was approved – the highest decision-making body of the University, which is responsible for the sustainable development, strategic and financial supervision of the University, as well as supervises the activities of the Rector of the University and ensures the University's activities in accordance with the goals set in its development strategy. The Council is established in the composition of 7 (seven) members, of which 3 (three) members of the Council are nominated by the University Senate, 3 (three) are nominated by the Cabinet of Ministers of the Republic of Latvia, and 1 (one) by the President of the Republic of Latvia. The Council operates in accordance with the regulations of the Daugavpils University Council (in Latvian only: https://du.lv/wp-content/uploads/2022/09/Padomes-nolikums_25.08.2022..pdf).

DU Constitutional Assembly (Satversmes sapulce) is the academic, general staff and student representative body of DU, which is elected for three years by secret ballot, from professors and other academic staff - 35 representatives (70%), students - 10 representatives (20%), and general staff - 5 representatives (10%). The Constitutional Assembly decides on the adoption, amendment, or repeal of the Constitution (Satversme); The Constitutional Assembly adopts and makes amendments to the Regulation of the Senate, elects the Senate, calls off the members of the Senate; elects the rector to the position and can initiate the removal of the rector from the position, listens to the rector's report; elects the Academic Arbitration Court and approves its regulation. The Constituent Assembly has the right to accept for examination and decision also other conceptual issues of operation and development of Daugavpils University.

DU Senate is a collegial higher academic decision-making body, which is responsible for the excellence, development and compliance of DU with internationally recognized quality standards of education, research, creative activity. The Senate regulates the academic, creative, and scientific spheres of DU. The Senate operates in accordance with the procedures established in the DU

Constitution and the regulations approved by the Senate. Within the autonomy of the university, the Senate protects and ensures the academic freedom of the academic staff and students. The Senate is elected by the Constituent Assembly for three years. The Senate consists of 15 members - 11 representatives from the academic staff of DU elected by the Constitutional Assembly, 3 student representatives elected by the student self-government and approved by the Senate, as well as the rector in accordance with the position held and in accordance with the Act on Higher Education Institutions. The students represented in the Senate of DU have the delaying veto right in matters related to the interests of the students.

The highest official of DU is the **rector**. Candidates for the post of rector are selected within an open international competition by the university Council and elected by DU Constitutional Assembly. The rector administrates the university and is responsible for the achievement of the goals set in the university development strategy, as well as efficient and lawful use of the university's financial resources in accordance with the law, other regulatory enactments, as well as the university's Constitution, the decisions of the Council and the Senate. The rector carries out representative functions of the university, performs other activities to ensure successful operation of the university and represents the university in cooperation with other institutions and private individuals, within the scope of rector's competence bearing responsibility for the compliance of the university's activities with the Act of HEI and other regulatory acts.

The Academic Arbitration Court examines applications by DU students and academic staff regarding restrictions or violations of academic freedom and rights stipulated in the DU Constitution; examines disputes between DU officials, as well as administrative institutions of DU structural units, which are in a subordinate relationship; examines, in the cases specified in the Act on HEI, submissions on challenging administrative acts or actual actions and makes relevant decisions on them, as well as performs other tasks provided for in the DU Constitution. The Academic Arbitration Court is elected for three years in the composition of seven people, including four representatives from among the academic staff by secret ballot by the Constitutional Assembly, three student representatives by the student self-government.

Council of Studies is a management authority that supervises issues of study planning, organizing, and coordinating, provides the necessary conditions for the academic work at faculties and departments. Council of Studies includes vice rector for studies, faculty deans, and the head of the Department of Studies. Main duties of the Council of Studies are coordinating the elaboration and execution of bachelor, master, and professional study programmes, elaboration of the scheme of studies, its analysis and determining the main directions of its improvement and development, organizing the investigation and implementation of foreign countries' experience.

Council of Science is an institution of representation of branches and sub-branches of science that coordinates the scientific work at the university. Main functions of DU Council of Science are supervising the elaboration and implementation of DU strategy, science development process, allocation of funds for science, execution of promotion, and the work of professor councils. DU Council of Science consists of vice rector for science, head of the Department of Science, representatives delegated from each scientific institute council, a representative from professors delegated by faculty in case the faculty has no institute or no institute council, DU Young Scientist Association representative.

Faculty council supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council,

and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units; student representatives that are delegated by the faculty student self-governance (20% of the council members).

Study field council is formed upon the recommendation of DU Council of Studies and approved by DU Senate. The members of the Study field council are approved by DU Council of Studies. Study field council includes study field programme directors, the academic staff, students (at least one representative from 1st level professional education programme, bachelor, master, and doctoral study programmes) and representatives of employers. Functions of the council are: to elaborate the study programme/s of the study field; execute the study field programme self-assessment and implementation analysis; analyze students' academic performance; analyze the academic work of the academic staff involved in the study field; facilitate the integration of scientific work in the study programme.

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.

Quality ensuring policy is part of Daugavpils University Development Strategy for 2022-2028.

DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

The outcomes of DU implemented ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010) are – adjust DU study and governance quality systems and receive ISO 9001 certificate that is an internationally recognized organization quality mark.

DU Council of Studies and DU Centre of Study Quality Assessment (henceforth – CSQA) introduces quality provision systems on the basis of "DU study internal quality assurance policy" (<https://du.lv/en/about-us/documents/>). The policy has been elaborated in accordance with *The Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) and observing legal acts of the Republic of Latvia (Law on Higher Education Institutions, Higher education standards, etc.), DU normative acts and "Daugavpils University development strategy for 2015 – 2020".

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010). Within the framework of the project, in 2021, the new normative acts for the

internal study quality assurance were drawn up, which were approved by rector's ordinance, for example, "DU Study Internal Quality Assurance Policy", "DU Study Quality Policy and Study Quality Monitoring Strategies (see "Other Annexes")", "Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System" (see in Latvian only "Other Annexes"), etc. (see "Other Annexes"), which are aligned with the content of the newly developed "DU Quality Policy" and "Quality Management System Manual". All these documents are available from the DU internal network in Latvian.

Mechanisms of the study process quality provision

Study quality maintaining aims at monitoring and improving the study programme implementation and facilitating prerequisites for reaching study programme outcomes. Quality monitoring is constant: during enrolment, recruiting the academic staff, improving the study programmes, reviewing the activity of structural units and their heads according to the academic and research work outcomes.

Higher education internal and external quality provision proceeds in cooperation between DU and the Ministry of Education and Science (in distribution of State budget funded places, execution of conceptual decisions), Higher Education Council (dealing with strategic issues, drawing statements), and Academic Information Centre (study programme licensing, study direction assessment, recognition of students' prior education).

The main forms of quality assessment are as follows:

External assessment – licencing, accreditation, and assessment of independent experts. It is ensured by the quality ensuring agency listed in the European higher education quality ensuring register (in Latvia – Higher Education Quality Agency). It is coordinated by heads of study directions along with CSQA and vice-rector for studies.

Internal assessment – constantly performed by DU study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. In accordance with DU study internal quality ensuring policy there is systematic assessment of study directions and programmes in order to make sure how the programme objectives and study outcomes are reached, the compliance of the programme with the current developments of national economy and labour market demands.

The internal quality of studies is ensured by the following measures:

Quality ensuring instrument	Implementation procedure
<i>Strategic planning of the process of studies</i>	Implemented by the study programme director in cooperation with the academic staff and members of the study direction council; Analyzing the shortcomings, risks, development opportunities of the study direction and study programmes wherein.

Examining the issues related to the process of studies

Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters. Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.

Surveys

At the end of each academic year surveys of students (<https://aptaujas.du.lv/index.php/253299/lang-lv>, other attachments) are carried out. Surveys of employers (<https://aptaujas.du.lv/index.php/544412>, other attachments) and alumni (<https://aptaujas.du.lv/index.php/764263/lang-lv>, other attachments) are carried out every two years. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.

Self-assessment of the study direction and preparation of the self-assessment report

The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited. Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.

E-study environment improvement

DU e-study environment Moodle is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.

Characteristics of the parties involved in the elaboration and improvement of quality ensuring system and their role.

Efficient results are reached by means of understanding and support of the administration,

purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

Party involved	Characteristics of the role
<i>DU administration</i>	<ul style="list-style-type: none"> - elaborates DU development strategy and implements its objectives; - facilitates the development and professional growth of the staff, elaborates and implements various motivation and support mechanisms (e.g. research activity facilitation, involvement in ERASMUS+ programmes for experience exchange and good practice); - cooperates with deans, heads of study directions, provides support for the solution of governance and financial issues.
<i>Academic and research staff</i>	<ul style="list-style-type: none"> - ensures high quality studies; - performs scientific research and integrates it into the study content; - participates in professional updating events, international mobility and experience exchange activities; - cooperates with external experts, employers, alumni, facilitates their involvement in the study direction improvement.
<i>Administrative staff</i>	<ul style="list-style-type: none"> - ensures high quality study programme governance; - provides support for students and the academic staff involved in study programmes; - tends to the updating of the material and technical base for studies.
<i>Employers, social partners, and external experts</i>	<ul style="list-style-type: none"> - provide the expertise for the study programme content and proposals for the improvement of the study content and methods; - provide opportunities for practical placement and internship, facilitating working environment-based study principles in professional study programmes.
<i>Alumni</i>	<ul style="list-style-type: none"> - use the acquired knowledge, skills, and competences in their professional activity; - provide proposals for the improvement of the study content.
<i>Students</i>	<ul style="list-style-type: none"> - provide feedback for the study quality improvement.

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.	Complies DU is being implemented “DU study internal quality ensuring policy” (https://du.lv/en/about-us/documents/) that facilitate and ensure the quality of higher education. To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010) (see section 1.3).
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.	Complies In accordance with the “Regulation on Studies at Daugavpils University” (https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_D_U_2018-1-1.pdf) and “Regulations on Opening and Managing Daugavpils University Study Directions and Study Programmes” (https://du.lv/en/about-us/documents/) there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination.
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.	Complies “Regulation on Studies at Daugavpils University” (https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_D_U_2018-1-1.pdf) and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students’ academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students’ academic performance in surveys.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: “Regulation on elections to academic positions in Daugavpils University” (in Latvian only: https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APSTIPRINATAIS.pdf) and “Procedure of assessing the scientific activity of Daugavpils University academic staff” (see “Other attachments”). Self-assessment reports include the results of surveys and measures of implementing students’ proposals and averting criticism.
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.	Complies Surveys of students are organized every year. Surveys of employers and graduates are organized every two years. CSQA carries out express surveys to learn students’ opinion on current issues related to the process of studies and academic staff work efficiency. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals. Program directors collect, analyze and discuss information about student progress in Study field Councils. Necessary changes in study programs are reviewed and accepted by the Study Council. Every year, the scientific efficiency of the academic staff is evaluated by the Council of Science. Information on available study funds and their costs is collected in the Finance and Accounting section, while decisions related to finances are made by the Budget Commission of DU.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Complies DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.
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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.

Daugavpils University (hereinafter - DU) is the largest and most important higher education institution in the East-Latvian region, whose activities are focused on the development of education, science, culture, innovation and business environment. The mission of DU is to contribute to the development of a sustainable future society by conducting scientific research at the international level and providing quality education. Teacher training has been carried out at DU for more than a hundred years, producing intelligent, educated and civically active education professionals in close correlation with the development of research and science in Latvia and the world.

The aim and objectives of the study field "Education and Pedagogy" are aligned with the DU Development Strategy 2022-2028 (see other attachments), and Education Science is defined as one of the four priority research areas based on (1) the UN policy Education for Sustainable Development (ESD) at global level; (2) the strategic documents of the European Union (EIROPA 2020, Strategy for Smart, Sustainable and Inclusive Growth); EC European Education Area by 2025; and (3) the European Research Area by 2025. Education for Europe 2020; OECD Latvian Skills Strategy assessment and recommendations[1] ; (3) Latvian planning documents (Latvian Sustainable Development Strategy 2030), Latvian National Development Plan 2021-2027 and Latvian Education Development Guidelines 2021-2027.

The aim of the study field "Education and Pedagogy" is to prepare highly qualified, competent, excellence-oriented teachers in the field of education throughout Latvia, providing them with appropriate knowledge, skills and competences in accordance with EU requirements, using the results of fundamental and practical research in education science.

Many countries around the world and Latvia are facing problems related to the shortage of teachers

in certain subjects, ageing of teachers, teachers leaving the profession (research and public information by the Latvian Education and Science Workers' Union (LIZDA)), as well as the challenges of the Covid-19 pandemic. Aware of the challenges posed by the Covid-19 pandemic, everyone, especially teachers, needs new skills, including digital skills. The European Commission's report "A European Skills Agenda for Sustainable Competitiveness, Social Equity and Resilience" states that "all Europeans should have access to attractive, innovative and inclusive learning programmes", where lifelong learning is a pan-European reality. The European Commission also proposes to consolidate existing efforts and further develop the European Education Area in six dimensions: quality, inclusion and gender equality, green and digital transformation, teachers and trainers, higher education, geopolitical dimension.

Based on European Commission reports, plans, recommendations and Latvian education policy planning documents, it highlights the characteristics that are necessary for students, future teachers and educators developing and planning their careers in education. The analysis of the documents shows that the education system needs teachers with a strategic vision, who are responsible, autonomous, proficient, and oriented towards excellence in their professional activities, who understand and implement an individualised learning approach, balanced and future-oriented skills training.

Considering the development vector previously identified in the field of study "Education and Pedagogy", related to the development of sustainable education and the interaction of tradition and innovation in education, it can be concluded that in the future Latvia and Europe will need teachers who apply not only innovative and multidisciplinary teaching and learning approaches, but also an understanding of the goals of sustainable education and sustainable development of professional competence.

Taking into account the previous experience of DU in the implementation of teacher education programmes based on the holistic philosophy, as well as accepting the principles outlined in the report of the Ministry of Education and Science "Proposals for conceptually new competency-based teacher education in Latvia", a sustainability competency model was developed for the development of teacher education programmes to be developed at DU. The model is based on the development of sustainability competence, which includes professional, methodological, theoretical, ecological, cultural and social competence. Sustainability competence is a complex phenomenon, which is formed in the pedagogical activity of a teacher, developing specific competences and forming their mutual interaction, and which is revealed as a synergistic quality of various competences of a teacher in integrated thinking and practical activity. This quality is directed towards sustainable education and development.

Aware of the challenges of educational change, the DU study programme "Education and Pedagogy" is implemented by assessing educational reforms in local and global contexts. In cooperation with the state, non-governmental and private sectors, the successful development of the study field is promoted, for example, the Daugavpils City Municipality has established support for the professional development of young teachers, has encouraged to raise the prestige of teachers (remuneration, social guarantees, etc.).

The Daugavpils City General Education Strategy 2018-2025 outlines measures aimed at achieving the highest possible level of education quality at all stages of education: pre-school, primary, secondary, interest education, inclusive education and adult education; thus, it is essential to strive for excellence and a high level of education quality in the field of study "Education and Pedagogy".

Education needs teachers who understand the basic principles of sustainable education and development, who are skilled, confident, initiative-rich, creative, open, people-centred, innovative and flexible in their methods, helping learners to transform information into knowledge and

knowledge into wisdom for life.

Based on the aim of the field of study "Education and Pedagogy" and striving for excellence in studies and research, the following tasks have been defined:

- to prepare teachers who will be agents of sustainable change and activists in the local community, building a Latvian and European society open to change, based on theoretical knowledge and the acquisition of fundamental, applied research skills;
- Accepting the approach of inclusive and individualised growth in the study process, to ensure cooperation between students and teaching staff in scientific research and professional skills development;
- Develop international mobility, strategic partnerships for study and research;
- Develop the professional competence, development and skills of academic staff in foreign languages and areas of specialisation;
- Promote the digitisation of the study process by fostering digital literacy and innovative approaches among academic staff and students.

The implementation of study programmes in the field of study "Education and Pedagogy" is interrelated and continuous. On the basis of the Cabinet of Ministers Regulation No 305 of 13 June 2023 "Regulations on the State Standard of Professional Higher Education" (<https://likumi.lv/ta/id/342818>), the study programmes of the study field "Education and Pedagogy" at DU include:

- short-cycle vocational higher education study programme "Preschool Teacher";
- bachelor's study programme in professional higher education "Primary Education Teacher";
- bachelor's study programme "Teacher" in professional higher education
- second-level (first cycle) professional higher education study programme "Teacher";
- Academic higher education study programme "Educational Sciences";
- Joint Doctoral Programme in Educational

Short cycle (level 1) vocational higher education study programme "Preschool Teacher"

Qualification to be obtained	Professional qualification as a teacher with the right to work as a pre-school teacher
Type and duration of studies	2 years full-time study 2,5 years part-time
Amount in credits	80 KP (120 ECTS)

Professional bachelor's study programme "Primary Education Teacher"

Qualifications and professional degrees	Professional bachelor's degree in teacher education and professional qualification as a teacher
Type and duration of study	full-time studies - 4 years part-time studies - 4.5 years
Amount in credits	160 KP (240 ECTS)

Professional bachelor's study programme "Teacher"

Qualifications and professional degrees	professional bachelor's degree in teacher education and teacher qualification
Type and duration of studies	full-time studies (P) - 4 years part-time studies (N) - 4.5 years
Amount in credits	160 KP (240 ECTS)

First cycle (level 2) study programme "Teacher"

Qualification to be obtained	teaching qualifications
Type of study	full-time studies (work-based learning)
Duration of study	1 year

Academic Master's study programme "Educational Sciences"

Qualification and/or degree obtained	Master's degree in Education
Type of study	Full-time studies
Duration of study	1) 1 year 3 months 2) 2 years

Joint Doctoral Programme in Educational Sciences

Degree to be obtained	Doctor of Science (Ph.D.) in Social Sciences
Type and duration of studies	full-time - 3 years

The aim and objectives of the study programme are in line with the new tendencies in the education system of the European Union, with the requirements described in the normative documents, the Constitution of the University of Daugavpils and with the priority research directions defined in the strategy of Daugavpils University. The current version of the study programmes aims to provide students with a scientific basis for professional activity, developing scientific analysis skills and the ability to independently solve problems, as well as to prepare excellent educators who are proficient for future professional and scientific research work.

[1] OECD Skills Strategy Latvia ASSESSMENT AND RECOMMENDATIONS (2019)
https://www.oecd.org/en/publications/oecd-skills-strategy-latvia_74fe3bf8-en.html

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

The aim of the study field "Education and Pedagogy" is based on the overall strategic vision of future development of DU, where education and pedagogy are one of the essential pillars of development. The preparation of highly qualified, proficient, excellence-oriented teachers in the field of education throughout Latvia also takes into account the strategic priorities set out in the Council of the European Union Resolution on a strategic framework for European cooperation in education and training towards a European education area and beyond (2021-2030) (see Figure

2.1.2.1).



Figure 2.1.2.1. Strategic priorities (approved 26.02.2021)[1]

Based on the analysis of the formal indicators of study programme implementation and taking into account the results of student surveys, as well as assessing the direction and dynamics of the development of external factors, the Board of the study field has conducted a SWOT analysis (see Table 2.1.2.2) and outlined the strengths, weaknesses, opportunities and potential threats in the implementation of the study field in order to forecast the future development of study programmes and ensure their improvement. In the development of the study field "Education and Pedagogy", the SWOT analysis highlights key aspects such as the study process, teaching staff capacity, mobility and student engagement.

Table 2.1.2.2. **SWOT analysis of the study field "Education and Pedagogy"**

Strengths	Weaknesses
<ul style="list-style-type: none"> - A clear vision, goal, objectives and strategy for the DU programme in Education and Pedagogy. • Student-centred/integrative/inclusive and interdisciplinary 	<ul style="list-style-type: none"> - Lack of visibility among EU study programmes Insufficient public funding for research and renewal of the material and technical base.

approach in the design and delivery of the programme content

- Continuity of study programmes, offering studies with competences at different levels.
- Harmonisation of the content of the study programmes included in the direction and orientation towards the EU and Latvian labour market demand.
- Graduates are in high demand on the labour market.
- Supply of highly qualified teaching staff.
- Study programmes are implemented with the involvement of experts in the field and in cooperation with employers.
- The scientific qualifications, experience and professionalism of the faculty members involved are continuously improved.
- A supportive learning environment and successful interaction between lecturers and students, individual/student-centred/inclusive approach to the study process.
- State-funded budget study places.
- Cooperation with employers (guest lecturers, internship providers, study programme management, etc.)
- Moodle, a modern e-learning environment, is available.
- Participation in DU scientific activities (conferences, research, project competitions, etc.) and publication of your research in scientific conference proceedings and journals.
- Cooperation with foreign HEIs and other Latvian HEIs, including the benefits of ERASMUS+ mobility.

Opportunities

- Uncompetitive remuneration of academic staff undermines the competitiveness of state-funded higher education institutions in the labour market and has a negative impact on the motivation of professionals involved in the field of study;
- Lecturers have heavy study workloads, which limits time for research and opportunities to get involved in new projects.
- Regional location of the higher education institution, border area.
 - Some of the academic staff have insufficient knowledge of foreign languages, which reduces the potential of the field of study to attract foreign students.

Threats

- | | |
|--|---|
| <ul style="list-style-type: none"> - Expansion of cooperation with Latvian and foreign HEIs. - Increasing research and interdisciplinary studies in collaboration with other DU departments, innovative approaches and problem solving. - Attracting foreign students. - Increasing the involvement of students and faculty members in national and international research projects. - Developing research and professional capacity in research and study. - Promoting inter-institutional cooperation in municipalities, the region and the country, developing innovative approaches to tackle different challenges. Leveraging EU financial instruments and structural funds to improve the learning environment and quality | <ul style="list-style-type: none"> - Demographic situation (shortage of secondary school students), which has a long-term impact on the potential number of students. - Ageing teaching staff, insufficient funding to attract new professionals to study programmes. - Unequal competition in the HE space in Latvia. <ul style="list-style-type: none"> • Outflow of potential students abroad; • Declining competitiveness of academic staff salaries; |
|--|---|

Various strategic measures are needed to improve the mentioned weaknesses and to prevent the above mentioned threats. When evaluating the SWOT analysis, it is possible to indicate some activities of DU, for example, increasing the visibility/recognizability of study programs using digital and traditional media. Organize international conferences, seminars and exhibitions to promote the programs. Cooperation with other universities, create partnerships and exchange programs to increase visibility and the number of students.

When thinking about DU funding, it is possible to attract funding from the private sector, looking for cooperation opportunities with companies that might be interested in funding research and providing the necessary resources. Actively participate in international competitions and apply for grants, such as Horizon Europe.

Also, when evaluating the further development of the study field "Education and pedagogy", the general political, social and economic situation of the country should also be taken into account. The regional location of a higher education institution is one of the challenges of activating digital learning: developing and expanding online study programs to attract students from a wider geographic region.

All of these recommendations require targeted planning and resource allocation, but their implementation can significantly improve the identified weaknesses and address the major threats.

The evaluation of the current study field "Education and Pedagogy" shows that it is a good basis for future professional and academic work. Attached is the development plan of the study field "Education and Pedagogy" for the next six years, which was developed on the basis of the strategic documents of the EU, Latvia and DU, by the head of the study field in cooperation with study programme directors, teaching staff, representatives of employers and students and approved at the meeting of the Council of the study field "Education, Pedagogy and Sport" No.1.18.01.2022.

[1] Council Resolution on a strategic framework for European cooperation in education and training towards a European education area and beyond (2021-2030) 2021/C 66/01, <https://op.europa.eu/s/zlBF>

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.

One of the essential prerequisites for the successful implementation of a study field and its programmes is the establishment of a programme management and internal quality control system at DU and its functioning. The aim of the quality and management control system of the study process is to guarantee the compliance of the programme content with the requirements of higher education, as well as the requirements of the labour market of Latvia and the European Union.

The governance structure of the study field is within the overall framework of DU and, from 2023, the newly established Faculty of Humanities and Social Sciences. The day-to-day implementation of the study field is organised in accordance with the decisions of the DU management and the HSZF Council, the study field development strategy plan. The Council of the study field "Education and Pedagogy" evaluates the course and results of the study process and recommends measures for the improvement of programmes and integration of the latest findings into the study content and process; discuss the proposals submitted by the relevant departments and propose changes in the scope of study courses, their content and the calendar arrangement by semester, taking into account the results of student surveys, formal indicators of student success and scientific activity, as well as indicators of the professional activity of lecturers in relevant areas (participation in scientific conferences, research and other projects, participation in applied research, publications, etc.etc.), analysing in detail the content of each course of study and the quality of its teaching. Proposals for changes in study courses or study programmes are discussed at the HSZF Council and forwarded to the DU Board of Studies.

Effectiveness analysis and evaluation

The Head of the study field, in cooperation with the program directors, organises and coordinates the quality study process in the study programmes included in the study field. The head of the study field is responsible for conceptual changes in the study field, convenes meetings of the Study Field Council when necessary, prepares the annual self-assessment report of the field of study in cooperation with the study programme directors, and collects and analyses the information to be included in it.

At the end of each academic year, programme directors send requests for course provision to other departments involved in the implementation of study programmes, department heads plan teaching staff loads for the following academic year and are responsible for appointing a lecturer to teach the course.

Study programme directors communicate with students and make improvements to study programmes in coordination with the head of the field of study. Where necessary, topical issues are discussed by the Study Field Council, the Faculty Council and the Study Council.

HSZF has accounting secretaries who prepare and circulate documents related with the study programme, participate in final examinations and record them. The registrars provide information support to students, lecturers and study programme directors. The administrative staff of the departments and faculties provide information on students, grades, study programmes, lecturers in DUIS, prepare diplomas and diploma supplements. Computer network administrators and technicians of the Information and Communication Technology Centre provide support to lecturers by ensuring the use of IT during the study process, conferences and science communication events.

The administrative and technical staff also carry out other duties within their areas of competence.

The support provided by the DU administrative and technical staff of the study field is positively evaluated. The Faculty ensures effective communication and systematic information flow. Students are informed about where to go if they have questions or need help.

The preparation of the annual programme self-assessment report within the quality internal control system should be highlighted. In particular, at the end of each academic year, a programme report is prepared and after its discussion and approval by the Study Field Council and the HSZF Council, it is submitted to the Study Quality Assessment Centre and after its approval by the DU Senate it is published and available from the DU internal network.

It should be noted that the DU Student Service Centre (SSC) operates at DU, which develops and circulates documents related to study programmes, informs DU students on topical issues, as well as provides consultations. The main functions of the SSC are:

- issue certificates to students (bank, State Revenue Service and other institutions about the fact that you are studying at DU, as well as certificates about study leave, bachelor's and master's thesis development and defence, etc.);
- issue study contracts to students;
- advise students on matters related to the study process, extra-curricular activities and halls of residence;
- take part in information events (career days, education fairs,)
- listen to and summarise student proposals and pass them on to the relevant

The work of the SSC provides a great deal of support for the organisation of the study process within the study field.

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 admission process at DU is provided in accordance with the "Admission Rules for Full-time and Part-time Basic Studies", "Admission Rules for Full-time and Part-time Higher Level Studies", "Admission Rules for Full-time and Part-time Doctoral Studies" and "Admission Rules for Full-time Studies for Foreigners" in Latvian (<https://du.lv/gribu-studet/uznemsana/>), which are approved annually by the DU Senate according to the study programme licences and accreditation pages in the Register of Study Fields (<https://eplatforma.aika.lv/>). The Admission Rules are updated every academic year in accordance with the Law on Higher Education Institutions, the Cabinet of Ministers Regulation No 846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedure for Admission to Study Programmes" and the DU Constitution.

The DU Senate approves the admission rules, the admission process, the registration fee for applicants, the tuition fees for programmes, the number of study places and announces the admission.

The Admission Rules and Study Opportunities set out the requirements for persons wishing to study

at DU, the rights and obligations of the University and each other in the admission process, contain information on study programmes and forms of study, additional requirements for reflectants' prior education, training or special suitability for particular studies, and the evaluation criteria for the competition. Admission to study programmes at DU includes registration of applicants for studies, competition for study places, announcement of competition results, conclusion of the study agreement and matriculation.

Admission to DU study programmes is provided by the Secretariat of the DU Admissions Committee. The Admissions Committee determines and approves the results of the competition.

The decision of the DU Admissions Committee on the results of the competition may be appealed in accordance with the "Procedure for appealing and appealing against decisions related to admission to a study programme at Daugavpils University" developed by DU.

In accordance with the Law on Higher Education Institutions, the "Regulations on the Recognition of Competences Acquired or Gained in Professional Experience and Study Results Achieved in Prior Education at Daugavpils University" (https://du.lv/wp-content/uploads/2022/06/ENG_Regulations-for-the-recognition-of-study-results-2.pdf) have been developed and are in operation at the University of Daugavpils. A person who wishes to have the knowledge, skills and competences acquired outside formal education and/or in professional experience or study results achieved in previous education, including study results achieved as a listener, recognised shall submit an application for recognition of knowledge, skills and competences prepared in cooperation with the study programme director to DU. Within 10 (ten) calendar days from the receipt of the information on the necessity to make a comparison, the director of the study programme shall draw up a comparison of the completed study courses, which shall compare the study results and their scope achieved in the previous study periods in the study courses completed at DU with the study results and their scope achievable in the study programme concerned. DU shall establish at least one committee for the evaluation and examination of knowledge, skills and competences acquired outside formal education or in professional experience, study results achieved in previous education in each subject area of education defined in the Latvian Classification of Education and implemented by DU, if an application has been received from a person for any of the study programmes in the subject area of education. The assessment and examination commission of DU shall examine the application and documents of the person and assess the conformity of the knowledge, skills and competences acquired outside formal education and/or acquired in professional experience, and/or achieved in previous education and/or as a listener with the study results to be achieved in the courses of the study programme of DU specified in the application of the person. The decision on the recognition of knowledge, skills and competences acquired outside formal education or in professional experience and study results achieved in previous education shall be taken by the DU Recognition Committee.

During the reporting period, more than 37 students have started studies in the study programmes of the study field "Education and Pedagogy", starting from 2022, on the basis of the "Procedure for Starting Studies in the Later Stages at Daugavpils University" (available at: https://du.lv/wp-content/uploads/2022/06/ENG_Procedure-for-the-initiation-of-studies-in-subsequent-study-stages-1.pdf).

The following cases were taken up at later stages:

- **transferring from another university or college**, e.g., a person wishes to continue his/her studies at DU after not completing his/her studies at another university (e.g., the *University of Latvia*);
- **resuming studies at DU after a break**, g. a student has been at DU for less than one year and is matriculated of his/her own free will but decides to resume studies in the autumn, or in

the case of a student who is matriculated as having failed the final examinations and later resumes to complete his/her studies;

- **if knowledge, skills and competences acquired outside formal education or in professional experience or study results achieved in previous education have been recognised in accordance with the procedure established by DU**, on the basis of the "Regulations on Recognition of Competences Acquired Outside Formal Education or in **Professional Experience** and Study Results Achieved in Previous Education at Daugavpils University" (available at: https://du.lv/wp-content/uploads/2022/06/ENG_Procedure-for-the-initiation-of-studies-in-subsequent-study-stages-1.pdf).

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.

The methods and procedures used to assess student achievement are essential for the quality of study programmes, to ensure the effectiveness of the study process and to assess the level of knowledge and skills acquired by students. As well as to gain confidence in the acquisition of professional skills and competences that are vital for employers in the field of education.

Assessment principle DU, like other universities, uses a variety of assessment methods, such as mid-term exams, examinations, coursework, seminar work, project work, practical work, etc. These methods are chosen on the basis of their relevance to the objectives of the study programmes, the pedagogical guidelines, the needs of the students and the effective conduct of the study process. Before introducing new and innovative methods and procedures, DU carries out a thorough analysis to assess their relevance to the objectives of the study programmes and the needs of the students. This includes the development of criteria, as well as the review and improvement of the evaluation process. The principles of **objectivity**: fairness and equity, including all students; **relevance to objectives**: the method or procedure used is consistent with the objectives of the programme and helps students to achieve these objectives; **diversity**: ideally, a variety of methods are used in the assessment process to ensure a broad assessment of students' knowledge and skills; and **feedback**: feedback is given to students on their performance so that they can understand their strengths and weaknesses and improve their work in future careers; **student involvement**: students are involved in the assessment process and are clear about the assessment criteria and performance expectations. In the Education and Pedagogy field of study, discussions are sometimes held with students to obtain their feedback on assessment methods and procedures and to make necessary adjustments to improve the process. Periodic reviews and research help to identify new or improved methods that better meet the objectives of the study programmes and the needs of the students. The assessment principles and criteria are described in the course descriptions of each course of study, which are available on the DU e-environment. Teaching staff, at the beginning of their work with students in the classroom, familiarise students with the course requirements and the system of assessment of knowledge and skills. The Students section of the DU website <https://du.lv/par-mums/dokumenti/> provides the opportunity to get acquainted with the most relevant information, the study process and the documentation binding for students.

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.

Akadēmiskā godīguma principus nosaka gan “Zinātnieka ētikas kodekss” (<https://www.lza.lv/par-mums/pamatdokumenti/64-zinatnieka-etikas-kodekss>) un angļu valodā <https://www.lza.lv/en/about-us/documents> gan “Daugavpils Universitātes darbinieku un studējošo ētikas kodekss” (<https://du.lv/wp-content/uploads/2021/12/Etikas-kodekss.pdf>). Kodeksā ir noteikts, ka studējošie atbalsta un uztur akadēmisku un profesionālu godīgumu, nepieļauj plaģiātu, norakstīšanu, citu intelektuālā īpašuma negodprātīgu izmantošanu vai krāpšanos. Savukārt akadēmiskais personāls savlaicīgi, godprātīgi un taisnīgi novērtē studējošo darbu, atbalsta un uztur akadēmisku un profesionālu godīgumu, neradot nosacījumus akadēmiskā negodīguma izpausmēm, seko līdzī studentu darba izstrādes procesam, nepieļauj plaģiātu, norakstīšanu, citu intelektuālā īpašuma negodprātīgu izmantošanu vai cita veida krāpšanos.

DU ir izstrādāta un tiek ievērota “Noslēguma darbu iesniegšanas kārtība plaģiātisma kontrolei Daugavpils Universitātē” (<https://du.lv/wp-content/uploads/2022/06/plagiats.pdf>), kas paredz obligātu studiju noslēguma darbu elektronisko versiju iesniegšanu un glabāšanu DU Informatīvajā sistēmā un nodrošina iespēju salīdzināt studējošo noslēguma darbus ar iepriekšējos gados aizstāvēto darbu kopu. Ja noslēguma darbu salīdzināšanas procesā ir konstatētas plaģiāta pazīmes, tiek apstiprināta Ekspertu komisija, kura izskata noslēguma darbu līdzību un iesniedz priekšlikumus par studējošā atbildību fakultātes dekānam. Ja ekspertu komisija ir konstatējusi plaģiātu, studējošais tiek informēts par atstādināšanu no gala/valsts pārbaudījuma kārtības un eksmatrikulēts kā gala pārbaudījumu nenokārtojis. Studējošajam tiek informēts par iespējām atjaunoties studijām nākamajā studiju gadā un izstrādāt noslēguma darbu par citu tēmu.

Studiju kursus, kas paredz zinātnisko pētījumu metodoloģijas apguvi, tiek pievērsta pastiprināta uzmanība akadēmiskā godīguma principu ievērošanai izglītības pētniecībā. Plaģiāta pārbaude notiek vairākos līmeņos. **Uzsākot studijas**, lai mazinātu plaģiāta gadījumus, studējošo patstāvīgajos darbos, īpaši pirmā kursa studējošajiem tiek akcentēts godīgs, un drošticamiem avotiem bagāts darbs. Piemēram, PBSP vispārīzglītojošajā studiju kursā “Skolotāja profesionālās darbības pamati” tiek iekļauta tēma par akadēmisko godīgumu, aktualizējot tā principu ievērošanas svarīgumu, plaģiātisma veidiem un to atpazīšanu studējošo darbos

Studiju procesa laikā, docētāji, kuri nodrošina studiju kursus ir atbildīgi par plaģiāta pārbaudēm un studējošo godprātīgu darbu iesniegšanu.

Studiju noslēgumā, visās studiju programmās pret plaģiātu divas reizes gadā tiek pārbaudīti visi pilna un nepilna laika studējošo noslēguma kvalifikācijas, bakalaura un maģistra darbi, kad studējošie gatavo iesniegt darbus elektroniskā formā.

Kopš 2023. gada DU mācībspēkiem tiek nodrošināta iespēja izmantot OXICO *Similarity Checker for Universities and Schools* (<https://www.oxsico.com/>), kas ir instrumentu komplekts, kas tiek izmantots, lai pārbaudītu vai novērtētu akadēmiskās darbības un iesniegto darbu līdzīgumu vai plaģiātismu. Tas var ir noderīgs rīks, lai nodrošinātu akadēmisko godīgumu un novērstu jebkādas negodīgas prakses, piemēram, darbu kopēšanu vai pārkopēšanu. Šāda veida rīks darbojas, salīdzinot iesniegtos darbus ar plašu datubāzi vai interneta saturu, lai atrastu līdzīgus vai identiskus fragmentus. Tas palīdz identificēt gadījumus, kad studenti vai akadēmiskie darbinieki ir izmantojuši citu darbus bez atbilstošas atsaucē vai citējāmības. Tādējādi OXICO *Similarity Checker* palīdz

uzturēt akadēmisko integritāti un veicina godīgu akadēmisko vidi.

Tomēr jāņem vērā, ka šis rīks nevar veikt galīgo lēmumu par plaģiātismu vai godīgu izmantošanu. Tas sniedz tikai sākotnēju informāciju, galīgo lēmumu par akadēmisko disciplīnu parasti pieņem akadēmiskais personāls, DU vadība, pamatojoties uz rūpīgu analīzi un citiem faktoriem.

Studiju virziena “Izglītība un pedagoģija” realizēto studiju programmu vairāku studiju kursu saturā ir iekļautas tēmas, kas saistītas ar akadēmiskā godīguma pamatprincipiem un studējošie tiek informēti par iespējamajām sekām, kas rodas to pārkāpšanas gadījumā.

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.

One of the essential aspects of the functioning of studies is the establishment of the direction management and its quality assurance system, coordinated by the DU Board of Studies and the DU Study Quality Assessment Centre (hereinafter referred to as the SKNC). The aim of the quality assurance and management system of the study process is to guarantee the compliance of the programme content with the requirements of higher education and economic science, as well as the requirements of the labour market of Latvia and the European Union.

The aim of quality assessment is to monitor the performance of study programmes and to plan their development in order to fully achieve the goals and objectives set in the study programmes.

Quality control is continuous: in the admission of students, in the recruitment of academic staff, in the evaluation and development of study programmes, in the evaluation of the performance of departments and their heads in terms of research and study results.

DU has developed a structured quality management system model that sets the guidelines for achieving excellence. This model of excellence is binding for every DU employee. It includes nine criteria (see Figure 2.2.1.1). Five of them cover enablers and four cover outcomes. The facilitators reflect what DU does and how it does it, while the results reflect achievements.

Results are achieved through facilitators, and facilitators are improved by feedback from results. Effective results are achieved through management understanding and support, focused DU strategy and policy implemented with the successful participation of staff, and through full partnership, resource-efficient approaches and effective management of processes. The arrows in the figure illustrate the dynamic nature of the excellence model - the importance of creativity, innovation and learning in the development of enablers, which in turn lead to better results. The excellence model allows to understand the cause and effect relationships between the actions that DU implements and the results it achieves (DU Development Strategy).

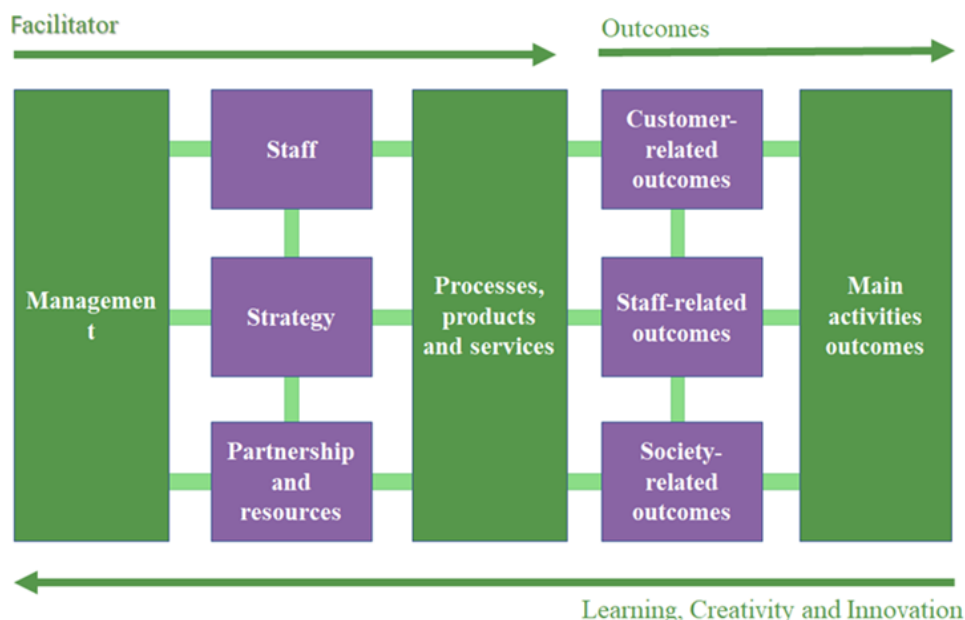


Figure 2.2.1.1. Quality management system model defining the guidelines for excellence at DU

The SKNC has interlinked control and improvement activities, thus building confidence in the functioning of the HEIs and in higher education in general.

Surveys of students, employers and graduates are regularly organised at DU; their results are used to make operational decisions, improve the quality of study courses, programmes, and the work of teaching staff. The performance of the programmes is evaluated at the meetings of the Board of Studies. Proposals for changes in study programmes are considered at the meetings of the Faculty Council.

Lecturers regularly review course descriptions and update them with current topics and the latest literature. At the end of the academic year, lecturers update their data in the internal information system (DUIS) and discuss the results of the year and directions for improvement with the study programme directors and sub-programme directors.

Since the 2023 structural reforms, the Dean of the Faculty of Humanities and Social Sciences and the Heads of the Departments are responsible for monitoring the development of the fields of study and the quality of the study process. Strategic planning of the study process is continuously carried out, analysing weaknesses, risks, development opportunities and related aspects of study programmes. Information about the courses to be studied in a semester is placed in the e-learning environment Moodle at DU; the following information is available to students: course description, assignments for independent work, additional materials. Management and staff meetings are organised for information exchange and decision-making on the study process.

The internal quality assurance system of the study field "Education and Pedagogy" is implemented in accordance with the practice of DU. The system is assessed as effective, transparent and coherent with the objectives and implementation process of the study field "Education and Pedagogy".

Internal quality control of the study field "Education and Pedagogy" is carried out by the Study Field Council, programme and sub-programme directors, teaching staff of profiling units (departments). Discussion and evaluation of the development plan and measures to improve the quality of studies shall take place at the end of each academic year or as required.

Once every academic year, the head of the field of study "Education and Pedagogy" in cooperation with the programme and sub-programme directors prepares the self- evaluation report of the field

of study for the previous academic year.

The latest scientific literature and the experience gained by lecturers during Erasmus+ mobility visits to European universities are discussed at meetings of the Study Area Council and departmental meetings.

In the process of implementation of the study programmes, the opinions of employers and graduates involved in the programmes are regularly surveyed (questionnaires, expertise of individual programme components, involvement of employers and graduates in the Study Programme Council), which allows for closer alignment of the programme content with the needs of the labour market. The quality of study work is enhanced by the intensive participation of graduates in the study process of the University, both by guest lecturing and by providing internships and workplaces. Positive experience was gained within the ESF project "Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University", No 8.2.1.0/18/A/019, when the faculty members of the direction had the opportunity to undergo internships with their employers. In the period from 2019 to 2021, more than 15 lecturers of the field of study had an internship with a lecturer. This experience bridges the gap between theoretical knowledge and its implementation in the workplace. Shadowing, participation and observation in pre-school educational institutions, secondary schools and the Education Administration promote collaboration, understanding and deeper analysis when evaluating processes in the field of education.

The experience of the faculty members involved in the study field "Education and Pedagogy" is not only in academic activities, but also in professional activities in educational institutions as administrators, teachers, consultants, experts in the process of accreditation of educational institutions (activities in the IKVD), which ensures the relevance of study programmes to current trends in the labour market.

The academic staff of the study field "Education and Pedagogy" participate in academic and methodological conferences, seminars and qualification improvement courses as lecturers or listeners, regularly improving study courses with innovative study forms and modern methods.

In order to improve their remote working skills, lecturers of the study field regularly participate in training courses, for example, to ensure full use of the e-learning environment Moodle. Within the ESF project "Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University", No. 8.2.1.0/18/A/019, seminars were organised for lecturers for the development and integration of the necessary study course support materials into the study process.

It is important to indicate the motivation of the study field faculty to participate in various DU activities (see Table 2.2.1.1).

Table 2.2.1.2. Activities to promote motivation of teaching staff at DU

Teaching staff activities	Motivation
Lecturers are given the opportunity to enhance and broaden their knowledge and professionalism within the framework of ERASMUS+ and other mobility programmes.	Gain experience abroad through internships and lectures at foreign universities/organisations.

Participating in conferences, producing scientific publications, organising science communication activities, working on artistic creativity projects, etc.	Lecturers are awarded funding for the following period's scientific activities for their scientific performance in the previous period. At the end of each calendar year, DU lecturers
	submit a report on their achievements in scientific work, project work, participation in scientific seminars and conferences to the Science Department for publication in accordance with the procedure for evaluation of scientific activity of DU academic staff (available from the DU internal network).
Preparation and publication of scientific articles in Web of Science and SCOPUS indexed journals.	Lecturers are paid for the costs associated with preparing the publication (proofreading and publication fees).
Increasing the Hirsch index.	DU academic staff receives remuneration for the citation index Hirsch in SCOPUS and/or Web of Science databases within the budget of DU.
Payment of expenses for scientific missions.	DU pays for travel expenses related to participation in scientific events and research.
DU organises the DU Research Project Competition.	The DU Research Project Competition awards funding to topical and high-quality projects to support the research development of DU academic and research staff and PhD students.
ESF project "Strengthening of professional competence of academic staff of Daugavpils University in areas of strategic specialization" (Nr.8.2.2.0/18/A/022) and project Within the framework of "Strengthening the Capacity of Academic Staff of Daugavpils University Study Direction "Education, Pedagogy and Sport" (No.8.2.2.0/18/I/005) in Strategic Areas of Specialisation", the academic staff of DU was provided with the opportunity to improve their language skills in English language teaching programmes at B2 and C1 levels.	Lecturers receive free training in foreign languages, up-to-date teaching methodologies and e-resource training.

It is important to note that some of the faculty members involved in the field of study "Education and Pedagogy" perform not only academic activities, but also professional pedagogical activities, which ensure the relevance of study programmes to current trends in the labour market.

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).

Development and revision of study programmes is carried out in accordance with the "Regulations on Opening and Management of Study Directions and Study Programmes of Daugavpils University" (<https://du.lv/wp-content/uploads/2024/06/REGULATIONS-FOR-THE-OPENING-AND-MANAGEMENT-OF-STUDY-FIELDS-AND-STUDY-PROGRAMS-OF-DAUGAVPILS-UNIVERSITY-1.pdf>).

In order to ensure that study programmes comply with the needs of the economy, current normative documents or to improve them, systematic processes of study programme development and revision are organised. Their regularity depends on the necessity and importance of the changes to be made.

Study programme review process

Stakeholders	Activities
Programme director, profiling department, faculty council, Board of Studies.	<p>The study programme director shall initiate changes in the study programme (course provision, changes in the CP, introduction of new study courses, etc., which shall not exceed 20% of the total study programme volume in accordance with Clause 2.3.4 of the Cabinet of Ministers Regulation No 793 "Regulations on Opening and Accreditation of Study Directions"). Changes are considered at the departmental meeting, at the faculty council, the decision is made by the Board of Studies.</p> <p>Regularity - as needed or at least once per academic year.</p>

Programme Director, Profiling Department, Faculty Council, Study Quality Assessment Centre (SKNC), Board of Studies, Vice-Rector of Studies, Senate, Academic Information Centre.

Changes to the study programme are required in accordance with the Cabinet of Ministers Regulation No 793 "Regulations on Opening and Accreditation of Study Directions". The Director of the Study Programme, in cooperation with the SKNC, will prepare the necessary application for changes. The application is reviewed by the Department, Faculty Council, Board of Studies and approved by the Senate. After approval, the change application is submitted to the Academic Information Centre. The Study Programme Director, in cooperation with the SKNC and the Vice-Rector of Studies, organises an expert visit to DU. Regularity - as needed.

At the end of each academic year, the SKNC organises a survey of students, graduates and employers, the results of which provide information on the evaluation of the quality of studies and related aspects. Based on the results of the surveys, the content of study programmes is reviewed and improved. The Director of the study programmes responds to all reasoned opinions, suggestions and criticisms expressed in the questionnaires and, if necessary, the issues are discussed in the Study Field Council. After changes have been made to the content of the study programme, the study programme director informs all stakeholders (students, lecturers, employers, graduates), thus ensuring feedback.

During the reporting period new study programmes were established within the project "Modernisation of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System", No.8.2.1.0/18/I/005, ESF

8.2.1 "Reduce fragmentation of study programmes and strengthen resource sharing", period from 01.10.2018 to 30.06.2023. Within the project new study programmes were licensed and, by compiling a package of documents, submitted in a unified system for evaluation of the study field.

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 submission and handling of student complaints and suggestions is an essential component of the quality system. In order to ensure quality improvement, it is necessary to analyse processes, obtain a clear statement of the reasons for complaints and provide feedback to the complainant or proposer.

Students have the right to submit complaints and proposals to the study programme director, the head of the profiling unit, the dean of the faculty, the SKNC, the vice-rector of studies and the rector. Complaints and proposals shall be accepted orally, in writing and electronically, depending on their level of importance.

Complaints and suggestions are accepted individually or collectively, openly (identifying) and anonymously. The presentation and reception of complaints at DU shall be carried out in accordance with the procedures laid down in the 'Complaints Law'. Academic, administrative and general staff of DU, students may submit complaints about alleged violations of the provisions of the DU Code of Ethics, including actions or behaviour outside DU, if the prestige of DU is affected. On behalf of the students, the Student Council may submit a petition, which may act as a representative of the student during the examination of the complaint.

The Academic Arbitration Court of DU shall consider applications of students and academic staff regarding restrictions and violations of academic freedoms and rights stipulated in the Satversme.

Submitting open complaints and proposals

DU students may submit open complaints and proposals in free form or in accordance with the procedures laid down in DU's internal regulations.

Submitting anonymous complaints and suggestions

DU has the following complaint tools:

- DU has a section on the SKNC website where anyone can anonymously submit a complaint/suggestion to the SKNC (<https://du.lv/en/about-us/study-quality-assessment-centre/>);
- Student Council's trust questionnaire in Latvian only (<https://du.lv/studentu-padome/uzticibas-anketa/>). Anonymous complaints are received electronically, and after reviewing and analysing the content of the complaint, the SKNC conducts discussions with the parties involved and, if necessary, implements study quality. In the past practice, in the process of handling anonymous complaints, the SKNC closely cooperates with the Students' Council, conducting research on the situation and taking necessary measures to improve the quality of studies, because according to the "Regulations of the Students' Council of Daugavpils University" the Students' Council has the right to request and receive information from any DU department on all issues within its competence that affect the interests of students.

In order to consider complaints related to admission to a study programme, DU has in place the "Procedure for a Person to Challenge and Appeal Decisions Related to Admission to a Study Programme at Daugavpils University", according to which a person may challenge the decision of the Admissions Committee on the results of the competition by submitting an application to the Rector of DU within seven working days after the results of the competition have been made public.

According to the "Regulations on Studies at Daugavpils University", students have the right to submit a motivated appeal to the Dean of the Faculty against the results of the examination within one working day after they are announced. The appeal shall be examined within three working days by a committee established by the decision of the Dean, with the participation of the examiner and the head of the relevant department.

All internal normative acts, according to which students can submit complaints and proposals, are publicly available on the DU website. Students can obtain information by contacting the programme director, the dean, the SKNC and the Student Council.

The SKNC coordinates the handling of students' complaints and proposals, organises express surveys where necessary, monitors the quality of studies by attending classes and conducting interviews with students and academic staff to ensure a full analysis of the conflict or problem.

All complaints and suggestions are always discussed with the parties involved. The Director of the study programme and, if necessary, the Head of the study field and the Vice- Rector for Studies participate in the examination of complaints and proposals. After analysing the situation, possible solutions are found, students are always informed about the implementation of the complaint and/or proposal, and the SKNC provides advice on study quality issues. During the reporting period, no student complaints were received. We provide an example of one program that illustrates the quality system in other study programs as well. No complaints were received from students of the short-cycle professional higher education study program "Preschool Teacher". The students' proposals to the program director were related to more optimal planning of the lesson schedule, taking into account a steady workload throughout the week; to the extent possible, use combined study forms for part-time students who live in remote settlements. As a result of the consideration of the proposals, solutions were found to balance the student workload in the class schedule and in some cases to provide combined forms of study for part-time students, taking into account the Cabinet of Ministers' regulations of February 8, 2022 No. 111 "Organization and implementation procedure of distance education" (<https://likumi.lv/ta/id/329849> - in Latvian only), not exceeding 50% of the lessons in the program remotely.

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.

DU collects and processes personal data for specific, explicit and legitimate purposes and only in the manner and to the extent provided for by the laws and regulations.

DU operates the information system DUIS, which contains statistical data and information on study programmes, students and lecturers. The system is accessible from the DU internal network. The data are entered into DUIS by study programme directors, faculty administrators; their compilation and verification is carried out by the Study Department. At the end of each month, the data collected in the DUIS system is exported to the State Education Information System (VIIS).

One of the main tools for improving the study fields are the student surveys, which are announced by the SKNC 3 times a year - for first year students 2 months after the start of their studies, at the end of the winter semester and at the end of the summer semester. Based on the data and information provided in the surveys, the SKNC conducts lecture observations and individual student group surveys, as well as organises discussions with lecturers on measures to improve the quality of studies. The Student Council announces student surveys twice a year, at the end of each semester.

The data from the surveys are collected in the DU survey system (*Open Source Project Lime Survey*) and analysed. The results of the surveys are included in the self- evaluation reports of the study fields.

DU also organises alumni and employer surveys. The data from the alumni survey

<https://aptaujas.du.lv/index.php/764263/lang-lv>) provide information on graduates' employment trends, evaluation of the study programmes they have completed and recommendations for improvement. Employer surveys <https://aptaujas.du.lv/index.php/544412>) are implemented and data are collected by programme directors. Their aim is to provide recommendations for the improvement and development of the content of DU study programmes.

Feedback from students, graduates and employers is crucial to ensure that the curriculum meets the requirements of the labour market. Students, graduates and employers evaluate the course of the study programme as well as the applicability of the acquired knowledge, skills and competences in professional activities, thus feedback becomes a valuable element for the improvement of the study process.

At the end of each semester, the SKNC organises a student survey, the results of which provide information on the evaluation of the quality of studies and related aspects. The student survey is available in the e-environment. Alumni and employer questionnaires have also been developed. The results of the student surveys are taken into account in the planning of the next academic year, in the assessment of the pedagogical and professional competences of lecturers, the availability of study support materials and sources, the involvement of foreign lecturers, etc.

Surveys of graduates and employers are carried out randomly. Employers are surveyed after placements, non-placement employers are surveyed on average every two years. Graduates are surveyed or interviewed both immediately after graduation and several times after graduation. After processing the data and reviewing the results, changes are made to the content of the study programme. The programme director informs all stakeholders (students, lecturers, employers, graduates), thus ensuring feedback. Recommendations or criticisms raised in the surveys and remedial mechanisms are discussed in meetings with both study field lecturers and students, as well as in consultations with industry. Student representatives participate in the Study Field Councils and in the development of solutions to the comments made in the surveys.

Based on the results of students, graduates and employers surveys, the content of study programmes is reviewed and improved. All reasoned opinions, suggestions and criticisms expressed in the questionnaires shall be responded to by the Director of Study Programmes and, where necessary, reviewed by the Study Field Council. After making changes to the content of the study programme, the study programme director informs all the parties involved (students, lecturers, employers, graduates).

The Study Field "Education and Pedagogy" Council has a representative of employers, so the Head of the Daugavpils City Education Department, Marina Isupova, is informed about content and formal changes, and she is excellent in ensuring the circulation of information and current events in the field of education. In cooperation with the heads of educational institutions in the Latgale region, information is exchanged and employers' suggestions and requests are received.

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).

All necessary information about studies, faculty, study field and study programmes in Latvian and English is published and updated on the DU website and is available to students. Information about DU faculties, implemented study programmes, opportunities for listening to study courses, opportunities for further education offered by the DU Lifelong Learning Centre is published in the "Studies" section of the DU website (<https://du.lv/en/studies/>). The section "Study programmes" (<https://du.lv/en/studies/study-programmes/>) provides information on all study programmes implemented by DU.

The most current and brightest events of the study field "Education and Pedagogy" are reflected on the DU website <https://du.lv/>, but it is important to note that the major changes in the content and structure of study programmes of the study field "Education and Pedagogy" took place thanks to the project "Modernisation of the study field "Education, Pedagogy and Sport" of Daugavpils University for Sustainable Development of the Latvian Education System", No.8.2.1.0/18/I/005, ESF 8.2.1 "Reduce fragmentation of study programmes and strengthen resource sharing", in the period from 01.10.2018 to 30.06.2023; the website <https://du.lv/project/daugavpils-universitates-studiju-virziena-izglitiba-pedagogija-un-sports-modernizacija-latvijas-izglitibas-sistemas-ilgtspejigai-attistibai/> (in Latvian only) provides information on all the latest developments.

The International and Public Relations Department is responsible for ensuring that the information on DU study fields is consistent with the official registers. The Study Department is responsible for regular and timely provision of information on students in VIIS. At the end of each month, the data collected in the DUIS system is exported to the State Education Information System (VIIS). The data export is implemented in accordance with the Cabinet of Ministers Regulation No. 276 of 25 June 2019 "Regulations of the National Education Information System" (in Latvian only <https://likumi.lv/ta/id/307796>). For the purpose of data export to VIIS, personal data of DU students, information on the status of students (number of matriculated and matriculated students, changes in their status, e.g. semester affiliation, students on study break, etc.) and other relevant information are collected.

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 financial resources of the study field "Education and Pedagogy" come from the state budget funding for studies (grant) and tuition fees. The calculation of costs per student in the study field programmes has been carried out in the Finance and Accounting Department of DU, including the salary fund and employer's social security contributions, costs of travel, materials, energy resources and inventory, costs of books, equipment purchase and investments, as well as costs of students' social security.

The funds for scientific development within the budget of DU are allocated to faculties and scientific institutes by the decision of the Scientific Council of DU on the basis of the scientific activity reports

submitted by the departments. The further distribution of the allocated scientific development funds to the faculties/scholarly institutes is decided by the Council of Faculties or the Scientific Council of the scholarly institutes. The funds may be used for scientific missions, organisation of scientific events, purchase of materials for scientific research, purchase of scientific and educational literature, support of science communication activities, support of students' scientific activities.

Within the existing funding in the DU budget, rewards are foreseen for the promotion and support of scientific activities.

"Daugavpils University Procedure for Payment of Expenses for Preparation of Scientific Publications" (available in Latvian from DU internal network <https://veidlapas.du.lv/kartibas/>) stipulates that academic staff within the budget of DU are entitled to apply for funding for preparation of scientific publications in publications indexed in SCOPUS and/or WoS: editing of scientific texts in English and publication fee determined by scientific publications.

According to the "Procedure for payment of scientific publications and monographs of academic staff of Daugavpils University" (available in Latvian from the internal network of DU <https://ieej.lv/kZtZq>), academic staff of DU are entitled to receive royalties for scientific publications indexed in Web of Science and/or SCOPUS databases and scientific monographs within the budget of DU. DU staff shall be entitled to apply for funding for scientific missions and participation fees for scientific events that contribute to the achievement of the objectives defined in the DU Development Strategy, within the limits of the existing funding in the DU budget. According to the "Daugavpils University Procedure for Payment of Expenses for Scientific Trips and Participation Fees in Scientific Events" (available in Latvian from the DU internal network <https://veidlapas.du.lv/kartibas/>), DU may pay for participation in scientific events (conferences, congresses, symposia, scientific seminars, etc.) and trips related to the conduct of scientific research.

DU lecturers are remunerated for producing high quality publications by achieving a high scientific quality indicator, the international scientific contribution indicator - h-index in the previous calendar year, based on the citability of the author's work in internationally recognised databases SCOPUS/Web of Science.

In order to ensure the development of the scientific activity of DU and to promote the research development of DU academic and scientific staff and students, the involvement of DU master students, doctoral students, doctoral candidates in scientific activity, the increase in the number of publications indexed in Web of Science and/or SCOPUS databases, DU annually organizes a research project competition in accordance with the "Procedure of the Competition "Daugavpils University Research Projects"" (available in Latvian from DU internal network https://veidlapas.du.lv/wp-content/uploads/2017/12/DU_Petniecibas_projekta_kartiba-1.pdf).

The following infrastructure is provided for the implementation of the study field "Education and Pedagogy": equipment and facilities (for preparation, combination, integration, visualisation and dissemination of study and research materials), information networks (Internet, intranet, Moodle), databases (library network, DU research centre databases, free access to databases (book resource database), materials (research materials, scientific publications, including Web of Science and Scopus publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computer-based applications and software (Standard Office, SPSS, GIS, online data visualisation tools and software, online communication tools), enabling research at different stages and providing a flexible and student-oriented environment. The classrooms in the teaching block at Parāde iela 1 meet the needs of the study process and have the necessary technical equipment (computers, video projectors, multifunctional devices, interactive

whiteboards), which are used both in the computer rooms and in other classrooms for the presentation of lectures and seminars.

The computer room of the DU CISCO System Networking Local Academy with a new access technology is used for the study process and independent research projects. There are large lecture theatres for lectures and smaller rooms for discussions, seminars and group work.

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 base of DU is used for the implementation of the programmes of the study field "Education and Pedagogy" in three DU buildings - Parāde iela 1, Parāde iela 1a, Vienības iela 13. The implementation of the study field is connected with close integration of study, professional and scientific research work. This implies a number of specific requirements for the necessary material and technical equipment and premises in which the study process is carried out. For the implementation of the study process and scientific research in the study field "Education and Pedagogy", students have access to more than 25 classrooms, two equipped copying places at Parāde iela 1 and Vienības iela 13.

Evaluating the programs and resources implemented in the study field "Education and pedagogy", we can find that the study facilities are provided in such a way that the study process can be optimally implemented in accordance with the content and form of the study course. Taking into account that DU educates teachers in all seven fields of study - natural science; health and physical activities; mathematics; technology; language; social and civic, as well as cultural understanding and art of self-expression learning areas, then a special emphasis is also devoted to the purchase of sports equipment and the infrastructure and material and technical equipment of the Sports Complex is used for the implementation of the study process. The study environment also helps to learn professional-practical skills, because the methodology for conducting practical lessons in study courses is maximally approximated to the peculiarities of the working environment, for example, specially equipped rooms and sports fields, and special sports equipment are needed for sports activities.

Two specialised classrooms for STEM studies, with a focus on the Winter Garden, where more than 40 different plant species grow. On 12 March 2024, the historic Teachers' Room (1 Parāde Street, Room 101) was inaugurated to commemorate and celebrate Valerie Seile's contribution to the preparation of future teachers.

In the fields of natural sciences and health, over the last 10 years, DU has invested in the modernisation of the study and research infrastructure, as a result of which students have access to modern teaching and research laboratories equipped with the laboratory and field research equipment necessary for the study and research process.

ERDF project "Development of Research Infrastructure in Smart Specialisation Areas and Strengthening of Institutional Capacity at Daugavpils University" (agreement No 1.1.1.4/17/I/008), project implementation period: 2017-2020, total cost of DU: EUR 3 069 684,21. The project develops the infrastructure by purchasing new equipment in the priority development areas defined in the internationally evaluated research programmes: mathematics, physics, nanomaterials,

materials engineering, biology.

ERDF project "Improving the quality of study programmes and ensuring environmental accessibility of Daugavpils University" (agreement No 2010/0115/3DP/3.1.2.1.1/09/IPIA/VIAA/021, project implementation period: 2010-2015, DU total cost: EUR 16 715 991). The project includes the renovation and adaptation of the classrooms of the educational building at 1 Parāde Street for people with functional disabilities, improvement of energy efficiency, modernisation of equipment, instruments, facilities and information technologies.

The classrooms are wheelchair accessible - lifts and a hoist have been installed, thresholds have been removed, door widths have been adapted. Information is accessible for the visually impaired and hearing impaired - projection devices, sound amplification equipment have been installed; nursery rooms have been created for new parents - for breastfeeding and feeding the baby, and a playroom - for engaging children during classes.

The following accessibility features are available in the teaching block at Parāde iela 1:

- adapted toilets on each floor of the building;
- adapted lift (braille buttons on the lift, illuminated number for the floor reached);
- a lift-elevator for persons with reduced mobility has been installed in the foyer of the 1st floor to reach the second level of the foyer and the library (audio information about the floor reached, braille buttons in the lift cabin, illuminated number of the floor reached);
- Braille information on auditorium number plates throughout the building;
- Information signs are installed throughout the building;
- a lift for people with reduced mobility has been installed from the 4th floor to the Observatory anteroom;
- a mobile lift has been installed from the Observatory anteroom for persons with reduced mobility to reach the Observatory.

Additional equipment has been installed in the DU Reading Room at 1 Parades Street:

- a computer for reading books with a text magnification program;
- a height-adjustable table.

In 2014, the Life Sciences and Technology Building (with teaching and scientific laboratory rooms) was added to the Parade Street 1 teaching building and equipped with state-of-the-art equipment as part of the project. The following accessibility features are available in the Life Sciences and Technology Building at 1A Parāde Street:

- adapted sanitary facilities on each floor of the building;
- an elevator (braille buttons in the elevator cabin and audio information on the floor reached);
- a ramp outside the building for persons with reduced mobility to reach the front door;
- Braille information on room number plates throughout the building;
- Information signs are installed throughout the building.

The DU Study and Research Centre "Ilgas" has renovated the Ilgas Manor building and has been equipped with study and research laboratories, classrooms and collection storage rooms. The DU library has been modernised with new equipment and furniture. All the modernised rooms within the project are accessible to people with various functional disabilities.

All DU students are provided not only with a modern study environment, but also with a modern living infrastructure - renovated dormitories, a sports complex with a swimming pool, etc.

The main sports facilities are the DU training and sports complex (Kandavas iela 1), which includes:

- sports hall (36 x 18m) - training classes, competitions;
- Gymnastics hall (18 x 9m) - gymnastics, aerobics, artistic gymnastics, sports and folk dance, rhythmic classes;
- indoor swimming pool (25 x 7.5m, three lanes) - swimming lessons, aqua aerobics, water games, competitions;
- Sauna - for students' and lecturers' recovery and rehabilitation treatments;
- Martial arts hall (12 x 6m) - for training in martial arts: Greco-Roman, freestyle wrestling, self-defence, etc;
- Gym (12 x 6m) with modern fitness equipment.

The athletics hall (50 x 15m) has been renovated and equipped with modern sports equipment: a gym for athletics and table tennis.

For skiing lessons, the ski equipment base of the DU Sports Complex and the DU ski base in the forest massif "Hropi", which needs renovation work, are used.

The hiking trip is organised in the tourist and orienteering site "Butišķi", which is part of the territory of the national park "Daugavas loki" in the Naujene parish of the Augšdaugava region.

To ensure the quality of the training sessions, the sports facilities of Daugavpils city and region are used: the central stadium "Celtnieks", the Olympic Centre, the Palace of Culture, the sports facilities of the Sports School, tennis courts, rings of the Boxing Club.

The study and research process is provided with the necessary office copying equipment, visual presentation equipment, video filming and video reproduction equipment, modern photographic and audio equipment. Students and lecturers have permanent access to the Internet and the local DU network connection, the e-learning environment Moodle, the possibility to use e-mail and teleconferences, various online platforms.

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.

The necessity of improvement of methodological and informational support of the study field is discussed in the Council of the study field "Education and Pedagogy" and in the HSZF Council, a list is drawn up and submitted to the DU Budget Commission.

The library collection is replenished and the databases are subscribed to at the request of the lecturers. Requests for the purchase of books are regularly (every academic year) reviewed and approved by the DU Budget Commission, thus providing a mechanism for the purchase of the latest titles in the DU library. The Library rarely digitises its collection, but the final theses of DU students are uploaded to the Library's information system. The library regularly informs the faculties about the latest literature, database trials and subscription possibilities so that lecturers and students can get acquainted with new offers.

The opening hours of the library are adapted to the needs of the students. At the request of students, since the autumn semester of 2018 the opening hours of the DU library have been changed (weekdays: 9.00 - 20.00, Saturdays: 10.00 - 16.00).

The library has a subscription service (with textbooks, specialised literature and fiction) and a modern reading room. The reading room has 20 user workstations, 5 computers with widescreen monitors, 2 printers, Internet and Wi-Fi connection, which allows users to make full use of electronic resources, use both electronic catalogues and databases. In the reading room, library users have the opportunity to work with reference literature, other valuable printed materials, as well as to search for information in electronic resources in a well-equipped environment. The library collects thematic information materials, provides computer consultations, and trains in the use of electronic catalogues and databases. In the process of selecting information sources, students are prepared to work with the Library Information System "Alise", the library's electronic catalogue, databases created by the National Library of Latvia, including the National Bibliography Database, which is used for operational selection of information in educational journals, as well as library users are consulted on the possibilities of using EBSCO and other electronic resources in the field of education. Library users are offered access to e-book and e-journal databases, online periodicals, online dictionaries and encyclopaedias.

The DU library collects open-access internet resources, e-books and e-journals used by both lecturers and students (<https://du.lv/par-mums/struktura/biblioteka/brivpieejas-interneta-resursi/> in Latvian only). In the period from 2018. Between 2018 and 2024, the library's collection was enriched with 241 books in the field of education and pedagogy and 72 books in the field of teaching and learning.

Lecturers and students have access to the services offered by the DU Library: the library's electronic catalogue, online ordering, reservation and renewal of books, automated user service, as well as access to electronic databases. Library users have access to an open-access reading room with 60 workstations, including 15 computer workstations, a subscription service, and the Bibliography and Information Sector. The total area of the library is 1000 m², including 400 m² of user service rooms.

The library's collection consists of 267655 items, including 233868 books, 20322 periodicals and 13465 other publications. Access to electronic databases is provided in the DU network.

Statistics on the use of the Library's electronic databases for 2020-2023.

Name of databases		2020	2021	2022	2023
EBSCO	Database sessions	13230	13277	10964	4617
	Total number of full-text requests	3792	7831	2704	16406

ScienceDirect	Total number of full-text requests	5885	3901	8193	11950
Scopus	Database sessions	4461	5268	5611	6380

The library's website provides information on open access information resources:

e-resources:

<https://du.lv/par-mums/struktura/biblioteka/brivpieejas-interneta-resursi/brivpieejas-e-resursi/> (in Latvian only)

e-books:

<https://du.lv/par-mums/struktura/biblioteka/brivpieejas-interneta-resursi/brivpieejas-e-gramatas/> (in Latvian only)

e-journals:

<https://du.lv/par-mums/struktura/biblioteka/brivpieejas-interneta-resursi/brivpieejas-e-zurnali/#B1> (in Latvian only)

Library services are provided in accordance with the DU Library Terms of Use (https://du.lv/wp-content/uploads/2023/02/bibliotekas_lietosanas_noteikumi_2023.pdf in Latvian only). The library provides free basic services and paid services.

Free basic services:

- Electronic ordering of books and other publications, reservation, renewal of use;
- obtaining books and other publications for use in the library reading room or to take home;
- delivery of books and other publications from the National Library of Latvia and other libraries of national importance;
- self-service: self-service system available for the issue and return of books; book return facilities are also available at both teaching blocks;
- use of computers and Internet, WI-FI;
- use of electronic catalogues and databases;
- Use of DU subscription databases outside DU premises;
- advice on searching for information and compiling reading lists;
- training of users in the use of electronic catalogues and databases.

Paid services (approved at the Senate meeting on 16 June 2014, Minutes No 5):

- Copying from publications in the library, in compliance with the Copyright Act;
- Printing by printer;
- scanning;
- international interlibrary loan services for the delivery of books, copies of articles, including e-copies.

Subscribed e-resources:

- Current developments in education legislation - monthly e-edition on current developments in

education legislation;

- Cambridge University Press - full-text database of e-journals in the humanities and social sciences;
- EBSCO - multidisciplinary database including Academic Search Complete + MasterFILE Premier, MasterFILE Reference eBook Subscription, Health Source: Nursing/Academic Edition+Consumer Edition, Newspaper Source, ERIC, GreenFILE, LISTA, MEDLINE, Teacher Reference Centre;
- Education and Culture - e-newspaper reporting on all that is important in education, being a help and support for teachers, management and administration working in schools;
- Letonika - a reference and translation database with encyclopaedias, dictionaries, image, audio and video collections, full-text library of Latvian literature;
- LETA - news and archive - offers the possibility to search for published news, photos, videos, press releases, articles from Latvian press, statistics and other information;
- Lursoft Newspaper Library NEWS.LV - a library of electronic versions of Latvian newspapers provides access to current and archival articles from more than 100 newspapers;
- NOZARE.LV - up-to-date information in the most important Latvian sectors;
- ScienceDirect - database in humanities, social sciences, natural and technical sciences, life sciences and medicine. The database contains information on several thousand journals and books.

Subscriptions to periodicals continued in 2024:

- Current Regulatory Changes in Education - a monthly e-edition on current regulatory changes in the field of education;
- Education and Culture - e-journal covering information on everything important in education, providing informative support for university staff and students, as well as for teachers, management and administration working in schools;
- Pre-school - an e-journal on current issues related to education up to the start of school: advice from psychologists, practical experiences of pre-schools, methodological materials;
- School Word - e-journal for heads of educational institutions, teachers and support staff; contains analytical articles on current educational issues, explanations of decisions, school project experiences and other topical information;
- Educational Psychology in Practice: theory, research and practice in educational psychology;
- Modern English teacher: MET: a magazine of practical suggestions for teaching English as a foreign language;
- Scopus - multidisciplinary bibliographic and citation information database of scientific publications;
- Parents - e-journal for parents and teachers of preschool and primary school children;
- Web of Science - multidisciplinary database of bibliographic and citation information on scientific publications.

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.

The learning process is partly based on several principles of the e-learning environment. Forms and methods of organising learning that are appropriate to the e-learning environment are used.

DU has developed an e-learning environment (Moodle) and information is available in each study course through direct communication (e-mail, tutorials). DU lecturers systematically use the e-learning environment Moodle (<https://estudijas.du.lv/login/index.php?lang=en>) and upload various study materials: lecture, seminar and practical materials, which support students' independent work. At the same time, e-learning reduces the risk of students dropping out if they are unable to attend all their courses due to work or health reasons. The activation of the e-learning environment is an important step towards maintaining a critical mass of students, thus ensuring the training of specialists for the regions of Latvia and abroad.

The study courses include the possibility of adding independent and examination papers to the e-learning environment Moodle or sending them by e-mail, receiving evaluations and reviews of papers in the e-learning environment Moodle or by e-mail, consultations in the e-environment, the possibility of using library and Internet resources. Thus, by integrating a variety of modern IT solutions (email, Moodle, ZOOM, Skype, Facebook), the programme will offer more flexible conditions for e-learning. The e-learning environment Moodle is synchronised with the DU information system DUIS, which facilitates students' access to study courses created in the e-learning environment without additional registration.

Professional development courses for lecturers are regularly organised at DU, for example, "Creation of study courses in e-learning environment Moodle", "Use of e-learning environment MOODLE in distance learning process, assessment in e-learning environment MOODLE". If necessary, individual consultations are provided to lecturers. Students can receive technical support at the Student Service Centre and at the faculty deans' offices. Lecturers can also post their lectures in video format in the e-learning environment Moodle. The process of filming video lectures is implemented by the Information and Communication Technologies Department. The modern equipment available in Room 130, Parāde iela 1a, DU, enables the production of teaching, informative and promotional videos, as well as the live webcasting of conferences. Video lectures are stored on the DU server and are available in the Moodle environment for each relevant course of study.

DU has an information system DUIS, where descriptions of all study courses are entered, the list of classes is available, the student can see his/her progress and individual orders related to the study process in his/her profile.

The following methodological support is available at DU HSZF: methodological materials for the elaboration of studies, bachelor theses and regulations of professional internships. The study and research process is provided with the necessary photocopying equipment, visual presentation equipment, video filming and video reproduction equipment, modern photographic equipment and audio equipment.

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.

Recruitment of teaching staff shall be in accordance with the current needs of the field of study, as determined by the Board of the field of study in accordance with the development plan of the field of study. The employment contract for core or elected lecturers is for six years and the workload includes a wider range of responsibilities than for visiting lecturers, e.g. acting as an expert of Latvian Science Council, administering a study programme or course, etc. Visiting lecturers are recruited for a specific course of study and are contracted by the company for one academic year or semester. Guest lecturers usually have additional qualifications or practical experience in a field of activity related to the course of study.

It is important to note that in autumn 2024, a professor delegated by the US Embassy will come to DU to work within the English Language Fellow Programme, teaching students and also developing professional English language skills of DU faculty members.

Information about vacancies and vacancy announcements are published on the DU website (<https://du.lv/en/about-us/vacancies/>) and in the official publication of the Republic of Latvia "Latvijas Vēstnesis", thus allowing anyone interested to apply for a vacancy at DU within one month after the announcement of the vacancy.

The election to the academic positions shall be conducted in accordance with the "Regulations on the election to the academic positions at Daugavpils University" (https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APS_TIPRINATAIS.pdf in Latvian only). Both citizens of the Republic of Latvia and foreign citizens, whose academic education and professional qualifications meet the requirements of the field of science or art for study and research work at DU and who are fluent in the state language and professional English, may be elected to academic positions at DU.

After the announcement of the competition and receipt of the documents of applicants for academic positions, the Faculty Council (Senate) or the Scientific Council of the research institute shall publish a list of applicants for the respective academic position, indicating the number of positions and vacancies, as well as the name and surname of the applicant, the scientific degree and the position currently held, the total length of scientific and pedagogical work. At the meeting of the Faculty Council (Senate) or the Scientific Council of the research institute, the documents of the applicants and the reasoned opinions of the departments on each applicant for an academic post are presented to the attendees. After interviewing all applicants for the post in question, the Council (Senate) or the Scientific Council shall take a decision on election or non-election to the post in question by open vote.

The election of associate professors, senior researchers, lecturers, researchers, research assistants and research assistants shall take place by open ballot in faculty councils or in the Scientific Councils of scientific institutes. The election of professors and associate professors by public vote shall take place in the Council of Professors of the relevant branch of science, which shall function in accordance with the "Regulations on the Councils of Professors at DU".

The procedure for attracting teaching staff is open, as open tenders for vacant positions are announced. Voting for election to the academic position is open. Both DU teaching staff and other interested parties can apply for the vacant teaching positions, subject to the requirements set for the position.

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.

DU has developed internal regulations and mechanisms that regulate the qualification and quality assurance of academic staff:

- "Regulations on Elections to Academic Positions at Daugavpils University" (https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APS_TIPRINATAIS.pdf in Latvian only);
- "Procedure for Evaluation of Scientific Work Efficiency of Academic Staff of Daugavpils University" (available from DU internal network https://veidlapas.du.lv/wp-content/uploads/2021/05/zinatniskas-_efektivitates_vertesanas_kartiba_la_bojumi_29.03.2021..pdf in Latvian only).

The Rector of DU approves the job descriptions of academic staff, which define the requirements of academic, research, organisational work and the education, knowledge and skills necessary for the performance of duties.

According to the Regulation of the Cabinet of Ministers of the Republic of Lithuania No. 569 "Regulations on Education and Professional Qualifications Required for Teachers and the Procedure for Improvement of Professional Competence of Teachers, Professional Development", improvement of professional qualifications may include international mobility, participation in projects and participation in conferences and seminars, as evidenced by issued documents, in line with the objectives of professional development.

Opportunities to improve the qualifications of teaching staff have a significant impact on the quality of studies. The tools of professional development and support for scientific activity are used to transfer newly acquired knowledge and experience to the content of study courses, and students are offered up-to-date topics for scientific work. For example, in the framework of research projects, lecturers form research groups with students to carry out innovative research and prepare publications.

Faculty activities	Motivation
Lecturers are given the opportunity to enhance and broaden their knowledge and professionalism within the framework of ERASMUS+ and other mobility programmes.	Gain experience abroad through internships and lectures at foreign universities/organisations.
Participating in conferences, producing scientific publications, working on projects, organising science communication activities, etc.	Lecturers are awarded funding for the following period's research activities in recognition of their performance in the previous period.

Preparation and publication of scientific articles in Web of Science and SCOPUS indexed journals.	Lecturers are reimbursed for expenses related to the preparation and publication of scientific articles.
Increasing the Hirsch index.	DU academic staff receive remuneration for the citation index Hirsch in SCOPUS and/or Web of Science databases.
Payment of expenses for scientific business trips.	DU pays for travel expenses related to participation in scientific events and research.
The Information and Communication Technologies Department and the Study Quality Assessment Centre organise professional development courses.	Lecturers improve their knowledge of foreign languages, learn the latest teaching methodologies and participate in e-resources training.

Feedback on the relevance of course content is obtained through student surveys. In open-ended responses, students express their opinion on the competence of lecturers and the relevance of the topics covered in the course content. Students are also involved in the organisation and provision of science transfer activities (Researchers' Night, Science Festival, Science School, etc.).

It is important to note that the study field "Education and pedagogy" involves more than a hundred teaching staff, whose professional development is provided in a coordinated manner - activities in which it is possible for teaching staff who have been elected to the main job at DU to participate. The teaching staff who are involved in the teaching of a specific study course are usually professionals in their field, so the experience gained in the work environment is also valuable for future specialists in various fields - teachers of various fields.

For example, Daugavpils University (DU) has implemented several projects aimed at improving the professional competence of academic staff and employees. From 2018 to 2024, DU participated in the projects of the "Growth and employment" operating program of the European Union funds, which included several rounds.

ESF Project "Improving the professional competence of employed persons":

Round 7: In this round, DU offered various trainings to improve the professional competences of the employees. The aim of the project was to provide knowledge and skills needed in the labor market.

Round 8: Training for adults continued, focusing on updating current skills and knowledge.

Round 9: From June 11 to August 7, 2023, DU offered various courses for adults to promote employment and growth opportunities by supplementing their professional competencies.

For the development of professional competence of the academic staff of DU, regular training is provided. In the period from 2020-2022, the ESF project "Strengthening of professional competence of academic staff of Daugavpils University in areas of strategic specialisation" (No. 8.2.2. Within the framework of the project "Improvement of professional qualification of lecturers", several professional development programmes were offered at DU, such as "Interpersonal and communication skills", "ABC of leadership", "Leadership in coaching style", "Communication", "Emotional intelligence in education", "Basics of development of e-learning materials and virtual study platforms", "Trends in the use of educational technologies in the 21st century". In the framework of the project, self-development lectures on commercialisation of inventions, nutrition,

body health, personal charisma and prevention of burnout risks, anti-stress days, professional effectiveness day camps, experiential learning and visits to companies were also organised for academic staff according to the themes of the study fields in Latvia. By participating in seminars, academic staff have the opportunity to improve their professional competence and develop their learning skills.

Within the ESF project "Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University", No. 8.2.1.0/18/A/019, seminars were organised for lecturers to develop and integrate the necessary study course support materials into the study process.

DU academic staff actively use the opportunities offered by the "ERASMUS+" programme to improve their professional skills - DU lecturers within the programme regularly visit foreign partner universities or engage in staff training, improving professional competences, providing participation in training, work observation in a foreign partner university or industry organization.

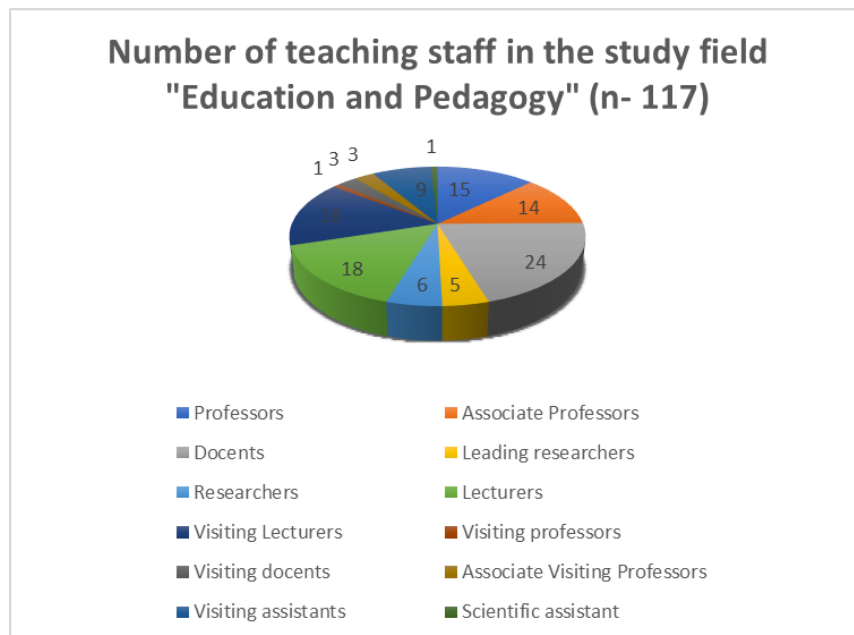
Foreign mobility gives DU lecturers and staff the opportunity to gain knowledge and specific skills by learning from the experience and good practices of foreign partners, as well as to improve practical skills necessary for their work at DU and professional development. Participation in mobility programmes encourages academic staff to broaden and improve the range and content of the courses offered, and allows students who are unable to participate in mobility programmes to benefit from the knowledge and experience of academic staff and guest lecturers from other European countries, facilitating the exchange of knowledge and pedagogical practices between European higher education institutions. Lecturers in the study field improve their qualifications through internships abroad and lectures in foreign educational institutions (2.5.3.Incoming and outgoing mobility of teaching staff).

Most of the teaching staff involved in the implementation of the study field participate in various scientific and academic activities, thus developing new skills and contributing to professional development. For a summary of quantitative data on scientific and/or applied research and/or artistic creativity activities relevant to the field of study during the reporting period (publications of academic staff, participation in conferences, artistic creativity activities, participation in projects, etc.), see Annex 2.4.4.

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.

Excellent teaching staff is one of the key indicators of quality in a study programme. 117 teaching staff were involved in the implementation of study programmes of the study field "Education and Pedagogy", including: professors - 15, associate professors - 14, assistant professors - 24, principal researchers - 5, researchers - 6, lecturers - 18, guest lecturers - 18, visiting professors - 1, visiting assistant professors - 3, associate visiting professors - 4, visiting assistants - 9, scientific assistant - 1.

The data on the involvement of teaching staff are visualised in more detail:



2.3.5.1 fig. The number of teaching staff in the study field "Education and pedagogy"

Tab. 2.3.5.2. The number of teaching staff in the study field "Education and pedagogy"

	Short-cycle Level 1 PSP "Pre-school Teacher"	PBSP "Primary Education Teacher"	First cycle PSP "Teacher" (working environment)	PBSP "Teacher"	AMSP "Educational sciences"	KDSP "Educational sciences"
Professors	4	5	3	15	4	5
Associate Professors	2	6	4	12	4	2
Docents	9	14	7	25	6	2
Leading researchers	3	3	3	5	3	2
Researchers		1	2	4		
Lecturers	6	9	7	17	3	
Visiting Lecturers	4	7	7	13	2	
Visiting professors				1		
Visiting docents			2	1		

Associate Visiting Professors		1		3	1	
Visiting assistants			1	8		
Total	28	46	36	104	23	11

The knowledge of the state language of the academic staff employed in the study field "Education and Pedagogy" complies with the regulations on the scope of knowledge of the state language and the procedure for testing the knowledge of the state language for the performance of professional and official duties, i.e., it enables any course in the study field to be fully taught in the state language.

The workload of lecturers is determined in accordance with the "Procedure for accounting the workload of academic staff at Daugavpils University" (available from the internal network of DU). If the study workload of a lecturer exceeds 1000 hours per academic year, then the overload is calculated in accordance with the procedure established by law only for the study work for which a company contract for academic work is concluded

If the lecturer's study work exceeds 1000 hours per academic year, the overload for which an enterprise contract for academic work is concluded shall be calculated in accordance with the procedure laid down by law. Equivalence shall be respected in the establishment of teaching workloads. Visiting lecturers are employed to avoid disproportionate teaching loads and to ensure the quality of study programmes.

During the reporting period, study programme administration responsibilities were redistributed to ensure load balance. The amount of research work of teaching staff is not included in the "Procedure for accounting the amount of work of academic staff at Daugavpils University" and is financed from the DU budget funds for specific scientific activities (mentioned in point 2.3.1).

Basic information about the teaching staff involved in the implementation of the study field (2.3.7 Basic information about teaching staff), as well as biographies of teaching staff (2.3.7 CV) are attached in the Appendix.

Annex 2.3.7 (2.3.7.Statement National language skills) to the report contains a certificate signed by the Rector of the University that the state language proficiency of the teaching staff involved in the implementation of study programmes corresponding to the field of study complies with the provisions on the scope of state language proficiency and the procedure for testing state language proficiency for professional and official duties, while Annex 2.3.7 (2.3.7 Statement National language skills) contains a certificate signed by the Rector of the University. 3.7 (2.3.7. Statement foreign language) is attached a certificate of the higher education institution on the foreign language proficiency of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Assessment Levels if the study programme or part thereof is implemented in a foreign language.

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.).

DU students are supported in matters related to the organisation of the study process by the Student Service Centre, staff of faculty deaneries and profiling departments (dean, department head, study programme director, registrar). Within the framework of each study course, as well as in the preparation of study, bachelor's, master's and doctoral theses, students have the opportunity to receive individual counselling from lecturers. For those students who participate in the ERASMUS+ programme and study in foreign universities, an individual work plan is developed; in study courses that are not aligned, lecturers provide students with the opportunity to study remotely by offering study course support materials and consultations for the acquisition of the study course outcomes.

Students may apply for scholarships for study programme completion and one-off scholarships for achievements and merits in the promotion of DU, achievements in scientific research or for participation in DU social life, financed from the state budget in accordance with the "DU Scholarship Awarding Regulations" (<https://du.lv/par-mums/dokumenti/> in Latvian only).

We would like to point out that DU did not plan to collect and compile quantitative data on the frequency of student support. Taking into account the capacity of human resources, support for students is provided according to the needs and possibilities of DU. The needs and support of the students are provided to the teaching staff, when the DU administration meets together with the Student Self-Government. Discussions, case analysis in 2023/2024 was held four times a year, bringing together representatives of the Student Council, heads of faculties and representatives of the Department of Economics.

The Psychological Support Centre (PAC) at DU provides psychological support to DU students and staff in solving various everyday problems in personal, work or educational matters. PAC psychologists provide up to three free consultations per person. The number of consultations can be increased if necessary. Counselling is organised on the premises of DU in person or remotely (Online format) after prior arrangement of the counselling time. PAC psychologists do not consult close colleagues and students whom they educate in order to avoid multiple relationships. The PAC operates in accordance with the "Regulations of the Daugavpils University Psychological Support Centre" (<https://du.lv/wp-content/uploads/2023/02/Psihologiska-atbalsta-centra-nolikums.pdf> in Latvian only).

DU students can apply for municipal scholarships based on high grades.

DU students and graduates (DU teaching staff) have the opportunity to participate in the Else Marie Cermak Foundation competition (<https://du.lv/starptautiska-sadarbiba/elses-marijas-cermakas-fonds/> in Latvian only) and apply for the Willows Foundation scholarships, which help talented, dedicated young people to study at Latvian universities (<https://www.vitolufonds.lv/sakums> in Latvian only).

Students can apply for tuition fee reductions with the help of natural or legal persons. The discounts are granted to those students who, after receiving a bachelor's diploma, continue their studies in a master's programme, who have excellent and outstanding achievements, who have shown high achievements in Olympic sports, as evidenced by the recommendations of the Coaches' Council, etc.

The Social Support Programme of the Student Council (SC) is operational at DU. According to the

"Regulations of the Social Support Programme for Students of Daugavpils University" (<https://du.lv/studentu-padome/dokumenti/> in Latvian only), successful full-time bachelor's and master's students of DU who live in the dormitories of DU and need social support have the opportunity to receive a 50% discount on the dormitory rent.

DU Lifelong Learning Centre (<https://du.lv/studijas/muzizglitiba/muzizglibas-centrs/> in Latvian only) promotes lifelong learning and career development initiatives by acquiring new or enhancing existing knowledge, skills, competences, which improve personal and professional development.

DU has an ERASMUS+ student exchange programme (<https://du.lv/en/international-cooperation/erasmus-mobility/>), in which international students are assigned a responsible person from the relevant study programme/faculty, with whom progress on the mobility activity plan and the mobility itself will be discussed at least once a month. A volunteer "buddy" from the student environment is assigned to each student to facilitate integration into university life. The student meets the ERASMUS+ project coordinator at the host institution on a monthly basis to guarantee the student's safety and to prevent any risks that may arise during the semester. The project coordinator informs the international student about the social and non-academic developments at the university and about the activities of the student councils. Free Latvian language courses are offered to foreign students.

DU has modernised and adapted its infrastructure for persons with special needs, thus improving the accessibility of the environment for persons with functional disabilities (mobility, vision, hearing impairments). Classrooms are wheelchair accessible, with lifts and a hoist. Information is accessible to the visually impaired and hearing impaired, with projection devices and amplification equipment; both teaching blocks have nurseries and playrooms for new parents.

The Career and Initiative Support Centre (KIAC) (<https://du.lv/karjeras-un-iniciativu-atbalsta-centrs/> in Latvian only) has been established at DU to promote career development services, volunteering and support initiatives that would contribute to the well-being of the people of Latgale region by enhancing the professional capacity, competitiveness, cooperation and participation of individuals. The tasks of the KIAC are to create and provide an educational, initiative support environment for the inhabitants of the Latgale region; to promote cooperation with governmental and non-governmental organisations in the field of research, project management and attracting specialists; to cooperate with Latvian and foreign educational institutions, companies in the field of education and internship provision; to organise forums, conferences, seminars for improving competences, involving DU lecturers; to offer career counselling and educational psychologist services; to provide advice on volunteering.

The International and Public Relations Department of DU provides support functions for international students studying at DU.

2.4. Scientific Research and Artistic Creation

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

The directions of scientific and applied research of the study field "Education and Pedagogy" are related to the guidelines of the DU Strategic Development Plan and the goals of the study field. Scientific research within the field of study is carried out mainly in the subfield of social and educational psychology. Research directions and topics are determined by scientific topicalities in the society and research interests of the academic staff of the field of study.

As the collected data show, the study field faculty members and guest lecturers are purposefully and regularly involved in various professional development activities in the fields relevant to their scientific interests both at DU and at foreign universities. In addition to their academic work at the University, the teaching staff have practical experience in the field of education, working as a teacher of a particular subject, as a head of an educational institution or performing other duties related to the study and teaching process.

Students of the study programme, together with the teaching staff, participate in various research projects, international scientific conferences and publish scientific articles.

Lecturers of DU joint DSP "Educational Sciences" carry out scientific activities in the following sub-fields of educational sciences: sustainable education, preschool, school, university, branch, adult pedagogy and subject didactics. The directions in which the academic staff of DU joint DSP develop scientific publications, implement research projects and ensure the transfer of knowledge to educational practice are diverse: research methodology (qualitative research) and scientific writing (prof. A. Pipere), philosophy of education (prof. A. Pipere), teacher education (prof. A. Pipere, prof. J. Davidova, prof. Dz. Iliško, doc. S. Zariņa, lead researcher M. Kravale-Pauliņa, lead researcher I. Fjodorova), academic honesty (prof. A. Pipere, doc. S. Zariņa, doc. J. Davidova), children's mental intelligence (prof. A. Pipere), study in a work environment (prof. Dz. Iliško, lead researcher M. Kravale-Pauliņa, lead researcher I. Fjodorova), innovation in the teaching and learning process, their digital challenges (prof. Dz. Iliško, associate professor S. Čapulis), career and professional education (prof. A. Pipere, lead researcher M. Kravale-Pauliņa, associate professor S. Čapulis), upbringing (lead researcher M. Kravale-Pauliņa), music didactics (prof. J. Davidova), language learning didactics (doc. S. Zariņa), sports didactics (assoc.prof. S. Čapulis).

The scientific activity of joint DSP academic staff is oriented towards solving current educational problems, introducing innovations, including the integration of digital technologies and diverse methodological solutions in an inclusive and pupil/student-centered learning process, and it results in the development of new study and professional development program content, the creation of textbooks and methodological tools and in scientific review, evaluation of educational reforms, popularization of Latvia's experience at the international level.

The level of scientific publications, the expert rights of the faculty members of the Latvian Council of Science and the recognition of the quality of doctoral theses by the State Commission for Scientific Quality confirm the compliance of the research of the field of study with the level of scientific development.

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.

The link between scientific research and the study process is implemented in the following ways: students are involved in research work during the development of their theses, bachelor's theses,

The scientific research of the study field "Education and Pedagogy" at DU is aligned with the study process, which shows its compliance with the development goals of the study field. For a summary of quantitative data on scientific and applied research activities corresponding to the field of study in the reporting period - publications of academic staff, participation in conferences, artistic creativity activities, participation in projects, etc., see Annexes 2.4.1, 2.4.2.

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.

For example,

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Maija Burima + DU as cooperation partner	ESF project "Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University", Nr. 8.2.1.0/18/A/019;	02.05.2019.-31.10.2023.
	"Strengthening of professional competence of academic staff of Daugavpils University in areas of strategic specialization", No. 8.2.2.0/18/A/022;	2018.-2022.g.
	Project "Latvian Language for Growth", Contract No PMIF/6/2021/4/04;	13.12.2021.-30.09.2022.
	ESF project "Implementation of national and international activities for the development of the talents of learners", Nr. 8.3.2.1./16/I/002	2019.-2022.g.
Mārīte Kravale-Pauliņa + DU as cooperation partner	Erasmus+ project "Coaching Academics as Learners for Inclusive Teaching in Optimal Networks" (COALITION) Contract No: 2022-1-NL01-KA220-HED-000088497.	01.10.2023.-30.09.2025.
	ESF project "Modernisation of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System",	01.10.2018.-30.09.2022.

Name of lecturer

Project name and number

Implementation time

Nr. 8.2.1.0/18/I/005;	
European Economic Area Financial Mechanism and	2020.-2023.g.
Norwegian Financial Mechanism 2014-2020 - 2021	
Programme "Research and Education" Activity	
"Innovation Centres" Project "Establishment of	
Innovation Centre in Daugavpils", Nr.	
NFI/IC/VIAA/2020/4;	
Erasmus+ project "ESD: SuperVision 4.0", Nr. VG-IN-	2020.-2023.g.
NI-20-36-077500;	
Erasmus+ project "Innovation and transformation in	
education" KA201 - Strategic Partnerships for school	2019.-2022.g.
education", Nr. 2019-1-TR01-KA201-076605;	
ESF project "Implementation of national and	
international	
activities for the development of the talents of	2019.-2022.g.
learners",	
Nr. 8.3.2.1./16/I/002	

During the reporting period, international cooperation in the development of research projects was implemented within the study field "Education and Pedagogy":

From 1.09.2021.- 30.09.2023. the Erasmus+ project "ESD: SuperVision 4.0" project "

On 23.08.2023, a seminar on "Development and Sustainable Education for the Future" brought together teachers and DU researchers. More info on the web <https://du.lv/en/news/dissemination-seminar-of-the-erasmus-project-esd-supervision-4-0-in-latvia-virogna/>

Scientific cooperation with foreign research centres, universities and institutes significantly strengthens the quality of research carried out within the study field "Education and Pedagogy", international recognition and positively influences the citation index of publications. Involvement in international research contributes to the establishment of scientific networks of students and faculty members of DU and foreign institutions in the field of education. Students and teaching staff involved in research gain international research experience.

In terms of future plans for international cooperation in scientific research in the near future, it is planned to publish the results of ongoing research projects, expand international scientific networks such as ATEE, develop new international research projects with more international partners, increase the number of faculty and students involved in international research.

Thanks to the work of UNESCO Chair Professor I.Salīte, DU faculty members and many other researchers around the world have the opportunity to publish an issue of the scientific journal

"Journal of Teacher Education for Sustainability" in the electronic version: <https://sciendo.com/issue/JTES/25/2>. The journal is rated with SCImago Journal Rank (SJR) of 0.420, which places it in the Q2 quartile among journals devoted to education. This ranking takes into account both the number of citations received and the importance (Resurchify) of citing journals (ResearchBite). It is published by De Gruyter Open Ltd. and is listed in major databases such as Scopus in recognition of its contribution to sustainability education (SCI Journal) (Journal Searches).

The competence of DU academic staff is also improved through the participation of lecturers in mobility within the framework of the European Union support programme for education, training, youth and sport "ERASMUS+". Cooperation agreements have been concluded with more than 90 higher education institutions in 22 countries.

"The ERASMUS+ programme supports lecturing - DU lecturers travel to a foreign partner university or engage in staff training, improving professional competences by participating in training, work observation at a foreign partner university or other relevant organisation. The objectives of learning mobility for DU lecturers and staff are to gain knowledge and specific skills by learning from the experience and good practice of foreign partners, as well as to improve practical skills necessary for their work at DU and professional development, to encourage academic staff to expand and improve the range and content of study courses offered, enable students who are unable to participate in the mobility programme to benefit from the knowledge and experience of academic staff and guest lecturers from other European countries, promote the exchange of knowledge and pedagogical practices between European higher education institutions.

Future plans for the development of cooperation in scientific research include: Increasing the scientific capacity of the study field's teaching staff through more active involvement in the international community (consortia, international projects, conferences, SCOPUS/WoS publications); concluding cooperation agreements and implementing joint projects with foreign educational and scientific research institutions.

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.

Involvement of teaching staff in scientific research is ensured and promoted in accordance with the "Daugavpils University Procedure for Payment of Expenses for Scientific Publications" (available from DU internal network <https://veidlapas.du.lv/kartibas/>), "Procedure for Payment of Expenses for Scientific Publications and Monographs of Academic Staff of Daugavpils University" (available from DU internal network <https://ieej.lv/kZtZq>), "Daugavpils University Procedure for Payment of Expenses for Participation in Scientific Trips and Events" (available from DU internal network <https://veidlapas.du.lv/kartibas/>), "Daugavpils University Research Projects Competition Procedure" (available from DU internal network https://veidlapas.du.lv/wp-content/uploads/2017/12/DU_Petniecibas_projekta_kartiba-1.pdf).

In accordance with the "Procedure for Evaluating the Efficiency of Scientific Work of Academic Staff of Daugavpils University" (available from DU internal network <https://ieej.lv/mQbTT>), at the end of

each calendar year lecturers submit a report on achievements in scientific and creative work, project work, participation in scientific seminars and conferences, publications. The Scientific Department of DU evaluates the efficiency of the scientific work of academic staff by awarding a certain number of points for specific scientific activities, which are converted into full-time equivalents. These points can be used by the academic staff in the following academic year to cover the costs of scientific activities from the

DU scientific funds.

Engaging in research contributes to the professional development and career progression of academics, such as the possibility of applying for a higher academic position at a university.

In the field of study "Education and Pedagogy" lecturers have a high number of scientific publications in Web of Sciences and SCOPUS databases and other internationally peer-reviewed journals and proceedings, but participation in international scientific conferences has decreased due to the restrictions of the COVID-19 pandemic. The Hirsch index of the teaching staff involved in the study field "Education and Pedagogy" has increased during the reporting period.

As an example we can mention Prof. Ilga Salīte (H-16) and Prof. Dz.Iliško (H-17) with very high Hirsch index in Latvia.

It is also possible to evaluate the scientific contribution of Daugavpils University's teaching staff in the fields of education and economics, natural sciences and other areas.

First 10 Best Scientists in Daugavpils University		World Rank
Виктор Васильевич Воронов #393,215 Economics & Econometrics / Economics 44 Publications * - 3060 Citations Most Popular Article : ПедагогикаВВ Воронов, ВИ Журавлев, ВВ КраевскийОбщественная организация Педагогическое общество Р...		
Dzintra Iliško #533,796 Social Sciences / Social Science 29 Publications * - 1027 Citations Most Popular Article : Perceptions of the appropriate response to norm violation in 57 societiesK Eriksson, P Strimling,...		
Ilga Salīte #587,531 Others 24 Publications * - 854 Citations Most Popular Article : Developing research in teacher education for sustainability: UN DESD via the Journal of Teacher E...		

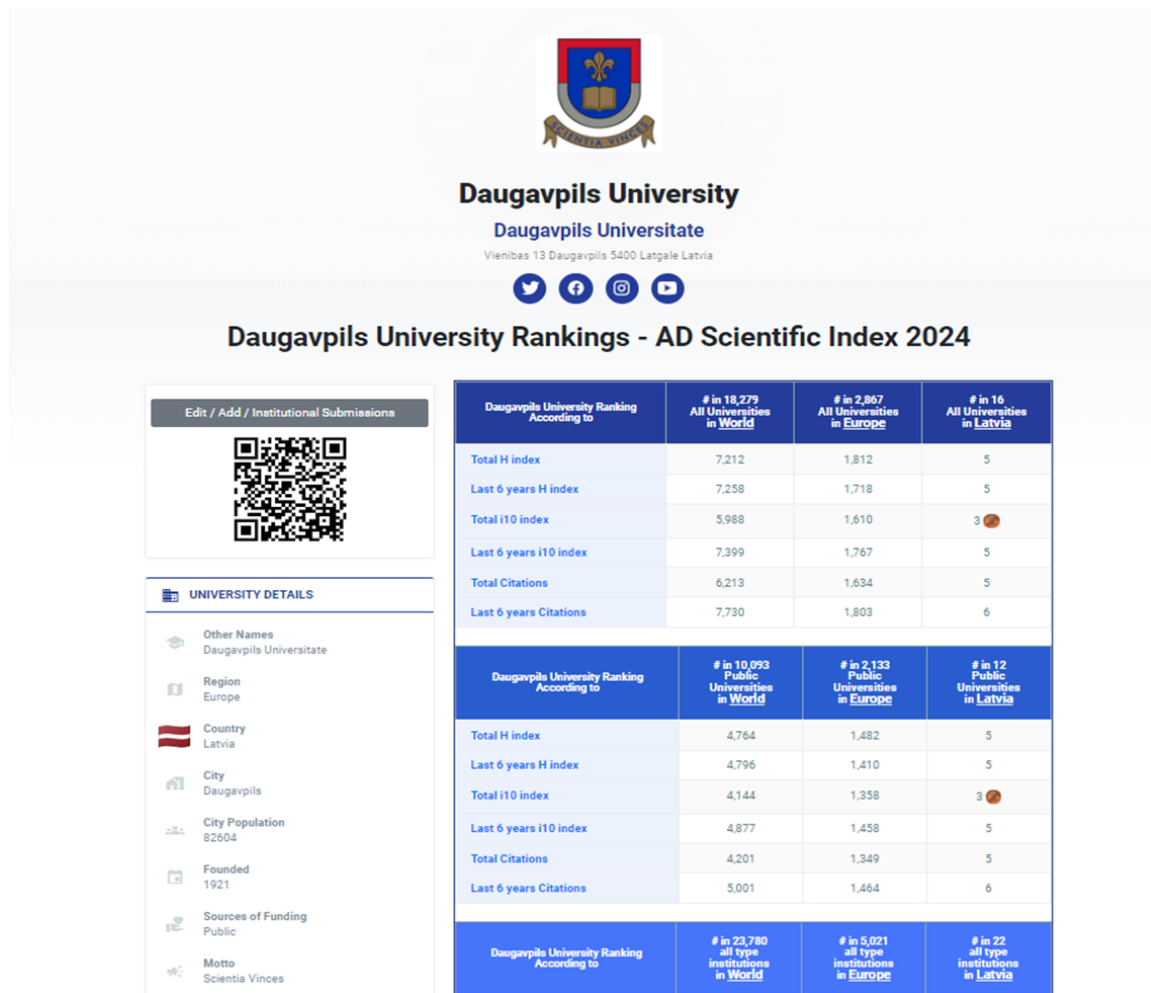


Figure 2.4.4.1 Screenshot of the scientific index at Daugavpils University (<https://www.adscientificindex.com/university/Daugavpils+University/>).

The scientific research of the faculty members of the study field "Education and Pedagogy" is mainly related to the field of education, which is in line with the specifics of the study programmes being implemented.

Information on publications and conference participation of academic staff is available in Annex 2.4.4. *Summary of quantitative data.*

The DU Strategy sets out DU's strategic goal: Building an inclusive, high-quality, digital higher education ecosystem in Europe by improving the quality of digital learning and research, as well as innovation potential - together with other education partners. For example, since 2022, the University of Daugavpils is a cooperation partner in the Erasmus+ project "Coaching Academics as Learners for Inclusive Teaching in Optimal Networks" (COALITION) contract number : 2022-1-NL01-KA220-

HED-000088497. COALITION is an EU+ funded project on inclusive, learner-centred pedagogy in higher education with partners in the Netherlands, Greece, Romania, Spain, Latvia and Sweden

The faculty members of the study field "Education and Pedagogy" are M.Kravale-Pauliņa, E.Oļehnoviča, I.Fjodorova, I.Presņakova, etc.

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.

Students of the study field "Education and Pedagogy" are involved in scientific research mainly during the development of bachelor's, master's and doctoral theses. Students have the opportunity to participate in research projects, present research results at international scientific conferences and publish scientific articles in internationally peer-reviewed journals and conference proceedings. Students can apply for a one-off scholarship for their achievements in scientific research. Upon graduation from DU, students are awarded certificates of merit for active scientific work.

For example, students of the short-cycle professional higher education study program "Preschool Teacher" are involved in scientific research both within the study courses and practice, and by conducting research within the qualification work and presenting them in scientific activities.

With the conducted researches and their results, the 2nd year students annually participate in the student scientific discussions organized within the study program, where they present the results of their research both within their groups and with the participation of the 1st year students.

Students also have the opportunity to present the results of their research at scientific conferences: the annual international scientific conference of Daugavpils University, the Student scientific conference "Sports Education Current Affairs", the international scientific conference "Sports: Education, Science, Technologies".

With the cooperation of 4 partner universities, that is, Daugavpils University, University of Latvia, Liepāja Academy of Riga Technical University, Rēzekne Academy of Technology, from 2023 the international Student Scientific and Practical Conference "Child. Teacher. Education" (<https://du.lv/aktualitates/starptautiska-studentu-zinatniski-praktiska-konference-berns-skolotajs-izglitiba-children-teacher-education/>).

Students from various Latvian and European universities (Lithuania, Slovenia) participated in the conference organized in 2023, sharing examples of good practice and presenting the results of their research. The 2nd year students of the DU study program "Preschool Teacher" participated with reports in Latvian and English, as well as several students participated as listeners.

Students of the first-cycle professional higher education bachelor's study program "Teacher" are involved in scientific research both within study courses and practice, and by conducting research within the framework of study theses and bachelor's work and presenting them in various scientific activities.

Students have the opportunity to present the results of their research at scientific conferences: the annual international scientific conference of Daugavpils University, the Student scientific conference "Sports Education Current Affairs" (only available in Latvian: <https://du.lv/aktualitates/norisinasies-studentu-9-zinatniska-konferenze-sporta-izglitibas-aktualitates/>;

<https://du.lv/aktualitates/norisinajas-ikgadeja-studentu-9-zinatniska-konferenze-sporta-izglitibas-aktualitates/>), at the international scientific conference "Sports: education, science, technologies" (available only in Latvian: <https://du.lv/aktualitates/starttautiska-zinatniska-konference-sports-izglitiba-zinatne-tehnologijas-3/>), at the international Student Scientific and Practical Conference "Child. Teacher. Education" (only available in Latvian: <https://du.lv/aktualitates/starttautiska-studentu-zinatniski-praktiska-konference-berns-skolotajs-izgli>

[tiba-children-teacher-education/](#)).

As well as significantly indicating student involvement in projects - 2023, DU internal project "Factors affecting the quality assurance of study programs in the field of education implemented at Daugavpils University in the context of the transformation of teacher education" (project No. 14-95/2023/13), AMSP "Educational Sciences " student

2022, DU internal project "Academic integrity in social sciences: assessment of the situation and development perspectives in Latvian regional universities" (project no. 14-95/2022/14), joint DSP Educational science students

2023, DU research project Transition to learning only in Latvian: assessment of the situation and determination of support directions in the pre-school and primary school stages of general education (project No. 14-95/2023/12), KDSP Educational Science students

2024 Mobbing in the schools of the Latgale region: evaluation of the opinions of students, teachers and parents, student of AMSP "Educational Science", research activity project of DU students.

Every year DU organises research project competitions for students with the aim to promote research development of DU students, to facilitate practical application of scientific results, to involve DU students in scientific activities and to increase the number of publications indexed in Web of Science and/or SCOPUS databases.

During the reporting period, students took advantage of the research opportunities on offer.

Students of Education and Pedagogy are involved in scientific research from short-cycle studies. Involvement in research is compulsory for Bachelor level students, but recommended for students who intend to continue their education at a higher level.

Students who intend to pursue doctoral studies are motivated to engage in research. Involvement in research at doctoral level is compulsory because, according to the Cabinet of Ministers Regulation No 1001 "Procedures and Criteria for the Award of the Doctorate of Science (Doctoral Dissertation)" (<https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji> in Latvian only), for the award of the degree the applicant must submit a list of scientific publications reflecting the results of the work and copies thereof to the university to which the right of doctoral promotion has been delegated in the relevant field of science.

During the reporting period, there has been an increase in the number of students involved in research, students of bachelor and doctoral study programmes have been more actively involved in research projects, students of professional master study programmes have actively participated in scientific conferences and published scientific articles in peer-reviewed journals indexed in international scientific databases.

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.

In order to achieve the indicators set out in the excellence model, DU provides a broad knowledge base, support for research and innovation, support for students' personal development, and support for students' future careers by promoting their employability. Various forms of innovation (mainly process innovation, marketing innovation, organisational innovation) are applied in the field of study "Education and Pedagogy" and at DU to achieve this goal.

Process innovation. In recent years, DU has devoted significant resources to improving the e-learning organisation. The online platform Zoom is used in the study process, video lectures are recorded, course descriptions, necessary study materials, links to certain information for studying the course, colloquium and exam assignments are available on the DU e-learning site (MOODLE). Lecturers have the possibility to create a student grade book and students (individually) can keep track of their progress in the course. The administration of the DU e-Learning site is well organised, there is access to advice from the administrator (in person, online or by correspondence), and the DU e-Learning site provides instructions and advice on issues related to the use of e-Learning.

Marketing innovation. DU uses certain marketing tools (DU Open Days, Researchers' Night, DU Science Festival, Career Fair Camps, organisation of students' research thesis consultations and defences, information about DU on social networks, etc. in face-to-face and online formats) to stimulate prospective students' interest in the study programmes of the "Education and Pedagogy" field of study. The DU website was updated and improved in 2022.

Organisational innovation. DU uses several digitised systems: DUIS (allows digitisation of many processes and document processing: preparation of certificates, orders, study contracts, amendments thereto, diplomas, entry of achievements, collection of statistical data), Namejs (document management system, which provides management of correspondence, orders, contracts, certificates, procurement documents, for efficiency of the document circulation process), HoP (employee self-service portal, which allows DU faculty members, etc., which allows employees to view information about themselves, their colleagues' absences, apply for leave, check their accumulated leave days, etc.).

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.

Since 2018, regular scientific and academic cooperation with various Latvian higher education institutions, NGOs, international networks ATEE, etc. (joint scientific research, participation in state examinations and professors' councils) has been implemented within the study field "Education and Pedagogy".

The Latgale planning region, the education and social administrations of the East Latvian municipalities, educational institutions, educational and business advisory centres, whose representatives provide professional study courses and offer students a place to gain professional qualification experience, are actively involved in the implementation process of the study field "Education and Pedagogy".

Since the launch of the project "Modernisation of the Study Programme "Education, Pedagogy and Sport" for Sustainable Development of the Latvian Education System", Nr.8.2.1.0/18/I/005, in 2018,

a network of inter-university and institutional cooperation has been established throughout Latvia.

In cooperation with the University of Latvia, University of Liepaja, Rezekne Academy of Technologies, Latvian Academy of Sports Pedagogy and Jāzeps Vītols Latvian Academy of Music, as well as with the involvement of experts from the State Centre for Education project "Competence Approach in Curriculum", Teachers' Methodological Association, foundation "Mission Possible" and representatives of the Ministry of Defence, new study programmes have been developed and, thanks to the participation in the Operational Programme "Growth and Employment" 8.2.1 specific support objective "Reduce fragmentation of study programmes and strengthen resource sharing" project, the DU faculty members as experts of cooperation partner were also involved in the development and implementation of programmes and sub-programmes of the study field "Education, Pedagogy and Sport" at the bachelor, master and doctoral study levels in other Latvian higher education institutions. It should be noted that cooperation with Latvian higher education institutions contributes to the achievement of scientific objectives of the study field "Education and Pedagogy", and cooperation with employers contributes to the development of students' professional skills. This is evidenced by the cooperation agreements (see Annex).

Cooperation with higher education institutions, municipalities and structures of the Ministry of Education (JSPA, VISC), the Goethe Institute, the French Embassy in Latvia on cooperation and cultural issues.

Employer engagement mechanisms are various strategies and measures used by the teaching staff and supervisors of DU and the field of study "Education and Pedagogy" to promote employer cooperation and involvement in the study/research process. Some of the most effective mechanisms:

1. Partnership and cooperation agreements - formal agreements for general, practical or research cooperation;
2. Providing internships and job opportunities - internships in a specific educational institution, in a specific municipality;
3. Guest lectures and seminars, conferences - guest speakers from Daugavpils Education Board organises information sessions, meetings on current issues in the region;
4. Involvement of company representatives in the study process - exam and final examination committees. Employers' representatives are on exam boards to assess students' knowledge and skills;
5. research and development cooperation - joint research, research projects involving both university researchers and teachers, heads of educational institutions, development of R&D projects.
6. Feedback and continuous communication - surveys and studies, employer surveys and studies to find out the needs and expectations of educational institutions.

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.

During the reporting period, more than 17 cooperation agreements were concluded with various municipalities for internships within the study field "Education and Pedagogy". It should be noted that on 19 February this year the Agreement to promote access to quality education, to ensure teacher training and professional development was signed with the following institutions: the Ministry of Education, the University of Latvia, the Municipality of Zemgale, the Municipality of Vidzeme, the Municipality of Latgale and Selija, the Municipality of Kurzeme, the Municipality of Riga.

When selecting foreign cooperation partners for the implementation of the study field "Education and Pedagogy" and study programmes, it is important to take into account a number of criteria in order to ensure high-quality and mutually beneficial cooperation. One of the criteria is the areas of study and research related to the priorities of the DU field of study and the specifics of each study level programme.

Similarity of programmes and collaborative orientation of academic staff. Research potential is another important criterion, as an international evaluation of scientific indicators is planned at DU in the near future.

Research projects serve as one aspect of cooperation. High-quality publications are an indicator of the quality of international research cooperation.

Cultural and linguistic aspect. Language skills: English courses and cultural compatibility, influencing cooperation and enriching the student experience.

Sustainability and a long-term perspective. Long-term perspective of cooperation: potential for long-term cooperation and opportunities to develop joint projects and programmes.

Human resources, time and support are essential elements to ensure cooperation with different institutions, so cooperation in the field of study "Education and Pedagogy" depends on a common understanding of the development goal and the priority development directions of DU. Examples are the agreements signed (Zarasu pre-school educational institution "Lakstingala" (Lithuania), *Cooperation in providing internships for students*), Rivne State Humanities University (Ukraine) *Cooperation agreement between Daugavpils University (Republic of Latvia) and Rivne State Humanities University (Ukraine)*).

International cooperation has an impact on the achievement of study results in the field of study "Education and Pedagogy", as the partners involved with international scientific experience share their knowledge and contribute to the development of the field of study and the improvement of scientific potential.

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

Attracting international students and staff is an important process within the Education and Pedagogy field of study, increasing international presence and improving the quality of education.

Some of the mechanisms used to attract foreign students and faculty to DU are highlighted. Firstly, information campaigns: at the beginning of the year, the Erasmus+ coordinator of DU sends out an Erasmus+ information letter to all Erasmus+ partners on how foreign students and staff can apply for studies, internships, teaching or professional development. The DU Erasmus+ Coordinator visits the international Staff Week several times a year, where there is an opportunity to establish new contacts and sign inter-university agreements for the exchange of students and teaching staff within the Erasmus+ programme. Another important mechanism is international partnerships to enrich the research and study process.

Since 2018, the outgoing mobility of DU faculty members in the field of study "Education and Pedagogy" has increased, both in teaching and professional development programmes. More than 100 DU lecturers have gone on teaching and professional development mobility, visiting countries such as Lithuania, Poland, Czech Republic, Croatia, Spain, etc. (see summarised data in Annex 2.5.1).

The attraction of guest lecturers is ensured by the ESF project No. 8.2.2.0/18/I/005 "Strengthening the capacity of academic staff in strategic areas of the Daugavpils University study direction "Education, pedagogy and sports". specialization", when more than 4 field experts from Lithuania, Poland, Czech Republic, Sweden joined the study field "Education and pedagogy" in labour legal relations.

The main tasks of guest teaching staff included the following tasks, which enriched the entire study field:

1. Conduct scientific practical seminars and lectures (various topics of educational sciences, integrating them into the content of the study course).
2. Cooperate in the study courses of DU lecturers, offering and demonstrating an innovative methodology in the organization of courses (learning the English language).
3. Work as a scientific consultant for doctoral, master's and bachelor's theses.
4. Provide mentoring of DU teaching staff with recommendations on approaches to conducting scientific research work, current theoretical positions in the relevant scientific branch and the use of an integrated content and methodology approach for the transfer of scientific knowledge in academic work.
5. Develop methodical material or study course content within the framework of studies.
6. Within the study course, develop methodical material on teaching English and improving the language (development of materials, didactic recommendations, guidelines), offering to implement it in a way suitable for the direction of study.
7. Participate in scientific and methodological conferences, prepare publications together with the scientific staff of the DU study area, included in the SCOPUS or Web of Science database.

Students: foreign students quite often come to DU as part of the Erasmus+ mobility programme. In the reporting period, more than 40 students of the study programme "Education and Pedagogy" used outgoing mobility opportunities - study or practice - from (see data summarised in Annex 2.5.2). For example, the EU Erasmus+ Blended Intensive Programme (BIP) "Inclusive Education: Inclusive Practices in Different Cultures" took place at Vilnius University Šiauliai Academy from 18 to 20 March (online part) and from 15 to 19 April (physical part) (<https://sites.google.com/view/bipsiauliai/home>). The long-standing cooperation with colleagues from Vilnius University Šiauliai Academy such as Assoc. prof. Regina Karvelienė and lect. Beatričė Poškuviene made it possible for the students of the Faculty of Humanities and Social Sciences of DU to participate in the project:

- 2nd year students of the first level professional higher education study programme "Preschool Teacher";

- for 1st, 2nd, 3rd year students of the professional bachelor study programme "Primary Education Teacher" .

The programme gave all participants from five countries the opportunity to learn about innovations and practical experiences in the field of inclusive education. Partners from Latvia - DU, Lithuania - Vilnius University Šiauliai Academy, Switzerland - Zürich Hochschule, Romania - Babeş- Bolyai University, Romania and Italy - Università di Bologna, Italy took part in the project. These mobility activities indicate that the trend will continue in the next reporting period. Students and staff are increasingly motivated to gain international experience abroad.

The biggest difficulty DU faces in implementing faculty mobility is the postponement of lecturers' classes due to heavy workloads. The difficulty in attracting foreign lecturers is in securing competitive salaries.

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 visit of the previous study field accreditation expert commission took place more than ten years ago, taking into account that significant educational content and organization reforms have taken place in Latvia since 2018: the study field has changed from "Education, pedagogy and sports" to "Education and pedagogy", in the country, amendments have been made to the Law on Universities, new educational standards have been adopted, for example, the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education" (Latvijas Vēstnesis, 118, 20.06.2023. <https://likumi.lv/ta/id/342818>). The recommendations indicated above were implemented by implementing new study programs in the new study direction.

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).

Study programs included in the "Education and pedagogy" study program at DU:

- short-cycle professional higher education study program "Preschool Teacher";
- professional higher education bachelor's study program "Primary School Teacher";

- professional higher education bachelor's study program "Teacher";
- second level (first cycle) professional higher education study program "Teacher";
- academic higher education master's study program "Educational Sciences";
- joint doctoral study program "Educational Sciences".

The improvement of study courses is essential for ensuring the quality of higher education and promoting the competitiveness of students. Some criteria and recommendations taken into account when creating the new study programs (collecting all the above recommendations):

Improvement of study courses, renewal of curriculum:

Formulation/representation of study results

E-study environment, content planning, work on the MOODLE platform

Expanded available sources of information

Internship, corresponding to the labour market, support materials for the internship have been created

Professional development of teaching staff:

The involvement of lecturers in the provision of courses has been evaluated

Improved professional development in educational institutions/internship events

Faculty monographs

Use of IT in the study process

International experience and cooperation:

Mutual cooperation of teaching staff in the development of course content

Cooperation with mentors of educational institutions, cooperation with employers, improving the progress of the study process and the content of the study course

Attracting students

Since 2018, the MOODLE e-study environment has been significantly improved, the availability of e-resources for the study process has been increased, the number of publications in internationally peer-reviewed scientific publications has increased, the funding allocated for research has increased, mainly from DU's internal funds for research, and the indicators of outgoing and incoming mobility have increased.

The level of English language knowledge of teaching staff has improved thanks to the English language training courses organized by DU within the ESF project 8.2.2.0/18/A/022 "Strengthening the professional competence of academic staff in strategic specialization areas of Daugavpils University". Lecturers have improved the content, form and quality of scientific research, opportunities for international cooperation and attracting funding for research.

In order to assess how the recommendations given within the inclusion assessment procedures have affected the quality of studies or the improvement of processes at Daugavpils University (DU), it is important to indicate several dimensions. Here are some key areas where the recommendations could have had a significant impact:

1. Improving the quality of study programs

Recommendations often include the introduction of new learning methodologies and pedagogical approaches that can contribute to a more effective learning process. DU has implemented various

active learning methods such as problem-based learning and integration of digital technologies in the learning process. Based on the recommendations, DU regularly revises and updates the study course descriptions so that they meet the latest industry trends and labour market requirements. These types of improvements ensure that studies are current and tailored to the needs of students.

2. Increasing the efficiency of the study process. Strengthening of consultation and support systems: By implementing the recommendations, DU has improved the consultation and support systems to provide students with the necessary assistance in the study process.

More efficient management of resources: Inclusion recommendations often include recommendations for more efficient use of resources, which can help optimize the study process and improve the quality of studies in general. This includes more efficient use of both human and material resources.

3. Improving the study environment and culture.

Diversity and Inclusion Initiatives: DU has worked to foster an inclusive study environment that is open to all students, regardless of their background or special needs. It also includes improvements to physical and digital accessibility at the university. Strengthening international cooperation: The inclusion assessment recommendations have also promoted DU's international cooperation with other universities, which enriches the study process and promotes cultural exchange between students and academic staff.

4. Improving the professional competence of teaching staff

Professional experience development seminars: DU teaching staff regularly participate in professional competence development programs that help them develop new pedagogical skills and methodologies. This type of training and seminars are held both within the university and in cooperation with international institutions. Support and development of academic staff: DU also implements various support measures for academic staff to promote their professional growth and scientific activity. Therefore, the recommendations given as part of the inclusion assessment procedures have a significant impact on the quality of studies and the improvement of processes at DU. These recommendations help improve study programs, promote a more efficient study process, create an inclusive and supportive study environment, as well as strengthen the competencies of academic staff. Thus, DU can provide high-quality education that meets the needs of both students and the labour market.

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	1.2_List of the main internal laws and regulations.docx	1.2_ļeksejo normatīvo aktu un regulejumu saraksts.docx
The management structure of the higher education institution/ college	1.2_Governance structure.pdf	1.2_Parvaldības struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	2.1.2_Study field development plan.docx	2.1.2_Studiju virziena attīstības plāns.docx
The management structure of the study field	2.1.3_Management structure of study direction.pdf	2.1.3_Studiju virziena pārvaldības struktūra.pdf
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.	2.1.4.Cooperation agreements.zip	2.1.4.Sadarbības līgumi.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.	CONFIRMATION Compensation guarantee for students.docx	Apliecinājums par zaudējumu kompensāciju.edoc
Standard sample of study agreement	2.1.4_Agreement_on_studies.docx	2.1.4_Studiju līguma paraugs.docx
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	2.2.4.Survey analysis.docx	2.2.4.Aptauju analīze.docx
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	2.3.7. Basic information about teaching staff.docx	2.3.7. Pamatinformācija par mācītājiem.docx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_ENG.zip	CV_LV.zip
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.	STATEMENT National language skills.docx	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)	STATEMENT_foreign_language_B2.docx	Apliecinājums par svešvalodas prasmi.edoc
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.	2.4.4.Quantitative data on scientific work.docx	2.4.4.Kvantitatīvie dati par zinātnisko darbu.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.4.List of publications.pdf	2.4.4.Publikāciju saraksts.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2.5.1_Cooperation agreements.docx	2.5.1_Sadarbības līgumi.docx
Statistical data on the teaching staff and the students from abroad	2.5.2_Statistical data on foreign students and teachers.docx	2.5.2 Statistiskie dati par ārvalstu studējošiem un mācītājiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.3_DU incoming and outgoing mobility for students.docx	2.5.3_DU studējošo ienākuma_izejošo mobilitāte.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.3_incoming and outgoing mobility of teaching staff.docx	2.5.3_mācītāju ienākuma_izejošo mobilitāte.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.	2.6.1.Implementation of recommendations.zip	2.6.1.Rekomendāciju izpilde.zip
An application for the evaluation of the study field signed with a secure electronic signature	APPLICATION for evaluation of the study direction Education and pedagogy.docx	Iesniegums SV izglītība un pedagogija novērtēšanai.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
Daugavpils Universitātes attīstības stratēģija 2022.-2028. gadam	1.1.DU attīstības stratēģija 2022_2028.pdf
Studiju iekšējās kvalitātes nodrošināšanas politika	1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-NODROŠINĀŠANAS-POLITIKA.pdf
Internal Quality Assurance Policy of Studies	1.3_INTERNAL QUALITY ASSURANCE POLICY OF STUDIES AT DAUGAVPILS UNIVERSITY.pdf
Studiju iekšējās kvalitātes sistēmas efektivitātes nodrošināšanas kārtība	1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-SISTĒMAS-EFEKTIVITĀTES-NODROŠINĀŠANAS-KĀRTĪBA.pdf
DU normatīvie akti iekšējās kvalitātes nodrošināšanai	1.3_Normatīvie akti iekšējās kvalitātes nodrošināšanai.pdf
Daugavpils University normative acts for internal quality assurance	1.3_List of Regulations for internal quality assurance.pdf
Daugavpils Universitātes akadēmiskā personāla zinātniskās aktivitātes vērtēšanas kārtība	1.4.Zinātniskās_efektivitātes_vērtēšanas_kartiba.pdf
The procedure for evaluating the scientific activity of the academic staff of Daugavpils University	1.4.Procedure of assessing the scientific activity.pdf
STUDĒJOŠO APTAUJA	STUDĒJOŠO APTAUJA.docx
STUDENT SURVEY	STUDENT SURVEY.docx
DARBA DEVĒJU APTAUJA	DARBA DEVĒJU APTAUJA.docx
EMPLOYERS SURVEY	EMPLOYERS SURVEY.docx
ABSOLVENTU APTAUJA	ABSOLVENTU APTAUJA.docx
ALUMNI SURVEY	ALUMNI SURVEY.docx
Short summary of development strategy of Daugavpils University 2022-2028 (not confirmed so far)	1.1.Main_DU Strategy.pdf
2.3.7.Basic information about teaching staff.xlsx	2.3.7.Basic information about teaching staff.xlsx
2.3.7.Pamatinformācija par macībspekkiem.xlsx	2.3.7.Pamatinformācija par macībspekkiem.xlsx
2.6.1.Implementation of recommendations.xlsx	2.6.1.Implementation of recommendations.xlsx
2.6.1.Rekomendāciju izpilde.xlsx	2.6.1.Rekomendāciju izpilde.xlsx
CV_EN.zip	CV_EN.zip
CV_LV.zip	CV_LV.zip
Akreditācija_presentation_Education-pedagogy_23_09_2024_M_Kravale-Paulina.pptx	Akreditācija_presentation_Education-pedagogy_23_09_2024_M_Kravale-Paulina.pptx
Preschool teacher student survey results summary as a example (LV only).pdf	Preschool teacher student survey results summary as a example (LV only).pdf
Incoming mobility (student and academic staff).docx	Incoming mobility (student and academic staff).docx
Study courses offered to foreign students Erasmus+.xlsx	Study courses offered to foreign students Erasmus+.xlsx
Annual self-assessment reports (LV only).docx	Annual self-assessment reports (LV only).docx

Educational Sciences (51142)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Educational Sciences</i>
Education classification code	<i>51142</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Sandra</i>
Surname of the study programme director	<i>Zariņa</i>
E-mail of the study programme director	<i>sandra.zarina@du.lv</i>
Title of the study programme director	<i>PhD, docente</i>
Phone of the study programme director	<i>29376454</i>
Goal of the study programme	<i>To improve the doctoral student's research and academic competence in education sciences for performing independent and innovative research, for improving and developing the theory of education sciences, for improving the pedagogical practice in different levels of education (from preschool to adult education) on Latvian and international scale, independently developing and defending in public the doctoral research which comprises results of original scientific research and contributes new knowledge to education sciences.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To implement research-based studies facilitating the acquisition and application of methodology of theoretical and empirical studies in research, engaging doctoral students in the research carried out by the academic staff and in other local and international research.</i> <i>2. To develop topical research trends in education sciences in the context of Latvian, European and world research of education sciences, promoting the creation of new knowledge, approbation of research conclusions and their transfer to the practice of education sciences branch.</i> <i>3. To promote scientific communication and presentation and publication of doctoral students' research in publications acknowledged in education sciences in Latvia and internationally.</i> <i>4. To organize and promote the collaboration of the doctoral student and his/her scientific supervisor, students' mutual collaboration and cooperation with the academic staff in carrying out scientific research in education sciences.</i> <i>5. To promote doctoral students' understanding about the research and academic career and improve their pedagogical competence necessary for academic work.</i> <i>6. To collaborate with doctoral study programmes and doctoral schools of other faculties of the University of Latvia, to organize joint doctoral students' seminars inviting professors from other faculties for lectures, for implementing joint research projects.</i> <i>7. To promote the mobility of doctoral students and the academic staff and their gaining of experience from cooperation with foreign universities and international research organizations, attracting the guest professors and implementation of joint research projects, facilitating the possibilities of all round and independent advancement in the context of European higher education area.</i>

Results of the study programme	<p><i>Knowledge:</i></p> <ol style="list-style-type: none"> <i>1. Understands the historical experience of the development of educational sciences and current educational sciences theories and knowledge, the context of their formation in Latvia, Europe and the world;</i> <i>2. Understands theoretical and empirical research methods and methodology in the field of educational sciences and in contact with other fields of science, interdisciplinary approach in research;</i> <i>3. Understands the role of a researcher in the field of educational sciences in the development of society, in solving educational problems in the context of comparative education policy;</i> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <i>4. Systematically analyzes and interprets binding concepts in educational sciences, current theories and educational policy and pedagogical practice in a local and international comparative context, independently evaluates and reasonably chooses appropriate research methods for scientific research in educational sciences;</i> <i>5. Independently formulates and critically analyzes research problems at different levels of education, solves current problems in research and practice of educational sciences in order to expand and give new understanding to existing knowledge and to offer research-based solutions for improving professional practice;</i> <i>6. Learning outcomes Expresses ideas and engages in discourse through both verbal and written communication, makes scientifically based decisions in solving educational problems and defends his opinion about the field of educational sciences with arguments, encourages and implements research-based changes in Latvia and in the international environment;</i> <p><i>Competence:</i></p> <ol style="list-style-type: none"> <i>7. The individual presents original and innovative research ideas and conducts independent, critical analyses and evaluations of complex research issues within the field of educational sciences. By doing so, they make a valuable contribution to the expansion and deepening of knowledge in the field of educational sciences, and offer a perspective on the future development of various aspects of education;</i> <i>8. Independently and responsibly plans, structures and manages scientific projects, including international ones, conducts significant research in educational science, observing the ethical responsibility for the possible influence of educational sciences on mutual relations between education and society, promotes the introduction of innovations in science and pedagogical practice;</i> <i>9. The individual disseminates the findings of their research in internationally recognized publications, both in Latvia and abroad. They engage in scientific and academic activities, communicating with colleagues, the scientific community, and society at large in their area of expertise. Additionally, they take responsibility for promoting sustainable technological, social, and cultural development in the knowledge society.</i>
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Final examination upon the completion of the study programme	<i>Final examinations and doctoral dissertation</i>
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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)	216
Admission requirements (in English)	<i>Second-cycle higher education in education, pedagogy or psychology or Second-cycle higher education in humanities, social sciences, arts, medicine, sports or natural sciences or an equivalent higher education and at least two years of teaching experience in an educational institution; Entrance examination</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 Social Sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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)	216
Admission requirements (in English)	<i>Second cycle higher education in education, pedagogy or psychology or Second-cycle higher education in humanities, social sciences, arts, medicine, sports or natural sciences or an equivalent higher education and at least two years of teaching experience in an educational institution; Entrance examination For studies in English: English language skills at least B2 level</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 Social Sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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 the basis of the Decision of the Study Quality Commission No. 2022/27-SPI on the inclusion of the joint academic doctoral study programme "Educational Sciences" (hereinafter referred to as JDSP) of the University of Liepaja (hereinafter referred to as RTU Liepaja Academy), the University of Latvia (hereinafter referred to as LU), Daugavpils University (hereinafter referred to as DU) and Rezekne Academy of Technologies (hereinafter referred to as RTA) in the field of study and in accordance with the short-term recommendation included in the evaluation expert report *to align the programme goals, objectives and achievable results*, changes were made to the achievable results of the study programme by reducing their number from 23 to 9.

The changes made in the achievable results of the program are related to editorial clarifications - by combining and paraphrasing the initially formulated achievable results, the knowledge, skills, competences to be learned within the program were fully preserved.

From the five achievable results included in the "Knowledge" section, three study results were created as a result of editorial clarifications:

- the two achievable results were kept in the original version, but the achievable result "understands the historical experience of the development of educational sciences and the current theories and insights of educational sciences, the context of their formation in Latvia, Europe and the world" was created by summing up the two initially formulated achievable results in the knowledge section "understands educational sciences the historical experience of the development of sciences and the current trends and their context in Latvia, Europe and the world" and "understands the current scientific theories and knowledge of educational sciences and the context of their formation".

Of the eleven study results included in the Skills section, three study results were created as a result of editorial refinements.

- the achievable result "systematically analyzes and interprets binding concepts in educational sciences, the actualities of theory and educational policy and pedagogical practice in a local and international comparative context, independently evaluates and reasonedly chooses appropriate research methods for scientific research in educational sciences" was created by summing up four achievable results: "systemic analyzes and interprets binding concepts, theories and educational policy current affairs in educational sciences", "determines the potential connections between the theoretical aspects of educational sciences and their implications in educational policy, pedagogical practice in the local and international context", "independently evaluates and logically selects appropriate methods for scientific research in educational sciences ", "independently uses theories of educational contact sciences, research methods to carry out research activities in the field of education in an internationally comparative context";

- the achievable result "Independently formulates and critically analyzes research problems at

different levels of education, solves current problems in the research and practice of educational sciences in order to expand and give new understanding to existing knowledge and offer research-based solutions for the improvement of professional practice" was created by summarizing two achievable results: "independently formulates and critically analyzes research problems at different levels of education", "solves current problems in the research and practice of educational sciences in order to expand and give new understanding to existing knowledge and offer research-based solutions for the improvement of professional practice";

- the achievable result "Orally and in writing communicates and discusses, makes scientifically based decisions in solving educational problems and defends his opinion about the field of educational sciences with arguments, encourages and implements research-based changes in Latvia and in the international environment" was created by summarizing five achievable results: "oral and communicates and discusses in writing the field of educational sciences, the results of research carried out in it with wider scientific circles and society in general in Latvia and in the international environment", "makes scientifically based decisions in the solutions of educational problems and defends his opinion with arguments", "leads and/or coordinates multidisciplinary study teams and/or works and cooperates in an international context", "offers innovative solutions and a perspective view on the future development of various aspects of education", "stimulates and implements research-based changes in its educational institution, educational sector and, as far as possible, in society in general".

From the eight study results included in the "Competences" section, three study results were created as a result of editorial clarifications:

- the achievable result "Justifiably puts forward innovative research ideas, performs an independent, critical analysis and evaluation of current, complex research problems in the field of educational sciences, contributing to the expansion and deepening of knowledge in the field of educational sciences and offers a perspective view on the development of various aspects of education in the future" was created by summarizing two achievable results: "performs an independent, critical analysis and evaluation of current, complex research problems in the field of educational sciences, contributing to the expansion and deepening of knowledge in the field of educational sciences", "independently and reasonably puts forward innovative research ideas, critically evaluates and synthesizes them in educational sciences and interdisciplinary in context";

- the achievable result "Independently and responsibly plans, structures and manages scientific projects, including international ones, conducts significant research in the science of education, respecting the ethical responsibility for the possible influence of educational sciences on mutual relations between education and society, promotes the introduction of innovations in science and pedagogical practice" was created, summarizing the three achievable results: "independently and responsibly plans, structures and manages scientific projects, including international ones", "independently, responsibly and critically carries out scientific research important in the science of education, promotes the introduction of innovations in pedagogical practice", "resolves significant research, innovation-promoting tasks, observing the ethical responsibility for the possible influence of educational sciences on mutual relations between education and society, on inciting and leading changes in education and society";

- the achievable result "Publishes the results of his research in internationally recognized, including internationally cited publications in Latvia and abroad, communicates with colleagues, the scientific community and society in general in his area of expertise of scientific and academic activity, responsibly promotes sustainable technological, social and cultural development in the knowledge society" was created by combining the achievable results: "publishes the results of its research in internationally recognized, including internationally cited publications in Latvia and abroad",

"responsibly promotes technological, social and cultural development in the knowledge society in the context of the development of scientific and academic activities", "leads scientific works and communicates with colleagues, the scientific community and society in general in their field of expertise".

The revised KDSSP study results have been agreed at the meeting of the Joint Study Programme Council (RTU Liepāja Academy (hereinafter referred to as RTU LA), LU, DU, RTA) on 23 October 2023 (Minutes No PPMF-31-58/1).

Based on the changes made in Article 1, Clause 7 of the Law on Universities, when switching to the European credit point system and in accordance with the requirement to express credit points in whole numbers, the following changes were made in the content of the joint doctoral study program "Educational Sciences":

1. the study course "PhD thesis development in educational sciences VI" was removed from the content of the study program (15 CP, 6th semester, part of compulsory courses);
2. The 2nd study program included the study course "Thesis development in educational sciences VI" (14 CP/21 ECTS, 6th semester, part of compulsory courses);
3. the study course "Development of doctoral thesis: preparation of scientific publication III" was removed from the content of the study program (7 CP, 6th semester, part of compulsory courses);
4. The 4th study program included the study course "Development of a doctoral thesis: preparation of a scientific publication III" (8 CP/12 ECTS, 6th semester, part of compulsory courses);
5. the study course "Development of a doctoral thesis: preparation of a scientific publication I" was removed from the content of the study program (7 CP, 2nd semester, part of compulsory courses);
6. The 6th study program included the study course "Development of a doctoral thesis: preparation of a scientific publication I" (6 CP/9 ECTS, 2nd semester, part of compulsory courses);
7. the study course "Professor's Assistant Practice I" was removed from the content of the study program (3 CP, 2nd semester, part of limited elective courses);
8. The study course "Professor's Assistant Practice I" was included in the content of the 8th study program (4 CP/6 ECTS, 2nd semester, part of limited elective courses);
9. the study course "Development of a doctoral thesis: preparation of a scientific publication II" was removed from the content of the study program (7 CP, 4th semester, part of compulsory courses);
10. the content of the study program included the study course "Development of a doctoral thesis: preparation of a scientific publication II" (6 CP/9 ECTS, 4th semester, part of compulsory courses);
11. the study course "Professor's Assistant Practice II" was excluded from the content of the study program (3 CP, 4th semester, part of limited optional courses);
12. the study course "Professor's Assistant Practice II" was included in the content of the study program (4 CP/6 ECTS, 4th semester, part of limited elective courses).

As a result of the changes made, the part of Obligatory courses was reduced by 2 CP/3 ECTS and the part of Restricted Elective courses was increased by 2 CP/3 ECTS. Changes to the joint DSP were approved at the meeting of the Joint Study Program Council (RTU Liepāja Academy (hereinafter RTU LA), LU, DU, RTA) on October 23, 2023 (protocol No. PPMF-31-58/1), as well as at

the meeting of the DU Study Council (Minutes No. 6 of March 24, 2023).

Based on the amendments made to the Law on Universities (Article 57. Cycles of higher education to be implemented at the university, duration and scope of studies), the admission requirements of joint DSP "Educational Sciences" were supplemented by including the second cycle higher education (see program parameters).

Due to the structural reforms implemented by DU, the location of the programme has changed since 2023/2024 - the programme is implemented at the Faculty of Humanities and Social Sciences.

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.

In the decision of the Study Quality Commission No.2022/27-SPI on the inclusion of the JDSP in the field of study it is stated that the JDSP "Educational Sciences" is "relevant, meets the objectives of higher education in Latvia, its establishment and necessity is clear and justified at the national, regional and international level, it is consistent with the field of study and forms a new concept for doctoral studies in the field of educational sciences".

The JDSP "Educational Sciences" was developed in accordance with the information report of the Ministry of Education and Science (hereinafter referred to as MES) "Proposals for conceptual new competency-based teacher education in Latvia"[1], and is implemented in four Latvian universities -DU in partnership with LU, RTU LU and RTA.

The implementation of the JDSP "Educational Sciences" contributes to the overall objectives of the field of study "Education and Pedagogy" at different levels by ensuring excellence-oriented, internationalised and interdisciplinary high-level studies and scientific integration, specialising in several competitive areas, focusing on the internal mobility of doctoral students and increasing the research capacity of the university.

The KDTP "Educational Sciences" is in line with the trends of the Bologna Process, or the emergence of a single European higher education area[2], as it is designed as a third cycle study programme with study outcomes formulated in line with the European Qualifications Framework.

The title, code (51142), aim and objectives, as well as the study results to be achieved during the study, including the study programme module results, the degree to be obtained are interrelated, correspond to the field of study and the eighth EQF level (Cabinet Regulations No 322 "Regulations on Latvian Classification of Education"), which is the doctoral study level (<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>) and a consecutive continuation of bachelor and master studies.

The parameters of the JDSP "Educational Sciences" are determined in accordance with external regulations, i.e. with Article 55.1 of the Higher Education Law of the Republic of Latvia (hereinafter referred to as the LR) *Joint Study Programme*[3], with the Law "Amendments to the Law on Scientific Activities" (in force from 29.07.2022), with the Cabinet of Ministers Regulation of 27

September 2022 No 595 "Regulations on Latvian Science Sector Groups, Science Sectors and Sub-Sectors" (in force from 30.09.2022).

The scope and duration of the programme, the compulsory content, the parts of the programme and their scope, the basic principles and procedures of evaluation, the principles of implementation, etc. are regulated by the Law on Higher Education of the Republic of Latvia, the Regulations on Opening and Management of Study Directions and Study Programmes of DU[4] (approved at the Senate meeting on 31 August 2020), Regulations on Studies at Daugavpils University (approved at the Senate meeting of April 3, 2024), as well as the Order of the Cabinet of Ministers (hereafter Cabinet of Ministers) No 345 on the Conceptual Report "On Introduction of a New Model of Doctoral Studies in Latvia"[5] of 25 June 2020.

When determining the admission requirements for KDSP applicants, the amendments made in Article 57 of the Higher Education Law have been taken into account, the goals, tasks and achievable results of the program have been respected, and the experience in the world, in European countries, including Latvia, has been used to ensure the opportunity to learn the fields of educational sciences doctoral study program not only for specialists who have acquired previous education and professional experience in educational sciences / pedagogy, but also in other fields: both in the humanities, social sciences, arts, medicine, sports or natural sciences.

Admission requirements: Second-cycle higher education in education, pedagogy or psychology or

Second-cycle higher education in humanities, social sciences, arts, medicine, sports or natural sciences or an equivalent higher education and at least two years of teaching experience in an educational institution;

Entrance examination.

For studies in English: At least B2 level knowledge of the English language.

Entrance examination: report on the research topic; discussions about it: a report on the expected research topic and a discussion in Latvian and in a foreign language chosen by the potential doctoral student. If the applicant has chosen to study in English, then the admission interviews are conducted in English.

The volume and duration of the JDSP "Educational Sciences" is 144 CP/216 ECTS CP and corresponds to the achievement of the specified study programme results (Article 57 of the Law of the Republic of Latvia on Higher Education)[6]. The study programme is implemented in full-time studies over three years.

After defending the doctoral thesis, the Doctoral Degree of Science Doctor of Science (Ph.D.) in Social Sciences is awarded, which opens up opportunities for international research in the field of social sciences in accordance with the post-doctoral research program (post-doctoral studies).

[1] Information Report of the Ministry of Education and Science "Proposals for a Conceptual New Competence-Based Education for the provision of competency-based teacher education in Latvia". (2017). Available in Latvian only at: <https://www.izm.gov.lv/lv/media/1831/download>

[2] European Commission/EACEA/Eurydice. The European Higher Education Area in 2018. Available at: <https://eurydice.eacea.ec.europa.eu/publications/european-higher-education-area-2018-bologna-process-implementation-report>

[3] Law on Higher Education. (1995). Available in Latvian only:

<https://likumi.lv/ta/id/37967-augstskolu-likums>

[4] Regulations on the opening and management of study fields and study programmes. (2020). Available at: <https://du.lv/en/about-us/documents/>

[5] Cabinet of Ministers Order No.345 On the conceptual report "On the introduction of a new doctoral model in Latvia" (2020). Available in Latvian only: <https://likumi.lv/ta/id/315685-par-konceptualo-zinojumu-par-jauna-doktoranturas-modela-ieviesanu-l-atvija>

[6] Law on Higher Education (1995). Available in Latvian only: <https://likumi.lv/ta/id/37967-augstskolu-likums>

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

The JDSP "Educational Sciences" has been developed and is implemented in accordance with the development trends of the field and doctoral studies in Europe and the world, taking into account the recommendations of the World Bank researchers (2017, 2018) to introduce doctoral level studies in the Latvian higher education system, emphasising that the aim of doctoral studies is the development of young researchers and the promotion of innovation based on original research[1][2] both at the individual institution level and at the national level. The CSP "Educational Sciences" is in line with the prerequisites for quality, innovation-oriented doctoral study programmes in line with the Salzburg Principles and Recommendations, as well as with the updated trend in Europe of cooperation between several higher education and research institutions in the development of quality, research-based, doctoral research-oriented and science communication-enhancing study environment, targeted, sustainable use of resources, infrastructure, as included in the conceptual report "*On Implementation of a New Doctoral Education Model in Latvia*".

JDSP "Educational Sciences" is the only doctoral level study programme in educational sciences in Latvia, which will be implemented by four Latvian universities from 2020: DU, LU, LiepU (from 1 March 2024 RTU LA), RTA. The programme is based on the experience that each university has accumulated in the implementation of previous doctoral programmes in education. The "Educational Sciences" parts of the JDSP are implemented in all participating partner universities, thus ensuring resource sharing and synergies between the different competences of the universities at doctoral level.

The JDSP "Educational Sciences" is aligned with the policy planning documents of the Republic of Latvia, such as the Latvian Sustainable Development Strategy[3], the Latvian National Development Plan 2021-2027[4], the Latvian Science, Technology Development and Innovation Guidelines 2021- 2027[5], the Latvian Education Development Guidelines 2021-2027 "Future Skills for Future Society"[6], the Conceptual Report "On the Introduction of a New Doctoral Model in Latvia"[7], is oriented towards achieving the goals defined therein.

Graduates of JDSP "Educational Sciences" acquire competences in demand in the labour market at the eighth educational level of the International Standard Classification of Education (ISCED) and employability opportunities at the level of basic group 1 of the Classification of Professions of the Republic of Latvia (professions whose main tasks are related to the development and formulation of state policy, development of external regulatory acts, organisation of state and enterprise policy and its implementation measures) and 2. at the level of the basic group (professions whose main

tasks are related to work requiring a high level of theoretical and professional knowledge and the ability to solve theoretical problems; in these professions employees carry out scientific research, educate society, working with all generations of the population, at all levels of education, draft legislation and methodological documents, participate in planning the development of the field of educational science, the necessary resources, carry out practical work in the creation of new material and spiritual values). Along with academic knowledge, analytical skills and social skills, graduates of the JDSP "Educational Sciences" programme also acquire information and digital literacy, management skills, the ability to see the education system as part of the global agenda and, through it, to influence processes in society.

Given the ageing of academic staff in European higher education, doctoral students are essential for the renewal of scientific and academic staff. Academic and scientific careers worldwide, as well as high-level expert status, require high scientific qualifications, which are most often evidenced by a doctorate, and thus doctorates play an important role in the development of academic careers in most European countries[8][9]. The role of young PhDs is not only to generate ideas and translate them into new knowledge, but also to promote and strengthen their dissemination by building networks of collaborators based on interdisciplinary innovation, uniting the academic and industry communities in representing the public interest and solving social problems and enhancing its well-being.

Alongside the academic sector, graduates have a wide range of job opportunities in any institution that plans, transforms and systemically implements the growth of an organisation and its community groups through a variety of targeted professional development activities. *The 2019 Doctorate of Science Future Careers Survey report* concludes that 40% of current PhDs in the social sciences are employed outside academia - in business, public administration, the service sector and education, in both research-related and non-research-related roles.

JDSP graduates can also take up positions related to education policy-making in the country, including those related to curriculum development in general and vocational education, monitoring its implementation, coordinating methodological support, and assessing the quality of education. At local government level, graduates can participate in the development of educational strategies, the implementation and coordination of methodological work, the administration of general education institutions and the provision of education. JDSP graduates are also potential authors and reviewers of modern textbooks and resources.

Potential graduates of the JDSP "Educational Sciences" DU work in the field related to education, performing both professional activities as a teacher and academic and research activities in various Latvian educational or education-related institutions, such as Daugavpils University, Daugavpils Latgale Industrial Technical College, Daugavpils Technology and Tourism Technical College, Stanislav Broks Daugavpils Music School, Daugavpils Football School, Latvian Language Agency, etc.

The JDSP Educational Sciences provides a sustainable education for graduates who, after completing the programme, can go on to study in European Union programmes such as ERASMUS+, which promote professional development and offer exposure to global issues in education. Graduates of the programme are eligible to engage in postgraduate (postdoctoral) research projects after their PhD.

Every year, DU organises alumni surveys, which provide information on graduates' employment trends, evaluation of the study programmes they have followed and recommendations for improvement. The data obtained, their analysis and interpretation are used to improve the study programme. The data from the graduate survey ensure that the study programme objectives and tasks are in line with the market and societal requirements, allowing to track and evaluate the

quality of each study course, its relevance to the programme objectives and tasks.

- [1] Andrée Sursock. Doctoral education: European trends. (2010). Available at: <https://www.eua.eu/publications/reports/trends-2010-a-decade-of-change-in-european-higher-education.html>
- [2] Academic careers in Latvia: recommendations. (2018). Available in Latvian only at: http://www.izm.gov.lv/images/izglitiba_augst/Pasaules_Banka/Akadmiskkarjera-Latvij-ieteikumi.pdf
- [3] Latvia's sustainable development strategy. (2010). Available in Latvian only at: https://pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf
- [4] Latvian National Development Plan 2021-2027 (2020). Available in Latvian only at: https://www.pkc.gov.lv/sites/default/files/inline-files/20200204_NAP_2021_2027_gala_redakcija_projekts_.pdf
- [5] Guidelines for Science, Technology Development and Innovation 2021-2027 (2021). Available in Latvian only at: <https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam>
- [6] Education Development Guidelines 2021-2027 "Skills for the Future Society (2021). Available in Latvian only at: <https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam>
- [7] On the introduction of a new PhD model in Latvia (2020). Available in Latvian only at: <https://www.izm.gov.lv/lv/konceptualais-zinojums-par-jauna-doktoranturas-modela-ieviesanu-latvija>
- [8] European Commission/EACEA/Eurydice. *Modernisation of Higher Education in Europe: Academic Staff* - 2017. Eurydice Report. (2017). Available in Latvian only at: <https://www.izm.gov.lv/lv/konceptualais-zinojums-par-jauna-doktoranturas-modela-ieviesanu-latvija>
- [9] *Academic career in Latvia*. Recommendations of the World Bank study. (2018). Available in Latvian only at: <https://www.izm.gov.lv/sites/izm/files/akadmisk-karjera-latvij-ieteikumi1.pdf>

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 first intake of students to the JDSP "Educational Sciences" took place in the academic year 2020/2021.

Since the launch of the JDSP, the number of PhD students at DU has increased from 8 to 19 (see Annex 2 for statistics on JDSP "Educational Sciences" students). The number of foreign students in the programme has increased significantly - in 2023/2024 9 out of 19 students are foreign and study in English (in 2020/2021 one foreign student has renewed his/her studies in the JDSP "Educational Sciences", in 2022/2023 three foreign students have enrolled in the programme, and in 2023/2024 six foreign students have enrolled). DU JDSP "Educational Science" has the highest number of full-time foreign students in social sciences (Daugavpils University Development Strategy 2022-2028).

In 2020/2021, the first year of implementation of the JDSP "Educational Sciences", there were 8 PhD students, 7 of them in Latvian and 1 in English.

Five students were enrolled for studies in Latvian with budget funding, and one student for studies with personal funding. Additionally, using the procedure for commencement of studies at later stages, which was carried out in accordance with the "Procedure for commencement of studies at later stages at Daugavpils University" (approved by DU Rector's Order 4-4/193 of 12 December 2018; 4 December 2024). On April 4, 2018, the "Procedure for commencement of studies at later stages at DU" (Rector's Order No. 4-4/K/2024/6) was approved), two students were matriculated for studies at the JDSP "Educational Sciences" in 2020/2021, one of whom was a foreign student (in English, with personal funding).

In the academic year 2021/2022, 8 PhD students, 7 of them in Latvian and 1 in English, studied at the JDSP "Educational Sciences". One student was enrolled in the 1st semester and a total of seven students continued their studies in the 2nd year (six of them studied in Latvian with budget funding, one studied in English with personal funding). In this academic year, one student was matriculated from DU and matriculated in the JDSP "Educational Sciences" at LU due to the fact that the University of Latvia is closer to his place of residence, as well as on the grounds that LU has the possibility to provide a broader base for the dissertation research (the student was matriculated at LU while retaining the existing dissertation supervisor - a DU professor).

In the spring semester of the academic year 2021/2022, a guest student from a foreign university was matriculated to study at the JDSP "Educational Sciences" within the ERASMUS+ student mobility project.

In the academic year 2022/2023, 12 PhD students studied in the JDSP "Educational Sciences", 8 of them in Latvian and 4 in English. In the 1st semester, two students were enrolled in Latvian studies with budget funding, three foreign students were enrolled in English studies with personal funding (in

the 2nd semester, one foreign student was expelled on the basis of personal wish and due to the expiry of his residence permit). Five students continued their studies in Latvian in the 2nd year (one of them with personal funding). Two students continued their studies in Latvian in the 3rd year.

In the spring semester of the academic year 2022/2022, three guest students were matriculated within the ERASMUS+ project "Educational Sciences": two guest students from the National University of Lesotho and one guest student from Tajikistan Technical University, Khujand Polytechnic Institute.

In the academic year 2023/2024, 19 PhD students are studying in the JDSP "Educational Sciences", 10 of them in Latvian and 9 in English. In the 1st semester, two students were admitted to study in Latvian with budget funding, six foreign students were admitted to study in English with personal funding. In the 2nd year, four students continue their studies in Latvian (studying with budget funding), three students continue their studies in English (studying with personal funding). Four students continue their studies in Latvian in the 3rd year.

The first graduates of the DU JDSP "Educational Sciences" are expected in 2023/2024.

Doctoral students enrolled in the 2020/2021 academic year who were due to complete their programme in the 2022/2023 academic year took advantage of the study break. The students' willingness to take an academic leave during their studies can be explained by the conclusion of the Conceptual Report "On the Introduction of a New Doctoral Training Model in Latvia": "The small or non-existent amount of the scholarship does not allow doctoral students and degree candidates to fully concentrate on studying the doctoral study programme (hereinafter DPS) and developing their

thesis, as they have to work elsewhere in parallel to cover their expenses. [...] lack of time, for reasons unrelated to the DSP and the thesis, is seen as a major obstacle to making the desired progress in completing the DSP and the thesis".

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).

According to OECD data for 2017, Latvia has a very low share of PhD holders in the population (0.3% in Latvia, 1.1% on average in other OECD countries)[1]. Thus, strong and competitive doctoral programmes should be considered a priority for higher education.

The JDSP "Educational Sciences" was established in accordance with the informative report of the Ministry of Education and Science "Proposals for conceptually new competency-based teacher education in Latvia" (2017)[2], which envisaged the establishment of one joint doctoral programme in educational sciences in Latvia to ensure resource sharing and synergy between different competences of universities at doctoral level, as well as to facilitate internal mobility of doctoral students and increase research capacity of universities both in Riga and in the regions of Latvia.

The introduction of programmes that provide opportunities to acquire different competences and skills at partner universities is in line with the objective "Quality of education and effective management of the education system" of the Latvian National Development Plan 2021-2027, Action Line "Quality, Accessible, Inclusive Education"[3].

On 5 November 2019, the Rectors of DU, LU, LiepU (from 1 March 2024 RTU LA), RTA signed the "Agreement on the Implementation of the Joint Doctoral Study Programme "Educational Sciences" of the University of Latvia, Daugavpils University, Liepāja University and Rezekne Academy of Technologies" and on 27 May 2020 the JDSP "Educational Sciences" was licensed.

The establishment of the JDSP "Educational Sciences" merged the four doctoral programmes previously implemented at the partner universities, revising and updating their content and format, thus modernising the doctoral programme in the field of educational sciences.

LU is the leading partner in the joint doctoral study program "Educational Sciences" and implements it together with partner universities. JDSP "Educational Sciences" includes five modules. The following modules are implemented at LU - inclusive education and technological solutions in education at school and university level and didactics of subjects, at DU two modules are implemented - school and university pedagogy in the perspective of sustainable development and didactics of subjects, at RTU LA a module is implemented - preschool education and basic education, RTA is implementing a module - sectoral, social pedagogy, special education.

DU is the fifth largest higher education institution in Latvia with 2569 students[4]. DU has accumulated many years of unique experience in the implementation of study programmes in the field of education, including doctoral study programmes, as well as in methodological activities (development of teaching and methodological tools) and research (publications, including in Web of Science and SCOPUS databases, scientific journals "[Journal of Teacher Education for Sustainability](#)", "[Discourse and Communication for Sustainable Education](#)", implemented projects).

LU, DU, RTU LA and RTA implement the joint parts of the doctoral study programme "Educational

Sciences" in accordance with Article 55 of the Law on Higher Education of the Republic of Latvia.

On the basis of the concluded "Additional Agreement on Amendments to the AGREEMENT on Implementation of the Joint Doctoral Study Programme "Education Sciences" of the University of Latvia, Daugavpils University, Liepaja University and Rezekne Academy of Technologies", signed on 5 November 2019, the Council of the JDSP "Education Sciences" was established and started its work. The Council of the joint JDSP is composed of 8 representatives from the partner universities, the Chairperson of the Council is the Programme Director of the University of Latvia, the Vice-Chairperson of the Council is a professor from DU. The competence of this Council includes addressing issues such as, for example, elaboration of the programme development strategy and definition of development tasks, supervision of programme implementation, adjustment, improvement and evaluation of programme content, coordination of the study process and organisation of quality control, updating of the study plan, etc.

In order to ensure swift decision-making and to organise the successful implementation of the programme, a JDSP Council has been established in each university. The functions of the DU JDSP Council "Educational Sciences" were delegated to the Department of Pedagogy and Educational Psychology of the Faculty of Education and Management (Minutes of the DU Board of Studies No 32 of 21 October 2021). Due to the structural reforms carried out at DU and on the basis of the decision of the DU Study Council of 11 March 2024 (Minutes of Session No. 6), a seven-member JDSP Council was established at DU. The competence of the DU JDSP Council shall include the organisation of the admission process, the approval of thesis supervisors and thesis topics, the evaluation of doctoral students' annual individual work reports and other matters as stipulated in the text of the Supplementary Agreement.

[1] OECD Education statistics

2018:<http://www.oecd.org/science/inno/careers-of-doctorate-holders.htm>; Excel table: <https://doi.org/10.1787/888933941538>

[2] Ministry of Education and Science Informative report "Proposals conceptually meeting the requirements of new competence-based education for ensuring teacher education in Latvia". (2017). Available in Latvina only at: <https://www.izm.gov.lv/lv/media/1831/download>

[3] LR. (2020). Latvian National Development Plan 2021-2027. Available at: <https://faolex.fao.org/docs/pdf/lat213974.pdf>

[4] Key statistics from the MES Higher Education in Latvia 2021 report. Available in Latvian on;y at: <https://www.izm.gov.lv/lv/media/18744/download?attachment>

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 and courses of the KDPS "Educational Sciences" are aimed at achieving the programme's learning outcomes. (In line with the short-term recommendation in the evaluation expert report to *align the programme's aims, objectives and outcomes*, changes were made to the programme's learning outcomes, reducing their number from 23 to 9).

The structure of the programme is logical and is aimed at achieving its goal - the development of the doctoral student's research and academic competence in educational sciences for independent and innovative research activities, development and elaboration of theories of educational sciences, improvement of pedagogical practice at different levels of education in Latvia and internationally, independently elaborating and publicly defending a doctoral thesis research that contains original scientific research results and provides new knowledge in educational sciences.

The volume of the JDSP "Educational Sciences" is 144 CP/216 ECTS, study duration - three years. In each of the 6 semesters students study 24 CP/36 ECTS. According to the specifics of the doctoral programme and the decision of the Joint Doctoral Council of the JDSP "Educational Sciences", students are provided with 8 contact hours per CP/1,5 ECTS in theoretical courses (when switching to a new credit system, it is planned to provide from 4 to 6 contact hours per credit in theoretical courses). The number of contact hours per CP may be reduced in the case of an individual work plan.

The content of the JDSP "Educational Sciences" is arranged in compulsory courses (102 (153) CP), elective courses (34 (51) CP) and optional (PhD school) courses (8 (12) CP). (According to the minutes of the meeting of the Joint Study Programme Council (LiepU, LU, DU, RTA) of 23 October 2023 (Minutes No. The amount of courses in the compulsory part of the programme has been reduced by 2 CP, and the amount of courses in the optional part of the programme has been increased by 2 CP. Reasons for the changes: the transition from Latvia to the European credit system and the definition in the Law on Higher Education Institutions that credits are to be expressed in whole numbers).

The content of the mandatory part (102 CP/153 ECTS) consists of:

1. dissertation (64 CP/96 ECTS); publications and participation in scientific conferences (20 CP/30 ECTS). These courses are implemented in all four universities participating in the program;
2. study courses in the field of educational sciences (12 CP/18 ECTS) - this part of the programme includes study courses in the history and theories of education, methodology of educational sciences, scientific writing, as well as educational psychology. The LU is responsible for the content of these study courses. At the meeting of KDSP "Educational Sciences" directors (LU, DU, LiepU, RTA) on 10.10.2021 (meeting minutes No. 31-58/1), an agreement was reached that in the courses of the Compulsory part of the program, lectures will be given to doctoral students of all universities of LU, but seminars if partner universities it is decided, can be conducted in partner universities. If a partner does not decide to conduct the seminars, then the LU accepts its doctoral students in its seminars. If students are admitted to study in English in one of the partner universities, and they are the only foreign students studying at KDSP, then study courses in the field of educational sciences can be taught in this partner university, provided that adequate competence is ensured;
3. Doctoral examinations: doctoral examination in English (2 CP/3 ECTS), doctoral examination in the field of educational sciences (2 CP/3 ECTS) and doctoral examination in the sub-field of

educational sciences (2 CP/3 ECTS) - 6 CP/9 ECTS in total. The doctoral examination in the field of educational sciences takes place centrally in the joint JDSP doctoral council.

The restricted option is 34 CP/51 ECTS. It consists of:

1. general skills courses (20 CP/30 ECTS (previously 18 CP/27 ECTS). These are compulsory elective courses in research ethics, scientific communication, project management, university didactics. This part of the programme also includes an assistantship (10 CP/15 ECTS, previously 8 CP/12 ECTS). The LU is responsible for the content of study courses. At the meeting of JDSP "Educational Sciences" directors (LU, DU, LiepU, RTA) on 10.10.2021 (meeting minutes No. 31-58/1), an agreement has been reached that in the courses of the Compulsory part of the program, lectures will be given to doctoral students of all universities, but the seminars, if the partner universities decide, can be conducted separately at DU, LiepU, RTA. If a partner does not decide to conduct the seminars, then the LU accepts its doctoral students in its seminars. If one of the partner universities accepts students for studies in English, and they are the only foreign students studying at JDSP, then general skills courses can be taught at this partner university, provided that there is adequate competence;
2. study courses in educational sciences - optional modules (14 CP/21 ECTS). The programme includes five elective modules: at the University of Latvia - Inclusive Education and Technology Solutions in School and University; at the RTA - Special Education and Social Pedagogy; at RTU LA - Preschool Education and Primary Education; at DU - School and University Education for Sustainable Development. The programme also includes an optional module "Didactics of Teaching Subjects" with the aim of providing doctoral students with the opportunity to develop their doctoral research in the sub-fields of educational sciences such as didactics of biology, didactics of physics, didactics of chemistry, didactics of mathematics, as well as didactics of other teaching subjects. Elective modules are implemented in 4 universities. Two modules can be implemented in DU: "Student didactics" and "Education for sustainable development at school and university". If the student/s enrolled in DU studies in English chooses one of the optional modules that are not implemented at the university, the student/s is offered the opportunity to learn the module courses at the university responsible for their implementation.

The optional part (8 CP/12 ECTS) includes participation in think-tanks or equivalent experience in foreign universities or research institutions. This module is implemented by all universities participating in the program.

Doctoral students in the JDSP "Educational Sciences" can choose one of five compulsory elective modules according to their research interests. After completing a module, students take a PhD examination in one sub-discipline of educational sciences corresponding to the thematic grouping reflected in the modules. Each module has defined aims, objectives and study results.

Module 1. Didactics of teaching subjects

Aim of the module: to improve the doctoral student's research and academic competence in subject didactics for independent and innovative research activities, development and elaboration of theories of educational sciences, improvement of pedagogical practice.

Module objectives:

1. to implement research-based studies by promoting the acquisition and use of theoretical and empirical research methodologies in the didactics of teaching subjects.
2. to develop current research directions in didactics of subjects in the context of Latvian, European and world research in educational sciences, facilitating the creation of new

- knowledge, approval of research findings and their transfer into the practice of educational
3. to promote scientific communication and the presentation and publication of doctoral students' research results in recognised journals in the field of subject didactics in Latvia and
 4. to organise and promote cooperation between the doctoral student and the supervisor in the field of didactics of academic

Module study results

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of didactics and in the interface with other disciplines, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets concepts, theories and current issues in education policy and pedagogical practice relevant to didactics of teaching subjects in a local and internationally comparative context, independently evaluates and makes an informed choice of research methods appropriate for scientific research in educational sciences;

Competences:

He/she is able to put forward innovative research ideas, independently and critically analyse and evaluate complex research problems relevant to the didactics of teaching subjects, contributing to the broadening and deepening of knowledge in the field of educational sciences and offering a perspective view of the future development of various aspects of education.

After the module, it is possible to choose an examination in subject didactics according to the student's scientific specialisation in a particular subject area.

The module includes the 4KP course "Contemporary Didactics in Theory and International Practice", which is a free elective course that provides an assimilation of study courses taken outside the JDSP "Educational Sciences" (e.g. a study course taken as part of international mobility, such as ERASMUS+). On the basis of the short-term recommendation of the JDSP "Educational Sciences" evaluation committee report, the course "Development of Didactic Theories" (2 (3) CP) has been removed from the module and the course "Current Issues in Developmental Psychology" (2 (3) CP) has been included. The changes have been approved by DU in accordance with the "Regulations on Opening and Management of Study Directions and Study Programmes of Daugavpils University".

Module 2. Inclusive education and technology integration in school, university and adult education.

Aim of the module: to develop the doctoral student's research and academic competence in the field of inclusive education and technology integration in school, university and adult education for independent and innovative research activities, development and elaboration of theories of educational sciences, improvement of pedagogical practice.

Module objectives:

1. to implement research-based studies, facilitating the acquisition and application of theoretical and empirical research methodologies for inclusive education and technology integration in education.
2. to develop current research directions in the field of inclusive education and technology integration in education in the context of Latvian, European and world educational research, promoting the creation of new knowledge, the validation of research findings and their transfer to the field of educational

3. to promote scientific communication and the presentation and publication of PhD students' research results in the field of inclusive education and technology integration in education in recognised journals in Latvia and internationally.
4. to organise and facilitate collaboration between the PhD student and the supervisor in research in the field of inclusive education and technology integration in education.

Module study results

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of inclusive education and technology integration in education and in the interface with other disciplines, interdisciplinary approach to research.

Skills:

Systematically analyses, interprets concepts, theories and current issues of education policy and pedagogical practice in the field of inclusive education and technology integration in education in a local and international comparative context, independently evaluates and makes an informed choice of research methods appropriate for scientific research in educational sciences;

Competences:

He/she is able to put forward innovative research ideas, independently and critically analyse and evaluate complex research problems in the field of inclusive education and technology integration in education, contributing to the broadening and deepening of knowledge in the field of educational sciences and offering a perspective on the future development of various aspects of education.

After the module, you can choose to take an exam in school, university, adult or sector pedagogy.

Module 3. Education for sustainable development in school and university.

Aim of the module: to improve the doctoral student's research and academic competence for promoting sustainable development in schools and universities, for independent and innovative research activities, for the development and elaboration of educational theories, and for the improvement of pedagogical practice.

Module objectives:

1. to implement research-based studies, facilitating the acquisition and application of theoretical and empirical research methodologies for the promotion of sustainable development in schools and
2. to develop current research directions for the promotion of sustainable development in the field of education in the context of Latvian, European and world educational research, promoting the creation of new knowledge, the validation of research findings and their transfer into the practice of the field of educational sciences.
3. to promote scientific communication and the presentation and publication of PhD students' research results for the promotion of sustainable development in education in recognised journals in Latvia and internationally.
4. to organise and facilitate collaboration between the PhD student and the supervisor in the conduct of scientific research for the promotion of sustainable development in the field of

Module study results

Knowledge:

Understands theoretical and empirical research methods and methodologies for promoting

sustainable development in the field of education and in the interface with other disciplines, interdisciplinary approaches to research;

Skills:

Systematically analyse and interpret concepts, theories and current issues of education policy and pedagogical practice in the field of sustainable development in education in a local and international comparative context, independently evaluate and make an informed choice of research methods appropriate for scientific research in education;

Competences:

It is a well-founded proposer of innovative research ideas, conducts independent, critical analysis and evaluation of complex research problems relevant to the promotion of sustainable development in the field of education, contributes to the broadening and deepening of knowledge in the field of educational sciences and offers a perspective view of the future development of various aspects of education.

After the module, you can choose to take an exam in school, university or sector pedagogy.

Module 4. Special and social pedagogy.

Aim of the module: to improve the doctoral student's research and academic competence in the field of special and social pedagogy for independent and innovative research activities, development and elaboration of educational theories, and improvement of pedagogical practice.

Module objectives:

1. to implement research-based studies, promoting the acquisition and use of theoretical and empirical research methodology in the field of special and social pedagogy in
2. to develop current research directions in the field of special and social pedagogy in the context of Latvian, European and world educational sciences research, promoting the creation of new knowledge, research findings validation and their transfer to the field of educational sciences practice.
3. to promote scientific communication and the presentation and publication of doctoral students' research results in recognised journals in the field of special and social pedagogy in Latvia and
4. to organise and promote cooperation between the doctoral student and the supervisor in carrying out scientific research in the field of special and social

Module study results

Knowledge:

Understands theoretical and empirical research methods and methodology in the field of special and social pedagogy and in relation to other fields of science, interdisciplinary approach to research; *Skills:*

Systematically analyses and interprets concepts, theories and current issues in education policy and pedagogical practice in the field of special and social pedagogy in a local and international comparative context, independently evaluates and makes an informed choice of research methods appropriate for scientific research in educational sciences;

Competences:

He/she is able to put forward innovative research ideas, independently and critically analyse and evaluate complex research problems in the field of special and social pedagogy, contributing to the

broadening and deepening of knowledge in the field of educational sciences and offering a perspective view on the future development of various aspects of education.

After the module, you can choose to take an exam in special, social or sectoral pedagogy.

Module 5. Pre-primary and Primary Pedagogy.

Aim of the module: to improve the doctoral student's research and academic competence in the field of pre-primary and primary school pedagogy for independent and innovative research, development and elaboration of educational theories, and improvement of pedagogical practice.

Module objectives:

1. to implement research-based studies, promoting theoretical and empirical research methodology in the field of pre-primary and primary school pedagogy and its application in
2. to develop current research directions in the field of pre-school and primary school pedagogy in the context of Latvian, European and world educational sciences research, promoting the creation of new knowledge, research findings validation and their transfer to the field of educational sciences
3. to promote scientific communication and the presentation and publication of doctoral students' research results in recognised journals in the field of pre-primary and primary school pedagogy in Latvia and internationally.
4. to organise and promote cooperation between the PhD student and the supervisor in the field of pre- primary and primary school pedagogy.

Module study results

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of pre-primary and primary school pedagogy and in relation to other disciplines, interdisciplinary approach to research;

Skills:

Systematically analyse and interpret concepts, theories and current issues in education policy and pedagogical practice in the field of pre-primary and primary school pedagogy in a local and international comparative context, independently evaluate and make an informed choice of research methods appropriate for scientific research in educational sciences;

Competences:

He or she is able to put forward innovative research ideas, independently and critically analyse and evaluate complex research problems in the field of pre-primary and primary school pedagogy, contributing to the broadening and deepening of knowledge in the field of educational sciences and offering perspectives on the future development of various aspects of education.

After the module, you can choose to take an exam in school or pre-school pedagogy.

If the PhD student's research interest is related to general pedagogy, he/she is entitled to choose appropriate study courses from the offered modules of 14 CP/21 ECTS and take the PhD examination in the subfield of general pedagogy.

Students are also entitled to design an individual module, selecting 14 CP/21 ECTS of study courses from the 5 modules and take a PhD examination in a sub-discipline appropriate to their research interests. Information about students who have chosen to study study courses from different modules is collected within the program, and these students study the chosen course at the

university responsible for the implementation of the module together with other doctoral students. Thus, equal achievement of study results is ensured for students.

The PhD in Educational Sciences is considered successfully completed if the doctoral student has completed all the study courses provided for in the programme, passed three doctoral examinations (in English, in the field of educational sciences and in the sub-field of educational sciences), as well as developed and presented the manuscript of his/her doctoral research to the Doctoral Council in Educational Sciences in the doctoral thesis discussion (pre-defence), obtaining a total of 144 CP/162 ECTS.

A doctoral dissertation or thesis, 2) a scientific monograph (a peer-reviewed scientific book devoted to the study of a single topic of importance in the field of education), 3) a set of at least three scientific articles published in journals indexed in Web of Science or SCOPUS databases; the articles must cover the entire doctoral research.

The detailed content of the study programme, which is revealed in the course descriptions, is based on the objectives, tasks and achievable results set in the programme, taking into account the experience of the programme developers, normative documents, international research, recommendations, recommendations of employers, professional organisations, survey results, the latest theoretical knowledge, comparison with the offer of other universities in the world, current trends in education. The mapping of study courses was carried out by analysing the interrelationship of the content, outcomes, objectives, etc. of the study courses with the objectives and outcomes of the study programme. The course mapping shows that the objectives and study results defined in the study courses are in line with the study programme outcomes. The choice of topics for the content of the study courses is in line with the defined outcomes of the study courses - skills, knowledge and competences.

The Director of the JDSP "Educational Sciences" at the University of Latvia, programme directors of partner universities, the joint study programme council, study programme councils at partner universities, including DU, as well as teaching staff follow the current trends of the labour market and scientific development by analysing the latest and topical research, monographs, educational literature, participating in projects and publications, introducing innovations in the improvement of study programme content and development of study courses. Every year, the need to make changes in the content of study courses and modules is evaluated (following the proposal of the course lecturer, study program director, joint study program council, study program council at partner universities, employers, etc.). Changes in the content of study courses and/or study modules are made at the university responsible for the implementation of the course, are discussed in the study program councils of the partner universities and are approved by the joint JDSP council.

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

The award of the doctoral degree is based on the achievements and knowledge of the field of educational sciences, based on the current developments and research in the field, in accordance with the Cabinet of Ministers Regulation No.668 of 25 October 2022 "Amendment to the Cabinet of Ministers Regulation of 16 April 2013 No. 202 'Procedures for issuing state-recognised higher

education qualifications', awarding the degree of Doctor of Science (Ph.D.) in social sciences (The regulations of the Cabinet of Ministers are available in Latvian only: <https://likumi.lv/ta/id/336726>).

JDSP "Educational Sciences" corresponds to the classification of branches and sub-sectors of science as defined in the Regulation of the Cabinet of Ministers of the Republic of Latvia on Latvian groups of branches of science, branches and sub-sectors of science No 595, 27.09.2022 (available in Latvian only: <https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-a-paksnozarem>).

DU JDSP "Educational Sciences" lecturers carry out important scientific activities for research at the Latvian and international level in several sub-fields of educational sciences, for example, sustainable education, preschools, schools, universities, branches, adult pedagogy and subject didactics. The directions in which the academic staff of DU JDSP develop scientific publications, implement research projects and ensure the transfer of knowledge to educational practice are diverse: research methodology and scientific writing (qualitative research, research designs, legal and ethical aspects of research activity) (prof. A. Pipere, prof. J. Davidova), philosophy of education (prof. A. Pipere), teacher education (prof. A. Pipere, prof. J. Davidova, prof. Dz. Iliško, doc. S. Zariņa, lead researcher M. Kravale-Pauliņa, lead researcher I. Fyodorova), academic integrity (prof. A. Pipere, doc. S. Zariņa), quality of education (prof. J. Davidova, doc. S. Zariņa), children's mental intelligence (prof. A. Pipere), studies in the working environment (prof. A. Pipere, prof. Dz. Iliško, lead researcher M. Kravale-Pauliņa, lead researcher I. Fyodorova), innovation in teaching and in the learning process, their digital challenges (prof. J. Davidova, prof. Dz. Iliško, associate prof. S. Čāpulis, doc. S. Zariņa), career education, professional education, interest education (prof. A. Piper, prof. J. Davidova, lead research M. Kravale-Pauliņa, associate prof. S. Čāpulis), education (lead researcher M. Kravale-Pauliņa), music didactics (prof. J. Davidova), language learning didactics (doc. S. Zariņa), sports didactics (assoc. prof. S. Čāpulis), inclusive education, identification and development of giftedness (prof. Dz. Iliško, prof. J. Davidova), creation of teaching aids in the context of sustainable development (doc. S. Zariņa, prof. J. Davidova). In the scientific research of these issues, the academic staff of DU involved in JDSP have the experience of working in inter-university, including foreign, and interdisciplinary research teams, for example, preparing publications, implementing projects, organizing doctoral schools, etc.

The scientific activity of JDSP academic staff is oriented towards solving current educational problems in the context of sustainable education, introducing innovations, including the integration of digital technologies and diverse methodological solutions in an inclusive and student-centered / student-centered learning process, and it results in the development of new study and professional development program content, textbooks and in the creation of methodological tools and scientific review, in the evaluation of the reforms carried out in education, in the promotion of Latvia's experience at the international level and in the approbation and adoption of foreign experience. The transfer of the results of scientific activity to the content of JDSP courses is constantly implemented, for example, supplementing the content of study courses, developing study course materials, cooperating with doctoral students in creating the theoretical foundations of the doctoral thesis, developing research designs and creating innovations.

Doctoral students are involved as researchers in DU internal projects implemented by academic staff, for example, in 2022, three JDSP "Educational Sciences" students were involved in the DU research project "Academic integrity in social sciences: assessment of the situation and development perspectives in Latvian regional universities" (project no. 14-95/2022/14), in 2023, two doctoral students were involved in the DU research project "Transition to learning only in Latvian: assessment of the situation and determination of support directions in the pre-school and primary school stages of general education" (project No. 14-95/2023/12).

The topics of the doctoral theses applied by the doctoral students of DU JDSP are diverse, related to the scientific activity of DU academic staff, aimed at solving current educational problems and introducing innovations at the Latvian and international level, for example, the pedagogical discourse of the subjective well-being of school choirs in the context of the Song Festival; patriotic upbringing in vocational secondary education in Latvia; virtual, mixed and augmented reality technologies in education: cross-cultural comparison of China and Latvia; Latvian and Chinese secondary school teachers' and students' opinions about happiness in education; didactic model of Latvian language learning for diaspora students, learning Latvian as a foreign language for adults in the context of non-formal education; informal sports education for the social integration of young war refugees into society; social integration of young people with mild intellectual/mental retardation in sports classes in general education schools; factors affecting bullying in schools, promoting the growth of gifted children in general schools.

Scientific and methodological support for the implementation of the DSP "Educational Sciences", including the module "Education for Sustainable Development at School and University", is provided by the experience of the DU academic staff in scientific activities and implemented scientific projects, as well as the acquisition of transformative experience in scientific activities and events organised by the BBCC (Baltic and Black sea Consortium in Educational Research) and DU UNESCO Chair, including the preparation of the journals *Journal of Teacher Education for Sustainability* and *Discourse and Communication for Sustainable Education*.

The scientific activity of the academic staff of DU fully confirms that the achievements of the science sector are integrated into the study program, thus ensuring the quality implementation of the content of KDSP "Educational Science". For example,

- scientific monographs (Martinson, K., & **Pipere, A.** (Eds.) (2021). *Methodology of scientific work: an interdisciplinary perspective*. Riga: RSU Publishing House; Martinsone, K., **Pipere, A.** (Eds.) (2018). *Scientific writing and dissemination of research results*. Riga: RSU Publishing House; Martinsone, K., **Pipere, A.**, Kamerāde, D. (Eds.). (2016). *Research: theory and practice*. Riga: RaKa) is the basis for the implementation of the seminars of the study courses "Research Methodology in Education Sciences" and "Scientific Writing in Education Sciences". The insights included in the scientific monographs are integrated into the study courses, and are also used in the study courses "Development of a doctoral thesis: preparation of a scientific publication I, II, III" and "Development of a doctoral thesis in educational sciences I, II, III, IV, V, VI";
- publications (e.g. Grasmāne, I., & **Pipere, A.** (2020). *The Psychopedagogical Intervention for the Development of Children's Spiritual Intelligence: The Quest for the Theoretical Framework*. *Acta Paedagogica Vilnensia*, 44, 81-98; **Pipere, A.**, Martinson, K., Regzdiņa-Pelēķe, L., & Grškeviča, I. (2020). *Sailing Across the Atlantic: An Exploration of the Psychological Experience Using Arts-Based Research*. *Frontiers in Psychology*, 11, 572028), as well as reviewing (reviewer **Pipere, A.**) the books "Psychology 1", "Psychology 2" and "Psychology 3" published by the publishing house "Zvaigzne ABC" are the basis for the implementation of the seminars of the study course "Current Problems in Educational Psychology";
- project "Academic Integrity in Social Sciences: Situation Assessment and Development Perspectives in Regional Higher Education Institutions of Latvia" implemented within the framework of the "Daugavpils University Research Projects Competition", as well as publications (for example, Davidova, J., & Zariņa, S. (2021). *Focusing on Aspects of Research Ethics in Teacher Training Programs of Latvia*. *EDULEARN21Proceedings of 13th International Conference on Education and New Learning Technologies*. Online Conference, 5-6 July, 2021, pp. 2724-2732) is the basis for the implementation of the seminars of the study course

"Responsible Research and Innovation in Education";

- experience in curriculum development in the ESF project "Competence Approach to Curriculum" (project No. 8.3.1.1/16/I/002), as well as experience in reviewing teaching resources (e.g., a contract with the National Centre for Education Content, the Latvian Language Agency and the publishing house "Zvaigzne" for reviewing teaching resources and providing support to authors of teaching resources) and development (for example, Ozola, G., Zariņa, S. (2021). Digital learning material for diaspora students aged 8-10. Latvian Language Agency; Mickeviča, S., Fekļistova, M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian Language in Minority School in 1st Grade, Part I and II. Teaching book. Latvian Language Agency; Mickeviča, S., Fekļistova, M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian Language in Minority School in Grade 1, Workbook. Latvian Language Agency; Mickeviča, S., Zariņa, S., Krastiņa, L., Valdmāne, L., & Vaivade, V. (2022). Textbook "Latvian Language in Minority School. Part I and II", Latvian Language Agency; Zariņa, S. (2023). Developing Writing Skills. Methodological recommendations for preschool and primary school teachers. ISBN 978-9934-24-116-1, etc.) are the basis for the implementation of the study course "Conceptual guidelines for the development of teaching resources in the context of sustainable development";
- The previous experience of DU academic staff in the field of music pedagogy is the basis for the implementation of the study course "Sectoral Pedagogy in the Postmodern Era: Paradigms, Approaches and Didactical Models". Since 2006, the International Scientific Journal "Problems in Music Pedagogy" has been published at DU, indexed in EBSCO, ERICH PLUS and ProQuest databases (editor-in-chief - Professor J. Davidova); 2015 - 2017. "Coordination between musical hearing and vocal organs of 6-8 year old children during the singing process: a comparative study in Latvia, Lithuania and Taiwan" (Contract No. LV-LT-TW/2015/9), the results of which were summarized and published in a scientific monograph, Zavadskā, G., Chuang, M.-J. & Rauduvaite, A. (2017). Formation and development of the vocal apparatus and musical auditory coordination of 6-8-year-old children in the process of learning to sing. Daugavpils: Academic Publishing House "Saule" of Daugavpils University and scientific publications indexed in WoS and SCOPUS databases. Levels and indicators for assessment of singing voice of 6-8 years old children. *Pedagogika*, 133(1), 149-160;
- publications (Medne, D., Rubene, Z., Bernande, M., & Iliško, Dz. (2021). Conceptualization of University Students' Civic Transversal Competence. Proceedings of the 79th International Scientific Conference of University of Latvia: Human, Technologies and Quality of Education, 2021 [Human, Technologies and Quality of Education], pp. 750-765; Iliško, Dz. (2021). Towards Sustainability as a Frame of Mind in Higher Education: Thinking About Sustainability Rhizomatically. In W.L. Filho, A.L. Salvia, & F. Frankenberger (Eds.), *Handbook on Teaching and Learning for Sustainable Development* (pp. 366-375); Sundh, S., Kravale-Pauliņa, M., Oļehnovič, E., Fjodorova, I., & Iliško, D. (2021). Examples from Sweden and Latvia. EDULEARN21 Proceedings, pp. 3043-3049, etc.) is the basis for the implementation of the study course "Cooperation of Social Partners in Education Contexts for Promoting Change";
- participation in projects (e.g. DU research project "Transition to teaching only in Latvian: assessment of the situation and identification of support directions in the pre-school and primary stages of general education", project No. 14-95/2023/12, State Research Programme "Letonika for the Development of Latvian and European Society" project "Narrative, form and voice: rootedness of literature in culture and society", project No. VPLETEONIKA-2022/3-0003, ESF project "Enhancing the Digital Capacity of Universities through the Integration of Online Learning Resources and Analytics (EduAim)", project No. 8.2.3.0/22/A/003 are the basis for the study course "Project Management in Educational Sciences".

The faculty members of the JDSP "Educational Sciences" regularly develop and prepare for

publication not only the results of their scientific research, which are cited as monographs or scientific articles in high-level scientific databases, but also develop and publish methodological materials and teaching aids. For example, Liepāja University (now RTU LA), Vidzeme University, Daugavpils University, including the teaching staff involved in the implementation of JDSP, Rēzekne Academy of Technology, Latvian Maritime Academy of Riga Technical University in the frame of ESF project "Increasing the digital capacity of universities with the intelligent integration of online learning resources and analytics (EduAim)" (project no. 8.2.3.0/22/A/003) have developed original courses and adapted the digital learning content of the "Coursera" and "edX" platforms in five areas of digital skills competences, in accordance with the "DigComp 2.2" guidelines of the European Commission, which determine information and data literacy, communication and collaboration skills, digital content creation, digital security and problem solving skills. For more detailed information on the scientific activity of JDSP academic staff, see section 3.4.1.

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 JDSP "Educational Sciences" follows a student-centred approach in the formulation of the aim, objectives and meaningful learning outcomes. All the basic principles of student-centred education - continuous reflection, individual approach, self- and peer-assessment, self-directed learning, cooperative learning, provision of necessary support - are respected in the implementation of the programme.

The diversity of students' learning needs is taken into account in the choice of pedagogical methods, promoting students' learning motivation, self-reflection and participation in the learning process.

A variety of methods is used in the implementation of the programme:

- lectures and seminars, using group work and other active forms of work to promote the integration of interdisciplinary knowledge, initiating creative discussions to solve problems;
- use of social networks and open access technological solutions in the classroom, creating a technology-enriched learning environment, modelling a modern and dynamic learning process;
- organising studies in the e-environment on the ZOOM platform, offering e-environmental materials in the Moodle system;
- mid-term examinations, independent work - reports, essays, analysis of scientific articles, analysis of practical cases, preparation of presentations, observation and analysis, implementation and analysis of interviews, self-reflection, etc;
- Involvement in research groups, forming collaborative groups;
- development and presentation of research projects.

Teaching methods are chosen according to the objectives, specificity and planned learning outcomes of each course, and are oriented towards the development of competences, especially

digital, communication, foreign languages, etc.

The physical environment of the classrooms is also conducive to a student-centred approach: classrooms can be converted for group work, individual work and students can use digital technologies. Students at JDSP are offered appropriate educational and scientific literature, including open-access electronic databases. Lecturers use lectures not only as lectures, but also integrate active learning methods, stimulating discussions and organising group work. Active learning methods are widely used in seminar classes, and students are involved in discussions and debates on research developed by others. Through these methods, lecturers create a democratic and free atmosphere in the learning process, which in turn stimulates students' personal development.

The study methods used provide an opportunity to acquire theoretical knowledge and practical skills in line with the aim of the study programme, developing self-directed learning skills and improving students' critical thinking skills, mutual cooperation skills, and the ability to work individually and in a team.

Due to the fact that doctoral studies involve research at the international level (participation in scientific conferences, elaboration of scientific publications, etc.) and minimal study materials and literature in the field are available in Latvian, there are no significant differences in the methods of study used by Latvian and foreign students.

Lecturers invite students to express their opinion on the proposed forms of independent work and its presentation, listen to students' wishes and adjust the literature, sources and forms of presentation recommended for independent work.

Student workload for 25-30 hours of study work for one credit point (according to the Law on Universities), of which 4-6 academic hours (full-time in person) are contact hours, while the rest are intended for independent work. Each course describes the type of independent work students will be able to do.

In order to support all students and ensure that they effectively achieve the programme outcomes, face-to-face or online tutorials are offered to discuss current study issues.

In choosing the type of examination, lecturers are guided by the outcomes defined in the course of study. The student's work is assessed according to criteria or against a standard (example of an excellent paper), the criteria being known to the students in advance. In the study process, students can use support materials (lecture presentations, seminar materials, descriptions of practical assignments, handouts, etc.), which are placed in the e-learning environment MOODLE. In some cases, information is also sent to doctoral students' emails.

Students participate in scientific and popular scientific events at the national and international level (scientific conferences, science communication events, projects, etc.).

DU JDSP "Educational Sciences" students have the opportunity to participate in the Erasmus+ program of the European Union in activities - study mobility and practice mobility. As part of study mobility, doctoral students can receive funding for several mobility periods, which in total do not exceed 12 months during doctoral studies. Students can participate in Erasmus+ mobility starting from the 1st year of study. The application, selection procedure and academic recognition of acquired study courses in the ERASMUS+ program at DU are determined by the "Procedure in which Daugavpils University students apply, selection procedure and academic recognition of acquired study courses in the European Union Erasmus+ program, activity - study mobility" (approved by the DU Rector's 2023 Order No. 4-4/K/2023/13 of September 29, available in Latvian only: https://du.lv/wp-content/uploads/2023/12/Kartiba-studiju-mobilitate_full-doc.-2.pdf). As part of

practice mobility, doctoral students can apply for voluntary practice and graduate practice. Application, selection procedure and academic recognition of acquired practice in the ERASMUS+ program at DU are determined by the "Procedure in which Daugavpils University students apply, selection procedure and academic recognition of acquired practice in the European Union's Erasmus+ program, activity - practice mobility" (approved by the Rector of DU on 29.23.2023 September order No. 4-4/K/2023/12, available in Latvian only: https://du.lv/wp-content/uploads/2023/12/Kartiba-prakses-mobilitate_full-doc..pdf).

In 2021/2022 academic year four JDSP students participated in a voluntary practice within the framework of ERASMUS+ (Vilnius University Šiauliai Academy). In 2022/2023 and 2023/2024 academic year one JDSP student participated in a voluntary practice within the framework of ERASMUS+ (Vilnius University Šiauliai Academy). The students of JDSP "Educational Sciences" have not used the possibilities of study mobility due to the fact that all of them are employed full-time in the main job (related to the field of education).

Since foreign PhD students were admitted to JDSP "Educational Sciences" only in DU, the study courses are taught by the DU lecturers included in the provision of study courses. The study process takes place in English, study materials are prepared in English. If the student(s) enrolled in DU studies in English chooses one of the optional modules that are not implemented at the university (Inclusive education and technology integration in school, university and adult education, Special and social pedagogy, Pre-school and primary school pedagogy), the student/s are offered the opportunity to learn module courses at the university responsible for their implementation. If the student is a citizen of a third country who is enrolled in a full-time study program at DU, then the same rules apply to the participation of citizens of these countries in the ERASMUS+ program as other DU students.

According to the procedure of registration and accounting of study course listeners at Daugavpils University (approved by the Order of the Rector of DU No. 4-4/K/2024/4 of 18 March 2024, available in Latvian only: <https://du.lv/studijas/studiju-kursu-klausisanas/>), students have the opportunity to study individual study courses as a free listener, participating in a study course in full or only choosing the part of the course that interests them.

The organizational and methodological aspects of the study program are determined by the Agreement on the implementation of the joint doctoral study program "Educational Sciences" of the University of Latvia, Daugavpils University, Liepāja University and Rēzekne Academy of Technology, concluded on November 5, 2019, and the Additional Agreement on the 2019 Amendments to the AGREEMENT concluded on November 5 regarding the implementation of the joint doctoral study program "Educational Sciences" of the University of Latvia, Daugavpils University, Liepāja University and Rēzekne Academy of Technology. For example, the management of the study program is determined, that is, the activity and competence of the Joint Study Program Council and the University Doctoral Council in the implementation and quality assurance of JDSP "Educational Science", duties and rights of program directors, settlements of partner universities, sharing of resources, etc. The study program is implemented in accordance with DU regulatory documents (Regulations on studies at Daugavpils University, Regulations on opening and management of study directions and study programs, etc.), for example, organizing the admission process, evaluating program applicants according to admission requirements and regulations, etc.

All organizational and methodological issues are resolved at the meetings of the joint Doctoral Council and at the meetings of the DU Doctoral Council.

3.2.4. If the study programme envisages an internship, describe the internship

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

JDSP "Educational Sciences" includes the study courses "Professor's Assistant Practice I" and "Professor's Assistant Practice I" (4 CP/6 ECTS, 2nd semester), "Professor's Assistant Practice II" (4 CP/6 ECTS, 4th semester), "Professor's assistant practice III" (2 CP/3 ECTS, 6th sem.).

During the practice of a professor's assistant, the doctoral student improves his academic competence, learning the basic skills of study, scientific, methodical and organizational work and building the experience necessary for his academic career in the future. With the cooperation of the practice manager and the student, individual practice tasks are developed for each student, taking into account the topic of his doctoral thesis and in accordance with the achievable results of the practice and the tasks of the professor's position. When formulating practice tasks, the proportion of scientific, academic, methodical and organizational work determined in the description of the study assistant professor practice course is taken into account. Students create an individual practice plan, reflecting in it the time for completing the practice tasks, coordinate the practice plan with the thesis supervisor and the practice manager. The student performs the tasks of independent work included in the practice plan with the support of the doctoral thesis and/or practice supervisor. During the practice of the assistant professor, there are consultations with the practice manager, within the framework of which the student reflects on the performance of the practice tasks of the assistant professor and receives feedback. Upon the initiative of the student, professor's assistant professor's practice and thesis supervisor, the initially developed practice plan can be clarified, the changes made can be coordinated with all involved parties. Doctoral students present the work done during the practice of assistant professor at the Doctoral Council of DU.

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).

Daugavpils University has an Education Sciences Promotion Council, which provides doctoral students with the opportunity to pursue doctoral studies (approved by the Order of the Rector of DU No.4-4/PP/2023/7 dated 02.05.20223, available in Latvian only: <https://du.lv/zinatne/promocija/promocijas-padomes/izglitibas-zinatnu-promocijas-padome/>). The evaluation of the doctoral dissertation process is carried out in accordance with the "Regulations on Daugavpils University Doctoral Dissertation Councils" (available in Latvian only: <https://du.lv/wp-content/uploads/2021/05/Nolikums-par-DU-Promocijas-padomem-1.pdf>) and the Regulations of the Doctoral Dissertation Council for Education Sciences (available in Latvian only: <https://du.lv/zinatne/promocija/promocijas-padomes/izglitibas-zinatnu-promocijas-padome/>). Upon graduation from the JDSP "Educational Sciences", the candidate shall submit the thesis for examination to the Department of Education and Psychology of DU. After the presentation and review of the thesis, the Department recommends the thesis for consideration by the Doctoral

Board. After the positive decision of the Promotion Board, the thesis is submitted to the Research Department of DU, which in turn sends the thesis to the State Scientific Qualification Commission for review. The thesis is evaluated at the meeting of the State Scientific Qualification Commission, and after a positive decision, the thesis promotion process is organised in accordance with the Regulations of the DU Education Sciences Promotion Council. The procedure of the doctoral dissertation process is stipulated in Paragraphs 4, 6, 7, 8 of the Regulations of the Educational Sciences Promotion Council.

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.

During the implementation of the JDSP, two doctoral theses have been defended at the Promotion Council of Educational Sciences of DU: the doctoral thesis "Teachers' Views on Media Literacy as a Component of Competence in the Context of Media Education" has been defended in the field of educational sciences in the subfield of school pedagogy, the doctoral thesis (thematically unified set of scientific publications) "Development of Professional Competence of Music Therapists in Latvia" has been defended in the field of educational sciences in the subfield of higher education pedagogy.

As a result of the doctoral thesis "Teachers' views on media literacy as a component of competence in the context of media education" an instrument for determining teachers' views on media literacy as a component of competence in the context of media education has been developed and validated. The results of the study reveal teachers' views on media literacy as a component of competence in the context of media education and provide a basis for the development of media education in Latvia.

The thesis (thematically unified set of scientific publications) "Development of Professional Competence of Music Therapists in Latvia" creates a model of development of professional competence of music therapists and assesses its practical applicability in the process of training and development of professional competence, analysing the stages of development of professional competence of music therapists, as well as provides proposals for improving the development of professional competence of music therapists.

The evaluation of theses is based on points 7 and 8 of the Regulations of the Promotion Board for Educational Sciences (in Latvian: <https://du.lv/zinatne/promocija/promocijas-padomes/izglitiba-zinatnu-promocijas-padome/>).

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.

JDSP "Educational Sciences" is implemented at the Faculty of Humanities and Social Sciences in cooperation with the Institute of Humanities and Social Sciences. All the necessary facilities are available for studies, research and scientific communication - modernly equipped auditoriums located in Parades street 1, Vienības street 1 and Vienības street 1A buildings, free access internet and computers, library, reading room, copying equipment, computer classrooms with the necessary software for data processing, equipment for organizing video conferences, modern seating areas.

Students can also use DU auditoriums for consultations, meetings, library rooms for literature analysis, preparation of independent and applied research papers, as well as specially equipped rooms for holding conferences, study and extracurricular activities.

Auditoriums are equipped with the necessary technical equipment (computers, video projectors, multifunctional devices). In the study process and in the implementation of independent applied research projects, you can use the computer class of DU CISCO System Networking Local Academy with new access technology, computer class with SPSS program package for data processing, technical resources of the Department of Information and Communication Technologies of DU, copying equipment, visual presentation equipment, video filming equipment, audio equipment. For the implementation of JDSP, a language room, simultaneous translation equipment (with equipment for 60 people and the possibility of translating into three languages), video conference equipment, interactive whiteboards, etc. can also be used.

In the KDSP study process, knowledge assessment and communication between students and teaching staff, the DU study environment Moodle is used, students actively use the library's resources, including the subscribed databases available remotely (outside the DU computer network) (for information on the subscribed and trial databases, see in Latvian <https://du.lv/par-mums/struktura/biblioteka/datubazes/>), open access internet resources (see in Latvian <https://du.lv/par-mums/struktura/biblioteka/brivpieejas-interneta-resursi/>) for information on open internet resources works database (see in Latvian <https://du.lv/par-mums/struktura/biblioteka/promocijas-darbi/>) etc. Information about news in the DU Library is published on the homepage: <https://du.lv/en/about-us/structure-2/library/>. The collection of the library is created according to DU study programs and directions of scientific activity by order. When ordering new books and other publications, the library offers to use the list of Ordering sources and Forms for compiling the list (available in Latvian at <https://du.lv/par-mums/struktura/biblioteka/bibliotekas-krajuma-veidosana/>).

DU JDSP students have the opportunity to participate in the annual "Daugavpils University research project competition", the purpose of which is to ensure the development of DU's scientific activity and scientific excellence, to promote the research growth of DU's academic, scientific staff and students, to promote the practical applicability of scientific results, cooperation with the private sector and additional attracting external funding, forming innovative interdisciplinary research groups for the introduction of current research topics. This is essential support for the involvement of DU doctoral students in scientific activities, as well as for promoting the increase in the number of publications indexed in the Web of Science and/or SCOPUS databases at DU. In the 2021/2022 academic year, the project "Academic integrity in social sciences: assessment of the situation and development perspectives in Latvian regional institutions" developed in the study course "DU idea laboratory: Transdisciplinary solving of complex educational problems in the framework of operational and evaluative research I" received funding as part of the "Daugavpils University research project competition" in universities" (project no. 14-95/2022/14). In the 2022/2023 academic year, the research project of DU lecturers "Transition to learning only in Latvian: assessment of the situation and determination of support directions in the pre-school and primary

school stages of general education (project No. 14-95/2023/12) was supported, in which two KDSP participated as researchers students.

In cooperation with the supervisors of doctoral theses and the academic staff involved in the implementation of the study program, an opportunity is provided to conduct in-depth research in the field of educational sciences, based on the available scientific sources, by getting to know the conducted research and implemented projects.

The resources and provision of Daugavpils University are described in detail in Section 2.3.1-2.3.3 of Part II, Chapter 3 of the report. in the information provided in the criteria, and it fully complies with the conditions for the implementation of JDSP "Educational Science" and the achievement of study results.

Agreement concluded on November 5, 2019 on the implementation of the joint doctoral study program "Educational Sciences" of the University of Latvia, Daugavpils University, Liepāja University and Rēzekne Academy of Technology 5.3. paragraph states: "The parties guarantee the students of the study program equal access to the resources of each party", that is, to the library, collections, computer networks, and, if necessary, the information system. With those students who take theoretical and compulsory optional general courses in full or in part at LU, LU concludes the "Agreement on studies in the joint study program for students matriculated at a partner higher education institution", stipulating in the contract the possibilities of using LU resources.

For the implementation of JDSP "Educational Science", in terms of availability and quality, the material and technical base is also available in the partner universities: RTU LA, RTA and LU.

At **RTU LA**, all study halls are equipped with computers and multi-projection equipment, some also with interactive whiteboards and/or document cameras. The following centres are used for the implementation of the JDSP: the Centre for Alternative Education, which has access to Montessori didactic materials from Nienhuis (the Netherlands) in line with the classical areas of Montessori pedagogy; the Sociological Research Centre, the Special Education Laboratory; the Speech Therapy Centre, which offers for research the programmes SymWriter2 (Widgit), Voice Range Profile, Auditory Feedback Tools, Speech Motor Disorder Analysis Programme, etc. The specific set-up of the Music Therapy Centre allows the use of video observation and supervision. The Creativity Centre provides a creative environment for pre-school children and/or students and researchers. The Nature Embassy, the Environmental Laboratory and the Art Research Laboratory are available for study and research, providing interdisciplinary research opportunities.

The latest information and communication technologies are used for the implementation of the JDSP: MS Teams platform, videoconferencing room, computer graphics room, computer classrooms, multimedia, Internet, e-learning environment Moodle, library, subject methodology rooms, laboratories with videoconferencing equipment, interactive whiteboards, data projectors, document camera, graphic projectors and teaching materials, Internet access.

For the study and research process at RTU LA, 350 computers, 23 video projectors, 7 interactive whiteboards, 4 touch screens (Promethean), 2 glass whiteboards with built-in interactive display (Odin), 7 copiers and 20 cameras (11), video cameras (9) are used.

In each of the study blocks, students have access to a wireless network (a total of 75 wireless network access points have been installed), where the EDUROAM wireless network is available. A workstation virtualisation solution has been implemented for the study process and research, and 3 computer classes are equipped with workstation clients (63 workstations in total). For these purposes, modern network hardware has also been installed to virtualise the computer network and a CAMPUS computer network connection has been established between all study blocks via fibre optic lines.

RTU LA has concluded a cooperation agreement with Microsoft for the lease of MS Office and MS Windows software licences, which can be used by lecturers both in the implementation of the teaching process and in the production of teaching materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS 365, 1Tb file archive in the cloud, etc. free of charge. The MS Teams application, which is included in the MS 365 package, is used to organise online classes. Students have access to predictive analytics and statistical analysis software IBM SPSS and NVIVO 14.

The e-learning environment (Moodle, MS Teams and Zoom) is also used for knowledge assessment and communication between students and teaching staff; the student assessment system and criteria, as well as the regulatory enactments are clear and available in the information system (LUIS) and the RTU LA information system.

Students are provided with access to the information system of Latvian universities (LAIS and e-learning environment Moodle) during the admission process. Data integration between the Latvian universities' information system and the e-learning environment takes place, which means that students do not need different authentication data. The LAIS implements the study process management model, while the e-learning environment Moodle ensures the implementation of the study process.

The Library's collection consists of approximately 65 200 information resources (92% books, 8% serials and other items). 72% of the entire collection is in open-access shelves, so that staff and students can choose the most appropriate titles.

The JDSP programme "Educational Sciences" offers literature according to the following topics of the taught courses: didactics, inclusive and special education, preschool and primary education, educational research and research methodology, academic writing, psychology, communication, project management, etc. Of all the information resources available in the library, approximately 9% of the items in these subjects are in the collection.

If the Library does not have the necessary information resources, the services of the Interlibrary Loan (ILL) and the International Interlibrary Loan (ILL) are offered. Successful cooperation has been established with SUBITO, the Latvian National Library, etc. Latvian and foreign libraries.

The Library offers free use of databases for both students and faculty, organising access to subscribed, trial and open access databases on and off the RTU LA computer network. Access to subscribed databases outside the RTU LA computer network is provided through the RTU LA e-Library interface. To access databases remotely, the user must use a VPN service. Faculty members and students can install and configure the VPN service on their computers by following the instructions for setting up the VPN client on the computer. Authorisation for the service is done with Liepaja University MS Office365 (MS Teams) authentication data.

Teaching staff and students have at their disposal such online databases subscribed by RTU LA as "Cambridge Journals Online", "EBSCO eBooks Academic Collection", "EBSCO Academic Complete", "Letonika" (extended with subscription to the Reading Room section), as well as databases supported by the Ministry of Education ("Science Direct", "Scopus", "Web of Science"). Everyone can use the Library's open-access databases: the Academic Staff Publications Database, the Dissertations Database and the Final Theses Database.

For the needs of JDSP "Educational Sciences" students, the databases offer diverse information resources, for example, the EBSCO e-book collection contains approximately 24,180 publications according to the following key words - research in education, academic writing, educational psychology, special education, inclusive education, preschool and primary school education , pedagogy, teaching and learning strategies and methods, etc. The library provides training,

inquiries and consultations on the use of information resources and services.

The library is open to users 45 hours a week (weekdays from 8.00 to 17.00). Users have access to the Subscription Desk (for issuing and receiving information resources), the Copy Room (for copying, printing, scanning and binding), the Group Discussion Room (on request), 96 independent study and research workstations in the Reading Room and Library Lobby, and 16 computer workstations with Internet access in the Electronic Resources Reading Room. During the Library's opening hours, users can use the Self-Check facility in the Library's Subscription Desk to check out or return books. Outside the library opening hours, books can be checked out at the Book-drop box located in the RTU LA lobby. Free Wi-Fi is available throughout the Library. Since 2011, an RFID security system has been used to identify and protect the library's information resources.

The ALISE library information system automates library processes such as bibliographic data processing, collection, reader registration, issuing/receiving, ordering/reserving, remote access WebPAC, mobile WebPAC, etc. RTU LA Library electronic catalogue and University and Special Libraries' shared catalogue are available remotely - both on computers and mobile devices. The library's electronic catalogue provides a unified search of bibliographic information, both about the collection and in the local databases created by the library. Remote access allows users to log in to "My Library" from anywhere and keep track of book issues, due dates, request extensions, and reserve or queue for required literature.

Up-to-date information on the Library's services and opening hours is available in Latvian in the Library section of the RTU LA website (<https://www.liepu.lv/lv/202/kontaktinformacija-un-darba-laiki>), and on information resources in the Library's monthly newsletter "Lasonis" (in Latvian <https://www.liepu.lv/lv/223/jaunieguvumi>). The RTU LA Library also presents the latest news on its social network profiles (Facebook, Twitter).

The library collection is collected according to the needs of study programmes, in cooperation with teaching staff and students. Teaching staff fill in the form "A-12-1 Request for library collection" in accordance with the RTU LA QMS procedure "A-10-II Library collection". The request with recommendations for the acquisition of information resources may be completed and submitted by any member of the teaching staff (elected or visiting). Students may submit recommendations for the acquisition of information resources by filling in the published web form on the RTU LA website - Library Collections section (available here: <https://www.liepu.lv/lv/1340/studenta-ieteikums-gramatas-iegadei>) or Student Submission Forms section (available here: <https://www.liepu.lv/lv/674/iesniegumu-veidlapas>). Applications are considered in accordance with the Library's Collection Policy.

Auditoriums are equipped with new and comfortable furniture, there are air ventilation units have been installed, in all classrooms are whiteboards, screens, blinds etc. All computers are connected to the computer network.

Teaching staff and students can use free Wi-Fi network. Two classrooms are available for video conferencing, with equipment. The RTA has purchased equipment for small conferences and international translation of international conferences and seminars. The RTA has access to the full Microsoft development tools, servers and platforms. Special software licences allow subscribers to install the software on all computers for teaching and research purposes.

The RTA study programme is implemented in close cooperation with the Regional Studies Research Institute (REGI), which is the Design.

REGI is a part of the Faculty of Social Pedagogy and Rehabilitation Technologies Laboratory, which provides an experimental base for the validation of scientific research, carries out methodological activities and social services provision of services for solving problems of social pedagogy. In 2018,

the Multisensory room, which is one of the most modern in the Baltic States. Retrieved from equipment for INTERREG LAT LIT projects MODPART LLI-223. (2012-2013) and POZCOPING LLI-163 (2017-2019) for research on social pedagogy and stress research in the field of social stress and stress reduction. National research programme INOSCTEREHI (2014-2018) study on the implementation of telerehabilitation in inclusive education, etc. interdisciplinarity of research: social sciences (education) - medical sciences (rehabilitation) - information technology.

Programmes for special and The Special and Social Pedagogy module is implemented using the Special Pedagogy laboratory with web conferencing equipment, methodological materials and warm The training shall be provided in the following formats Special The laboratory provides a link between science and society and practice, integrated preventive educational and correctional programmes and methodologies development and validation.

Students can work on the development of methodological solutions Visual Arts, Sewing and Design workshops, as well as Ecology, Physics, Chemistry, Human Environmental Health, Microbiology, Electrical Engineering, Electronics and Electrical Drives, Ecotechnology, Mechatronics laboratories. Co-creation may be used for the implementation of the study programme RTA Innovation Centre "SalesLab".

The RTA Library has been re-accredited as a library of local interest Library.

The opening hours of the library are appropriate to the needs of the students and provides access to information resources. Library opening hours are reviewed at the beginning of each academic year, taking into account faculty demand and the actual statistics of users' visits by days and hours. 2 times a month The library is open to users on Saturdays. The library is open to persons for the physically handicapped.

The latest literature in the relevant fields is regularly purchased, and most of the funding for acquisitions is used for books in English. In accordance with the rules of the Library Provision Procedure, book request lists are regularly submitted to the Library. To facilitate this process, a Book Request Form has been created and is also available electronically on the Library's website. Books purchased or published by projects are an important addition to the collection. Interlibrary loan services are available to library users.

The following databases are available to users in the academic year 2023/2024: iFinances, iTiesibas, Latvian Standards Library, EBSCO, ScienceDirect, Scopus, Web of Science, LNB Digital Collection. Trials of databases are also offered: 6 in 2021/2022; 7 in 2022/2023.

To help students find information more quickly on their own, the library website has an e-resources section, where various hyperlinks with access to databases, including the following, have been collected. RTA databases journals.rta.lv, books.rta.lv, conferences.rta.lv and open access resources.

The most important information resources available to students at RTA include:

1. the Latvian University Information System (LAIS), where the following information is available to students: course descriptions, study plans, timetables, changes in them, students' achievements, information on orders related to the study process (matriculation, graduation, scholarships, etc.). The LAIS environment also includes a unified anti-plagiarism control system for checking students' final work.
2. electronic study site in Moodle system ekursi.rta.lv, where study course descriptions, requirements for assessment of study results, recommended reading lists, study course study materials are available. The system is improved every year by adding new study courses.
3. the website of scientific journals and collections of articles <http://journals.rta.lv/>, where the proceedings of all RTA conferences and journals are freely available.

4. the Latvian Library Information System ALISE <https://biblio.rta.lv/Alise/lv/home.aspx>, which provides remote access to library catalogues and a wide range of information search options, as well as ordering/reservation of publications for authorised users.

The RTA Library website provides links to the University and Special Libraries Collective Catalogue, the Rezekne Region Collective Catalogue, the National Collective Catalogue, which enables searching and ordering the necessary resources through interlibrary loan.

The library has individual work rooms where students can work undisturbed. The reading room has a seating area with poufs.

LU JDSP "Educational Sciences" is implemented in the premises of the Faculty of Pedagogy, Psychology and Art of the LU, where there are 41 auditoriums, including computer classrooms and a library with a reading room. The entire building is provided with wireless internet and is accessible to people with mobility impairments - there is a lift by the stairs and an appropriately equipped toilet. Open-access computers for student needs.

All study auditoriums are equipped with computers and multi-projection equipment, ten auditoriums are also equipped with interactive screens or interactive whiteboards and/or document cameras. From the auditoriums, using portable computers, it is possible to connect to MS Teams or another remote access program, providing opportunities for the remote study process. To facilitate remote streaming of lectures, video recording and streaming facilities are provided in two auditoriums with video/audio tracking capabilities of the faculty member provided by a moving video camera. In addition, 10 mobile wide-angle video cameras with microphones have been purchased to enable filming and streaming of lectures from the auditoriums, and a 360-degree camera with microphone has been purchased for online streaming of lectures, seminars, meetings or discussions. The faculty renews computer equipment every year and gradually switches to the use of portable computers, providing both face-to-face and remote work. On the working days of the faculty (Monday - Saturday), a computer specialist is on duty in the premises of the faculty, who provides technical support to lecturers and students.

The E-study environment (Moodle) is used for studies, which provides students with easy access to study materials and information, as well as communication with teaching staff, in the PPMF library, students have the opportunity to process research data using the IBM SPSS Statistics program, print and copy the necessary materials, familiarize themselves with for doctoral theses. The qualitative data processing program MAXQDA is also available on several computers in the faculty. Students can also download the SPSS program to their computers. MS Office software is available in the computer classrooms.

The infrastructure and material and technical provision of PPMF is appropriate for the implementation of scientific projects and research work. The recent move to the House of Scriptures in the Academic Center of the University of Turīkalni and its modern infrastructure mark good prospects for the development of JDSP.

The LU Library is included in the Library Register of the Ministry of Culture (BLB1000) and accredited as a library of national importance until 2027 (accreditation certificate of the Ministry of Culture No. 22C). The services are provided in the 8 branch libraries of the LU Library in accordance with the LU Library usage regulations (07.01.2021. LU Rector's Order No. 1-4/9). The premises of the library of educational sciences and psychology, where the collection of the branch of educational sciences and psychology is located, are open to students on weekdays from 9.00 a.m. to 8.00 p.m. Users have access to an open-access repository, 46 workplaces (17 computerized and 29 non-computerized).

The LU Library provides free basic services and paid services in accordance with the established list

and price list of the LU Library's paid services (approved by the order of the LU Rector on 10.08.2021 No. 1-4/387).

LU Library works with target audiences – all study levels, including doctoral, student, academic, scientific and general staff, in order to promote information literacy and provide in-depth knowledge and skills in working with electronic resources. More detailed information on the LU Library website <https://www.biblioteka.lu.lv> in the Teaching section.

The purchase of new information resources in the collection (purchase of books, subscription to databases and periodicals) is carried out in accordance with the centrally allocated funding of the LU, which is approved annually by the order of the LU. The LU Library ensures the purchase of information resources according to the orders of the academic staff of the LU, the student self-government proposal or the suggestions of the LU Library employees, which are entered into LUIS and have been approved by the dean of the faculty or the executive director.

In the collection of the Library of Educational Sciences and Psychology as of 05.02.2023. available information resources - 12,324 titles / 28,077 copies. Of them

- Latvian 67.5%, English. 24.2%, the rest – 8.3%;
- books 12,045 / 27,084, serials, periodicals 97 / 726; other types of expenses 182 / 267.

During the period from 16.09.2020 - 05.02.2023. 701 titles / 1270 copies of printed information resources have entered the collection of the Library of Educational Sciences and Psychology of the University of Warsaw:

- Latvian 542 / 1009 English 134 / 234, the rest – 25/27;
- books 659 / 978, serials, periodicals 26 / 275; other types of expenses 16 / 17.

Of the total number of printed publications that have arrived in the last 3 years, which correspond to the field of study "Education and pedagogy", including KDSP "Educational Sciences", 701 titles / 1270 copies or 3.7% are included in the collection of the Library of LU, the Library of Educational Sciences and Psychology.

Due to the upcoming transfer to the House of Writings in the Academic Center of the LU Academic Center in Torņkaln, an evaluation of the collection of the Educational Sciences and Psychology Library has taken place: the relocation and storage of the less requested literature in the Library of the LU Library at Lielvārdes Street 24. As a result, the volume of the collection in the Educational Sciences and Psychology Library has decreased, leaving the most requested expenses for study and research purposes.

The LU e-resources repository is designed to ensure the collection, preservation and free and constant online access of the LU's scientific achievements <http://dspace.lu.lv>. The repository contains publications of LU teaching staff, researchers and LU structural units - articles, dissertations and their summaries, conference materials, reports, research and project reports, magazines, collections of articles and other electronic documents - collected and publicly available in the repository. A mobile version of the repository is also offered for the convenience of users.

Digitized editions subject to the prohibition of copyright are offered by the LU Library to be used online, on site in the reading rooms of branch libraries.

In accordance with the LU strategic plan, the LU Library increases the proportion of e-resources and develops remote access to e-resources. Modernizing the availability of electronic resources, the latest technology web service Primo Discovery and SFX have been introduced in the LU Library.

In total, in 2023, 42 e-resource platforms (e-book platforms, e-journal databases and separately

purchased e-journals, reference resources and tools, as well as mixed-format databases) are available at LU. 183 verified open access databases with multi-format materials are available at LU.

Every year, the LU Library offers an average of 110 new electronic resources. In general, as of 05.02.2023 1,677 e-books have been purchased in the LU Library, 225,916 e-books are available in the subscribed ProQuest Ebook Central Academic Complete collection.

The LU Library regularly provides trial access to various databases, on average approximately 15 accesses to trial resources are organized per year.

The collected information about e-resources is available on the LU Library website <https://www.biblioteka.lu.lv/> in the section E-resources from A to Z and E-resources in sectors, as well as My portal in the Databases section.

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

Students of KDSP "Educational Sciences" can use the following e-resources subscribed to LU:

International Journal of Smart Education and Urban Society - an e-journal of the IGI Global publishing house on technological innovations in the teaching and learning process. Archive of the journal available at LU (01.01.2020-31.12.2021).

Education and Culture - E-magazine that provides current information on education and activities in the field of culture in Latvia and abroad.

Preschool - an e-magazine about current events related to education up to the start of school: recommendations of psychologists, practical preschool experience, methodological materials.

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

School word - an e-magazine for heads of educational institutions, teachers and support staff, contains analytical articles on current educational problems, explanations of decisions, experience of school projects, etc. current information.

The relevant materials of KDSP "Educational Sciences" include the following multidisciplinary e-resources subscribed to by UL:

APA PsycArticles (offers more than 220,000 full-text scientific articles in the field of psychology published by the American Psychological Association and its Educational Publishing Foundation and affiliated organizations);

Cambridge Journals Online (a full-text database of multidisciplinary e-journals of the publishing house Cambridge University Press, which offers the possibility to search for information in more than 300 scientific journals, as well as related Internet resources); EBSCO Central & Eastern European Academic Source (offers full texts of more than 400 journals); Emerald eJournals Premier (a database of full-text e-journals, the eJournals Premier collection is available, with access to the full texts of more than 1 million e-journal articles in fields such as education, management, etc.); JSTOR (a database of journals, books and primary sources. JSTOR offers journals from leading publishers: Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons, etc.); collections Arts & Sciences I-XII, XIV-XV and Life Sciences (it is possible to search by subject, i.e. education, under which several journals in subjects such as pedagogy, primary school education, culture and education, science and education, etc. are indicated); Letonika (reference and translation system for providing

systematized, encyclopedic reference and translation information. Letonika offers you to search and work with information found in 11 encyclopedias and other reference resources, 13 dictionaries (translating, explanatory, terminologies), as well as collections with 10,000 images, audio recordings and video materials); LETA – News and archive (offers the opportunity to search for operationally published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information); OECD iLibrary (a full-text database that collects the Organization for Economic Cooperation and Development (OECD), as well as the organizations IEA (International Energy Agency), NEA (Nuclear Energy Agency), OECD Development Centre, ITF (International Transport Forum) and books, articles, reports and statistics published by PISA (Programme for International Student Assessment) in several sectors, i.e. in education, management sciences, social issues, pedagogic innovations, etc.);

Oxford Journals Online (access to 288 authoritative and leading journals published in cooperation with the world's most important scientific organizations. The database includes full-text journals with high citation index scores in various fields, including education, social sciences, pedagogy); ProQuest Dissertations & Theses Global (the largest database of dissertations and master theses, to start in educational sciences, in the world); SAGE Journals Online (SAGE's full-text journal database offering articles from more than 1,000 journals); SAGE Research Methods (a research methods library containing more than 1,000 books, reference publications, journal articles and other resources from the world's leading scholars in the social sciences. SAGE Research Methods is an important online tool for researchers. LU has access to SAGE Research Methods – Books and Reference and SAGE Research Methods Cases); ScienceDirect (database of publishing house Elsevier, contains information on several thousand journals and books published by Elsevier); Scopus (bibliographic and citation information database of multidisciplinary scientific publications of Elsevier publishing house); SpringerLink (Springer Nature's full-text journal database, offers access to more than 6 million articles from more than 3,400 journals spanning the social sciences); Taylor & Francis Social Science & Humanities Library (full texts of more than 1,100 scientific journals, including behavioral sciences, education); Web of Science (the most important scientific information on more than 12,000 journals including social sciences, offering bibliographic and citation information of articles, abstracts and other information); Wiley Online Library (WOL) E-Journals Full Collection.

E-books available to KDSP students of the LU Library:

VleBooks – an e-book platform that offers access to 177 e-books, including educational sciences, purchased by the LU Library from the world's leading publishers (e.g. Routledge, Sage Publications, Emerald Publishing Limited, Cambridge University Press, Pearson Education, Wiley-Blackwell, Peter Lang etc.).

ProQuest Ebook Central Academic Complete Collection – an e-book platform, where 168,960 editions of e-books purchased and/or subscribed to by the LU Library are available, including those for KDSP "Educational Sciences" students, from the world's leading publishing houses (e.g. McGraw-Hill Education, Routledge , Sage Publications, Emerald Publishing Limited, Bloomsbury Publishing, John Wiley & Sons, etc.).

Free access resources: Bookyards, Cogent OA, DigiKlase, Directory of Open Access Books, Directory of Open Access Journals (DOAJ), Eurostat Data, , Google Scholar, Hathitrust Digital Library, IGI Global Open Access Journals, Journals for Free ,Periodika.lv, Science Books Online, Semantic Scholar, SpringerOpen, Teacher Reference Center (TRC), World Digital Library, World History Encyclopedia, Zenodo.

The LU Library, in cooperation with the LU Department of Information Technology, provides customers with free online access to the LU e-resources repository <http://dspace.lu.lv>. A mobile

version of the repository is also offered for the convenience of users. The LU Library offers digitized editions covered by the copyright ban to be used locally in the reading rooms of branch libraries.

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).

Doctoral students of DU and partner universities have the opportunity to participate in international summer schools, for example, the annual international doctoral school, which has been organized since 2018 by an international network of universities from six countries: Latvia (Daugavpils University, "Turība" Business School, Liepāja Academy of Riga Technical University, Ventspils University), Lithuania (Great University of Vytautas, University of Klaipėda), Finland (University of Eastern Finland), Serbia (University of Novi Sad), Poland (University of Life Sciences in Warsaw), Czech Republic (University of Hradec Králové).

The summer school is free and is focused on the content of academic writing skills and sustainability competence, on the actualization of topics of interdisciplinary and transdisciplinary approach in higher education, school, university and branch pedagogy, educational management. Since 2020, the international summer school for doctoral students has been organized remotely. The aim of the summer school is to develop doctoral students' scientific communication and writing competence, as well as knowledge and skills in quantitative and qualitative methodology. In the summer school, doctoral students had the opportunity to learn such topics as scientific research data management, preparation of scientific articles, project management analysis, research integrity and ethics, intellectual property and patent system, development of communication skills, etc.

In August 2022, the summer school program "Being strong in research methodology in a sustainable world" focused on interdisciplinarity.

In August 2024, the 6th doctoral summer school "From a literature review to a scientific report" will take place (organized by the Academy of Education and the Institute of Educational Research of Vytautas the Great University), and within its framework the theme of interdisciplinarity will be continued - researchers from the United Kingdom, the United States of America will share their experience and knowledge Countries, Germany, Lithuania, Finland, Latvia, Czech Republic, Serbia, Spain and Turkey.

JDSP students can use the resources developed by DU academic staff, including teaching staff involved in the implementation of the program, in cooperation with other universities. For example, the partners of the ESF project "Building the digital capacity of universities with the integration of online learning resources and analytics" (EduAim, 8.2.3.0/22/A/003, project implementation period 01.11.2022-31.12.2023) are the University of Liepāja (now RTU LA), Vidzeme University, Daugavpils University, Rēzekne Academy of Technology, Latvian Maritime Academy of Riga Technical University. As part of the implementation of the project, the university cooperated with internationally recognized providers of support services for the process of learning digital skills, including open online courses (MOOC) platforms, Coursera and edX (USA), as well as with the methodology developer of the digital skills test tool Fit4Internet (Austria). As a result, more than 40 online courses (original courses, courses available on Coursera and edX platforms) have been developed and adapted digital learning content in the five main competence areas of digital skills, which comply with the European Commission's "DigComp 2.2" guidelines (determines information

and data literacy , communication and collaboration skills, digital content creation, digital security and problem solving skills). JDSP "Educational Sciences" students can use the courses to improve their digital skills. During the implementation of the project, students were provided access to the courses of the "Coursera" platform in full. Within the framework of the EduAim project, digitization initiatives have been implemented at DU, which have promoted a modern study process based on innovative technological solutions in JDSP "Educational Sciences". Additional information and project materials are available in Latvian at: <https://eduaim.moodle.mii.lv/> .

The journals "Discourse and Communication for Sustainable Education" (editor Dz. Iliško) and "Journal of Teacher Education for Sustainability" of the UNESCO Chair of DU UNESCO (UNESCO Chair on the Interplay of Tradition and Innovation in Education for Sustainable Development (ESD) at Daugavpils University, Latvia) " (JTES) (editors: Ilga Salīte and Ilona Fjodorova) unites members of the editorial board from all over the world in the magazine network: USA, Australia, Austria, Turkey, Germany, Jamaica, Canada, United Kingdom, Norway, Poland, Lithuania, Estonia, Hungary, India , Turkey, Finland, Ukraine, Italy, Spain and other countries. The journals are internationally peer-reviewed and provide a forum for the exchange of diverse views and ideas, research to further the development of teacher education research and practice in formal and non-formal education areas in the context of sustainability.

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).

DSP "Educational sciences" funding source is the state budget funding for studies (grant) and tuition fees. The calculation of costs for one student in the study field programs is performed in the DU Finance and Accounting Department, including the salary fund and the employer's State Social Insurance Mandatory Contributions, business trip, material, energy and inventory costs, purchase of books, equipment and investment costs, as well as social security costs for students.

Daugavpils University does not have a minimum number of students for doctoral study programs.

The financial base of the LU:

The calculation of the cost of the joint doctoral study program "Educational Sciences" **for the part of the program implemented by the LU** shows that the PLK studies per student is **4485 EUR per year** , which is included in the currently allocated amount of the state budget grant.

The internal regulations of the UL stipulate that the minimum number of students in a group is 5 people in doctoral programs. Taking into account the fact that the study program is planned to be implemented simultaneously in 4 partner universities and the length of the program is 3 years, the minimum number of students in 3 courses is 15 students - 60 students in total in 4 universities.

The Law on Higher Education Institutions of the Republic of Latvia stipulates that mobility of students and lecturers must be implemented in joint study programs - this will cause additional costs that have not yet been calculated at this stage of program development. Of course, mobility can be implemented with the help of digital technologies - by connecting to what is happening at

another university, for example, using the video conference facilities. However, the program envisages one joint doctoral council, which will be made up of representatives of all universities. Likewise, all students will study branches of educational sciences and general study courses at the UL - this means that they will have a physical need to travel to Riga. It is also necessary to think about providing mobility opportunities for the students of the University of Warsaw.

In order to reduce expenses, only 8 contact hours per KP are planned within the program, but the labor costs of the highly qualified teaching staff employed in the program are very high - 2119 EUR per student per year, of which almost half is the supervision of doctoral theses, including the preparation of 3 scientific publications, which is important achievable study results of the doctoral study program. The qualifications of the teaching staff involved in the implementation of the doctoral-level program - 44% of professors, 34% of associate professors and 22% of leading researchers - are justified, as only personnel with such qualifications have the right to work at the doctoral level. The amount of 1 CP of theoretical lessons planned in the program is 8 hours, the hourly rate for professors is 15.40 EUR.

In addition to teaching staff costs, the cost calculation also includes general staff costs - 483 EUR per student per year, infrastructure costs - 646 EUR per student per year, services - 71 EUR per student per year and 1166 EUR are the indirect costs of the LU.

In order to reduce the cost of implementation and mobility of the program courses, technical solutions for providing online classes will be sought during the development of the doctoral program.

Financial basis of DU:

The calculation of the costs of KDSP "Educational Sciences" is carried out on the condition that at least 5 students study in the study program in places financed by the state budget.

The amount of 1 CP of theoretical lessons planned in the program is 8 hours, the professor's hourly rate is EUR 15.30. In the module implemented by Daugavpils University, 30 CP or 240 hours amount to 3672.00 EUR. Mandatory state social insurance contributions, the employer's share - 884.58 EUR, the total compensation for teaching staff is 4556.58 EUR.

The other costs, together with the leave reserve, amount to EUR 904.24. Thus, the total cost of DU in the implemented module (not counting the management of doctoral theses) is EUR 5460.82 .

In addition, supervision of doctoral theses for 5 students over a 3-year period amounts to 112.5 KP or 900 contact hours, thus, together with the employer's VSAOI (24.09%), the remuneration for supervision of the doctoral thesis would amount to 17087.19 EUR. The total cost of the program **per student is 4509.60 EUR (if 6 students study, then 4327.58 EUR per student).**

DU agrees to the option offered by LU to implement mobility with the help of digital technologies - by connecting to what is happening at another university, for example using videoconferencing options, thus implementing the Law of Higher Education of the Republic of Latvia, which stipulates that the mobility of students and lecturers must be implemented in joint study programs. However, these additional costs have not yet been calculated.

In order to reduce the cost of implementation and mobility of the program courses, technical solutions for providing online classes will be sought during the development of the doctoral program.

LiepU's financial base:

In the cost calculation of KDSP "Educational Sciences", two options are offered for the part of the program implemented by LiepU. The cost calculation will be done on the condition that 8 budget

students study in the study program.

Variant 1 is calculated based on the allocated state funding per student, which is 5012.63 EUR (base funding in 2019: 1518.98 EUR). Based on the study duration of 3 years and the total amount of credit points (24 CP) of study courses taught at LiepU, where the cost of 1 CP is EUR 136.71, the cost of PLK studies is EUR 3281.04 per year.

In the 2nd option, the cost calculation is made according to the LiepU "Labor accounting and payment procedure in doctoral studies 2018/2019 st.y." (dec. No. 80-v 06.11.2018). The amount of 1 CP of theoretical lessons planned in the program is 8 hours, the hourly rate for professors is 15.26 EUR. Thus, in the module realized by LiepU, 24 KP or 192 hours amount to 2929.92 EUR. Social tax, the employer's share - 705.82 EUR, thus making the total remuneration of LiepU for teaching staff 3635.74 EUR.

The other costs per 1 student according to the regulations of the Cabinet of Ministers (including compensation for the rest of LiepU's staff, costs of communal services and other costs related to the maintenance of buildings and premises, costs of communication services, subscriptions to books, magazines and databases, etc.) are EUR 727.36 . Thus, the total cost of LiepU per student per year is **4363.10 EUR** .

LiepU agrees to the option proposed by the LU to implement mobility with the help of digital technologies - by connecting to what is happening at another university, for example, using videoconferencing options, thus implementing the Law of Higher Education of the Republic of Latvia, which stipulates that the mobility of students and lecturers must be implemented in joint study programs. However, these additional costs have not yet been calculated.

The qualifications of the teaching staff involved in the implementation of the doctoral program at LiepU - 63% of professors, 12% of associate professors and 25% of leading researchers - are justified, because only personnel with such qualifications have the right to work at the doctoral level. In order to reduce the cost of implementation and mobility of the program courses, technical solutions for providing online classes will be sought during the development of the doctoral program.

RTA's financial base:

The calculation of the cost of the joint doctoral study program "Educational Sciences" for the part of the program implemented by RTA was made for the minimum number of students - 6 budget places. The cost of RTA per student per year is **EUR 5012.63** . RTA agrees with the option offered by the LU to implement mobility with the help of digital technologies - by connecting to what is happening at another university, for example using videoconferencing options, thus implementing the Law of Higher Education of the Republic of Latvia, which provides that the mobility of students and lecturers must be implemented in joint study programs. However, these additional costs have not yet been calculated. In order to reduce the cost of implementation and mobility of the program courses, technical solutions for providing online classes will be sought during the development of the doctoral program.

There are 8 contact hours per 1 CP for providing the study courses planned in the program; For the module provided by RTA, 192 contact hours or 24 CP have been calculated for the remuneration of academic staff in 3 years (6 students); for supervision of doctoral theses (6 students) it would be 86 CP or 688 hours. Other costs per 1 student according to the regulations of the Ministry of Education (including compensation for the rest of the RTA staff, costs of utility services and other costs related to the maintenance of buildings and premises, costs of communication services, subscriptions to books, magazines and databases, etc. 85% of the compensation of academic staff , with the exception of the payment for conducting doctoral theses).

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.

In order to ensure qualitative and innovative implementation of the study programme, the study courses of the JDSP "Educational Sciences" are taught by qualified, scientifically and methodologically trained lecturers, specialists in their field of study. According to the conceptual report "On the introduction of a new doctoral model in Latvia", all academic staff of the JDSP have doctoral degrees - they are elected professors, associate professors, senior researchers or assistant professors at one of the universities. The majority of those involved in the implementation of the programme hold a PhD and have active status as an expert in the relevant field of science.

A total of 35 lecturers are included in the provision of JDSP, of which 24 are lecturers from partner universities. 11 PhDs (5 professors, 2 associate professors, 2 senior researchers, 2 assistant professors) from DU are participating in the programme: 6 from education, 2 from psychology, 3 from linguistics and literary studies (two of the 3 PhDs from the discipline of linguistics and literary studies are involved in the programme as committee members for the doctoral examination in English only). All of the programme participants are elected to academic positions at DU, almost all of the programme participants are experts of the Latvian Science Council (8 in Educational Sciences, 2 in Linguistics and Literary Studies).

An important indicator of the quality of the study programme is the fact that all the teaching staff involved in the implementation of the JDSP "Educational Sciences" benefit from a wide range of opportunities to develop their professional qualifications. Academic staff develop their professional competences through outgoing mobility, e.g. in the 2022/2023 academic year, the lecturers involved in the JDSP "Educational Sciences" have implemented 17 outgoing mobilities of academic staff, teaching at universities such as Scuola Superiore per Mediatori Linguistici (Italy), Università degli Studi "Gabriele d'Annunzio di Chieti-pescara (Italy), Vilniaus Universitetas (Lithuania), St. Cyril and St. Methodius University of Veliko Turnovo (Bulgaria), Kazimieras Simonavicius University (Lithuania), Sveučilište u Rijeci (Croatia), Mendel University in Brno (Czech Republic), Univerzita Hradec Králové (Czech Republic), Vytautas Magnus University (Lithuania), Universidade dos Açores (Portugal).

JDSP DU academic staff participates in international scientific networks and consortia, such as ATEE (Association for Teacher Education in Europe), SWEDESD (Swedish International Centre of Education for Sustainable Development network), INTEI (International Network of Teacher Education Institutions (INTEI)), ENERCE (European Network for Excellence and Research on Citizenship Education), BBCC (Baltic & Black Sea Consortium for Educational Research Black Sea Circle Consortium in Educational Research).

DU faculty members are regularly and purposefully involved in various professional development

activities in the fields of university didactics, teaching methodology, and scientific interests, including those relevant to the content of the JDSP "Educational Sciences" studies. Since the inclusion of the programme in the field of study, lecturers have developed their professional competence in professional development courses, such as *Social Psychology. Illusions, Thinking about Yourself and Others* (17.01.2024.), *Using the Possibilities and Tools of Artificial Intelligence in the Study Process* (01.06.2023.), *Using the Assessment Tool of Students' Transferable Competences in the Formulation*

and Assessment of Study Results (31.05.2023.), *Feel Safe*.10.2022.), *E-learning Environment* (27.08.2022., 28.08.2022.), *Future Digital Leaders* (26.08.2022.), *Implementation of Hybrid Studies* (22.08.2022.), *Innovative Learning Methods in the Digital Environment* (21.08.2022.06.2022., 29.06.2022.), *Cloud services and data storage* (26.05.2022., 27.05.2022.), *Training in the use of MOODLE e-learning environment* (12.05.2022., 13.05.2022.), *Humanizing Technology* (Digital Growth Masterclasses) (28.04.2022.), *Digital Security* (03.03.2022.), *Implementing Transformative Digital Learning in the Doctor of Education Science Programme in Latvia* (04.09.2021.), *Excellent Presentation Design - Tricks and Tips* (01.12.2021.), *Interpersonal and Communication Skills* (10.06.2021.), *Fundamentals of E-learning Materials and Virtual Learning Platform Development* (31.Experience and Improvement (29.01.2021), *Academic Integrity Guide for Study and Research* (20.01.2021), *Emotional Intelligence in Education* (08.01.2021), etc.

The academic staff consists of lecturers who, in addition to their academic work at the University, have **practical experience in pedagogical activities in general education institutions, interest and adult education** (asoc.prof. S. Čapulis, prof. M. Burima, Assoc. S. Zariņa, head researcher, prof. M. Kravale-Pauliņa, etc.), managing and coordinating projects (prof. M. Burima, prof. J. Davidova, senior researcher, prof. M. Kravale-Pauliņa, prof. Dz. Iliško, etc.), acting as a scientific reviewer at the National Centre for Education (doc. S. Zariņa, prof. M. Burima).

Lecturers **prepare scientific articles**, including, *Access to Science, Business, Innovation in the Digital Economy*, *The International Journal of Learning in Higher Education*, *The International Journal of Adult, Community and Professional Learning*, *Discourse and Communication for Sustainable Education*, *International Journal of Qualitative Studies on Health and Well-being*, *International Journal of Children's Spirituality*, *Problems in Music Pedagogy* (Daugavpils, Latvia), etc.etc.), **participates in international scientific conferences** (e.g. *Daugavpils University International Scientific Conference* (Daugavpils, Latvia), *International Conference on Biodiversity Research* (Daugavpils, Latvia), *International Conference of Learning* (Seville, Spain), *Rural Environment. Education. Personality* (Jelgava, Latvia), **Advanced Research Society for Science and Sociology (Crete, Greece)**, *International Conference of Education, Research and Innovation* (Seville, Spain), *Social Sciences for Regional Development* (Daugavpils, Latvia), *Society. Integration. Education* (Rēzekne, Latvia), *International conference on Education and New Learning Technologies* (Mallorca, Spain), *European Congress of Psychology* (Ljubljana, Slovenia), *International Multidisciplinary Research Conference "Society. Health. Welfare"* (Riga, Latvia), *International Conference on Social and Educational Sciences* (Chicago, USA), **participates in scientific and practical seminars and conferences** (for example, *International Scientific and Practical Conference "Sport: Education, Science, Technology"* (Daugavpils, Latvia), *International Scientific and Practical Conference "Life space psychology of modern youth"* (Rivne, Ukraine), **Global Education Conference "TEPAT OUT. Experience and Perspectives of Interdisciplinarity"** (Daugavpils, Latvia), *webinar "ISDL Dialogue series "In Conversation with. Heila Lotz-Sisitka". Building forward better through ESD for 2030: The next chapter for sustainability learning"* (Lunenburg, Germany), *Topics of Academic Integrity in Latvia 2020-2022* (Riga, Latvia), etc.), **presentations at methodological seminars organized in the country for Latvian teachers** (e.g. *Education Forum "Towards a Unified School"* (organized by Riga Education and Information

Methodological Centre), seminar "Teaching Content and Approach in Latvian Language Learning 1.- The common and the different in the standard and programmes of Latvian and minority schools" (organised by the Latvian Language Agency), seminar "Accents of the literacy approach in Latvian language classes" (organised by the Latvian Language Agency), textbooks "Latvian language in minority schools. 2nd grade" (organised by the Latvian Language Agency), lecture "Literacy development in pre-school and primary school: Theory in modern practice" (organised by the Consultative Council for Support in Pre-school Education of the Ministry of Education), etc.) **develop textbooks and methodological materials** (e.g. "Developing Writing Skills).

Methodological recommendations for preschool and primary school teachers (2023), Textbook "Latvian Language in Minority School. Part 1 and Part 2" (2022), Textbook "Latvian Language in Minority Nationalities School. 1st grade" (2021), *Digital teaching material for diaspora pupils aged 8-10* (2021)), **coordinates and participates in international and national research projects** (e.g. Erasmus+ projects *Coaching Academics as Learners for Inclusive Teaching in Optimal Networks* (COALITION), project No. 2022-1- NL01-KA220-HED-000088497, *Innovation and transformation in education KA201 - Strategic Partnerships for school education*, Project No.2019-1-TR01-KA201- 076605; ESF project *Modernization of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System*, project No. 8.2.1.0/18/I/005; Nordplus Higher Education project *Digital Competence and Digitized Musical Heritage*, project No. NPHE-2021/10262; ESF project *Increasing the Digital Capacity of Higher Education Institutions through the Integration of Online Learning Resources and Analytics*, project No 8.2.3.0/22/A/003; National Research Programme project *Narrative, Form and Voice: The Rootedness of Literature in Culture and Society*, project No VPP-LETONIKA-2022/3-0003, etc.).

JDSP "Educational Sciences" lecturers are **editors and editorial board members of scientific journals**, e.g. I. Fyodorova is the editor of the *Journal of Teacher Education for Sustainability* (included in SCOPUS, EBSCO, SCImago, Google Scholar, etc.), member of the editorial board of the journal *Discourse and Communication for Sustainable Education*, member of the editorial board of the *proceedings of the International Scientific Conference of Daugavpils University*; prof. Dzintra Iliško is editor and member of the editorial board of the journal *Discourse and Communication for Sustainable Education* (included in EBSCO, ERIH Plus, ProQuest, Google Scholar, etc.), member of the editorial board of the *International Scientific Conference Proceedings of Daugavpils University*; prof. A. Pipere is a member of the editorial board of the *Journal of Teacher Education for Sustainability* and *Discourse and Communication for Sustainable Education*; prof. J. Davidova is the editor of the journal *Problems in Music Pedagogy* (included in EBSCO, ERIH Plus, ProQuest); prof. Kokina is the editor of the *Daugavpils University International Scientific Conference Proceedings* (included in EBSCO), etc.

The research, materials and publications produced by the academic staff are a significant contribution to the development of their field, as well as to the development of the study programme, the improvement and updating of the study content. The research covers both theoretical aspects and current and innovative developments in the field, which are used in the courses of study of the lecturers, thus facilitating the interaction of research and study process and significantly improving the quality of the study process.

The knowledge of the national language of the academic staff employed by the JDSP "Educational Sciences" complies with the provisions on the scope of knowledge of the national language and the procedure for testing the knowledge of the national language for the performance of professional and official duties. The English language proficiency of the teaching staff shall be at least B2 according to the European Language Assessment Levels.

Within the ESF project No.8.2.2.0/18/A/022 "Strengthening of professional competence of academic

staff of strategic areas of specialization of Daugavpils University" were offered "English language training programmes at B2 and C1 levels" (132 hours), English language training course "Public Speaking" (8 hours), professional English language at C1 level (132 hours), applied English language training. All the teaching staff involved in the implementation of the CSP have been trained in English at B2/C1 level. Only lecturers with a C1 level of English language proficiency teach courses in English to foreign students. Lecturers practise teaching in English by participating in the ERASMUS+ mobility programme.

The composition and qualification of the teaching staff of the JDSP "Educational Sciences" comply with the conditions for the implementation of the study programme, the achievement of the study results and Article 55 of the Law of the Republic of Latvia on Higher Education "...The implementation of the academic doctoral study programme shall involve not less than five persons with doctoral degrees, at least three of whom shall be experts in the relevant field approved by the Latvian Council of Science..."

The scientific and pedagogical qualifications of professors and associate professors involved in the implementation of the CSP are confirmed every 6 years through the evaluation of the scientific and pedagogical qualifications of associate professors and professors. The scientific and pedagogical qualifications of Associate Professors and Senior Research Fellows shall meet the requirements laid down in the laws and regulations on elections to academic posts; they shall be validated every 6 years through an election.

Academic staff involved in the implementation of the programme demonstrate their qualifications by participating in the triennial election of LAS scientific experts.

Thus, the qualitative composition of the lecturers of the JDSP "Educational Sciences" at DU meets the requirements of the *Law on Higher Education Institutions* and the *Cabinet of Ministers Regulation No 129*.

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 licensing of the JDSP, the DU faculty has added 2 lecturers: 1 associate professor and 1 senior researcher. The attraction of the associate professor, whose research field is related to sport pedagogy, was determined by the topic of the doctoral thesis related to the approach to the organisation of sport and health lessons chosen by the doctoral student (the associate professor is attracted in 2020/2021). The leading researcher is included in the provision of the program in 2023/2024 academic year, based on the subject of the doctoral theses chosen by the admitted students. In order to ensure the quality of the study program, before recruiting teaching staff to JDSP, the Doctoral Council of DU evaluates their competence to lead a specific study course, as well as the inclusion of the lecturer in the provision of the study program is approved at the meeting of the Faculty of Humanities and Social Sciences and the Council of Studies of DU.

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).

During the reporting period (2020-2023), the faculty members involved in the implementation of the CSP "Educational Sciences" have published 49 scientific publications in the field of social sciences indexed in Web of Science/ SCOPUS or ERIH+ databases and 25 scientific publications in other peer-reviewed journals. One professor has a Hirsch index of 8 in the Web of Science database, three lecturers - 3, one professor - 2, four lecturers - 1.

Major scientific publications indexed in Scopus or WoS CC or ERIH+:

1. Zelčāne, E., & **Pipere, A.** (2023). Finding a path in a methodological jungle: a qualitative research of resilience, *International Journal of Qualitative Studies on Health and Well-being*, 18(1), DOI: [1080/17482631.2023.2164948](https://doi.org/10.1080/17482631.2023.2164948)
2. **Pipere, A.**, & Martinson, K. (2023). Shaping an Image of Science in the 21st Century: the Perspective of Metamodernism. *Societies*, 13(12), Article 254. <https://doi.org/10.3390/soc13120254>
3. **Pipere, A.**, **Kravale-Pauliņa, M.**, & Oļehnoviča, E. (2022). Present and future of teacher education admission: Perspectives from Europe. *Journal of Teacher Education for Sustainability*, 24(1), 145-154. DOI: 10.2478/jtes-2022-0011
4. DOI: 10.2478/jtes-2022-0011
5. **Pipere, A.**, & Martinson, K. (2022). Metamodernism and social sciences: Scoping the future. *MDPI/Social Sciences* 11: 457. <https://doi.org/10.3390/socsci11100457>
5. Grasmane, I. Raščevskis, V., & **Pipere, A.** (2022). Primary validation of Children Spiritual Intelligence Scale in a sample of Latvian elementary school pupils, *International Journal of Children's Spirituality*, 27(2), 97-112. DOI: 10.1080/1364436X.2022.2043833
6. **Pipere, A.**, & Lorenzi, (2021). The dialogical potential of transdisciplinary research: Challenges and benefits. *World Futures*, 77(8), 559-590. <https://doi.org/10.1080/02604027.2021.1875673>
7. Grasmane, I., & **Pipere, A.** (2020). The Psychopedagogical Intervention for the Development of Children's Spiritual Intelligences: The Quest for the Theoretical Framework. *Acta Paedagogica Vilnensia*, 44, 81-98. <https://doi.org/10.15388/ActPaed.44.6>
8. **Pipere, A.**, Martinsone, K., Regzdīņa-Pelēke, L., & Griškeviča, I. (2020). Sailing Across the Atlantic: An Exploration of the Psychological Experience Using Arts-Based Research. *Frontiers in psychology*, 11, 572028. <https://doi.org/10.3389/fpsyg.2020.572028>=(SCOP*US)
9. Badjanova, & **Iliško, Dz.** & Dombrovskis, V. & Guseva, S. & **Capulis, S.** & Ignatjeva, S. (2023). Transformation of the economy and society: motivation for the achievement of Latvian population. *Access Journal - Access to Science, Business, Innovation in the digital economy*. 4. 419-433. 10.46656/ access.2023.4.3(7)
10. **Iliško, D.**, Kačāne, I., Badjanova, J. (2022). The Challenges of Digitalization of the Teaching/Learning Process During Covid-19. In. *Digitalization of Society, Economics and Management. Lecture Notes in Information Systems and Organisation*, vol 53. Springer, Cham. https://doi.org/10.1007/978-3-030-94252-6_26
11. **Kravale-Pauliņa, M.**, **Iliško, Dz.**, Oļehnoviča, E., **Fjodorova, I.**, & Belousa, I. (2023).

- Teacher education in Latvia: Educating teachers to become global citizens. In Kowalczyk-Wałędziak, M., Valeeva, R.A., Sablić, M., & Menter, I. (Eds.), *The Palgrave Handbook of Teacher Education in Central and Eastern Europe* (395-431). Palgrave Macmillan, Cham.
12. Venkatesan, M, Imesh Nuwan Bandara, **Ilisko, Dz.**, & Meltem Ince Yenilmez (2021). Education Equity: An Evaluation of Present Conditions. *Sustainability and Climate Change*, 14(3), 166-182. - 2021 <https://doi.org/10.1089/scc.2021.0026>
 13. **Iliško, D.** (2022). Interreligious Education in Fostering Peacebuilding and Sustainable Development in Latvia. In Hermansen, M., Aslan, E., Erşan Akkılıç, E. (Eds.) *Peace Education and Religion: Perspectives, Pedagogy, Policies*. Wiener Beiträge zur Springer VS, Wiesbaden. https://doi.org/10.1007/978-3-658-36984-2_19
 14. **Iliško, ,** et al (2022). The Fear of COVID-19 Scale: Its Structure and Measurement Invariance Across 48 Countries. *Psychological Assessment* 34(3), 294-310, DOI: 10.1037/pas0001102
 15. Zhukova, O., **Fyodorova, I., & Ilishko, Dz.** (2020). Novice Teachers' Beliefs and Knowledge about Education for Sustainable Development, *Acta Paedagogica Vilnensia*, 44, 34-44. doi: 15388/ActPaed.44.3.
 16. **Kravale-Pauliņa, ,** Ļivitina, O., Oļehnoviča, E., & **Fjodorova, I.** (2023). Attractiveness of the workplace environment of educational institutions in the context of sustainable development. *Journal of Teacher Education for Sustainability*, 25(2), 201-218. <https://doi.org/10.2478/jtes-2023-0024>.
 17. Salīte, I., **Fjodorova, I.**, Butlere, I., & Ivanova, O. (2021). More personal knowledge for more sustainable higher education. *Journal of Teacher Education for Sustainability*, 23(1), 150-165. <https://doi.org/10.2478/jtes-2021-0011>
 18. Pancerko, P., **Pipere, A. & Kravale-Pauliņa,** (2022). Risk and protective factors in choosing course sets in secondary education: perspectives of career counsellors and students from the Latgale region of Latvia. *Acta Paedagogica Vilnensia*, 48, pp. 61-86. doi: 10.15388/ActPaed.2022.48.4. <https://doi.org/10.15388/ActPaed.2022.48.4>
 19. Gorina, M., Ivanova, O., & **Kravale-Paulina, M.** (2020). Foster Parents' Readiness for the Implementation of Foster Family Pedagogy. *Journal of Teacher Education for Sustainability*, 22(2). <https://doi.org/10.2478/jtes-2020-0014>
 20. Badjanova, J., **Ilisko, Dz.**, Dombrovskis, V., Guseva, S., **Capulis, S.**, & Ignatjeva, S. (2024). Achievement motivation among the Latvian residents of different types professions and occupations. *ACCESS Journal: Access to Science, Business, Innovation in the Digital Economy*, 5(1), 21-33. [https://doi.org/10.46656/access.2024.5.1\(2\)](https://doi.org/10.46656/access.2024.5.1(2))
 21. **Capulis, ,** Dombrovskis, V., Guseva, S., & Korniseva, A. (2023). Trend Analysis of Professional Competences of Sports Teachers and Coaches. *Pedagogika-Pedagogy*, 95(8), 1054-1069. <https://doi.org/10.53656/ped2023-8.5>
 22. Korniseva, A., Guseva, S., Dombrovskis, V., & **Capulis, S.** (2022). Predictors of Student Procrastination in Latvian Higher Education Institutions during Distance *The International Journal of Learning in Higher Education*, 29(1), 171-183. <https://doi.org/10.18848/2327-7955/CGP/v29i01/171-183>
 23. Korniseva, , Guseva, S., Dombrovskis, V., & **Capulis, S.** (2021). Do Temperament Traits Predict Social Media Addiction in Vocational School Students in Eastern Latvia? *The International Journal of Adult, Community and Professional Learning*, 29 (1): 1-12. <https://doi.org/10.18848/2328-6318/CGP/v29i01/1-12>
 24. **Capulis, ,** Dombrovskis, V., Guseva, S., & Korniseva, A. (2020). Burnout and Lifestyle of Sports Coaches in Latvia. *LASE Journal of Sport Science*, 11(1), 3-18. https://journal.lspa.lv/images/2020/LASE_2020_jun.pdf#page=4
 25. **Davidova, J.,** Zavadska, G., Chuang, M.J. & Rauduvaite, A. (2020). TheFormation and Development of the Coordination between 6-8 Year-old Children's Vocal Apparatus and

Eight faculty members involved in the implementation of the JDSP "Educational Sciences" are experts of the Latvian Council of Science in the social sciences - educational sciences.

Name Surname	Degree, position	LZP Expert rights (sector)	LZP expert term
Anita Piper	Dr.psych., prof., senior researcher	Social sciences - Educational sciences	04.01.2026.
Jelena Davidova	Dr.paed., prof.	Social sciences - Educational sciences	06.04.2025.
Irena Kokina	Dr. psych., prof.	Social sciences - Educational sciences	07.09.2025.
Dzintra Ilshko	Ph.D., prof.	Social sciences - Educational sciences	02.03.2025.
Mārīte Kravale-Pauliņa	Dr.paed., senior researcher	Social sciences - Educational sciences	06.10.2024.
Sandra Zarina	Dr. paed., Assoc.	Social sciences - Educational sciences	01.09.2024.
Ilona Fyodorova	Ph.D., Senior Scientist	Social sciences - Educational sciences	05.10.2025.
Sergejs Čapulis	Dr.paed., asoc.prof.	Social sciences - Educational sciences	10.01.2027.

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

The staff involved in the implementation of the CSPD participate in research projects, ESF and other projects:

Prof. Dzintra Iliško

1. October 2020 - September 2023, Norwegian Financial Mechanism 2014-2020 - 2021 Research and Education Programme Activity "Innovation Centres" in the project

"Establishment of an Innovation Centre in Daugavpils", expert

2. 2019-2022, Erasmus+ project *Innovation and transformation in education, KA201 - Strategic Partnerships for school education* (project Nr. 2019-1-TR01-KA201-076605), coordinator, content developer
3. 2021-2023, Erasmus+ project *KA2 Strategic partnership in school education project EDS: SuperVision 4.0 section "Innovation"* (project Nr. VG-IN-NI-20-36-077500), researcher
4. 2020-2021, NORDLUS TEN IP sub-programme "Innovative and Sustainable Aesthetic Methods for Citizenship Education: Nordic and Baltic Perspectives" (ISAMCE), expert
5. 2020, ESF project "Establishment and Implementation of the Education Quality Monitoring System" study *Evaluation of Competences of Higher Education Students and Dynamics of their Development during the Study Period* (project No. 8.3.6.2/17/1/001 (23-12.3e/19/103)), researcher 2020, ESF project "Modernisation of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System" (project Nr.8.2.1.0/18/I/005), expert
7. 2020 - 2021, E-Twinning GE18ENIOT 0219 project *Supporting intersectoral collaboration possibilities between Research and Industry* (project Nr. ENI/2020/414-971), researcher

Prof. Irēna Kokina

1. 2022, DU internal project "Academic Integrity in Social Sciences: situation assessment and development perspectives in Latvian regional universities" (project 14-95/2022/14), project leader

Prof. Anita Pipere

1. 2022, DU internal project "Academic Integrity in Social Sciences: situation assessment and development perspectives in Latvian regional universities" (project No 14-95/2022/14), researcher
2. 2019-2022, External International Scientific Project Reviewer, COALESCE Research Fund, Science Council of Ireland
3. 2022, ESF LU project *Innovative, research-based study programmes in the field of study "Education, Pedagogy and Sport"* (project Nr. 8.2.1.0/18/I/004), coordinator

Prof. J. Davidova

2023, DU internal project "Factors Influencing Quality Assurance of Educational Study Programmes at Daugavpils University in the Context of Transformation of Teacher Education" (project Nr. 14-95/2023/13), project leader

2022, DU internal project "Academic Integrity in Social Sciences: situation assessment and development perspectives in Latvian regional universities" (project No 14-95/2022/14), researcher
2021 - present, Nordplus Higher Education project "Digital Competence and Digitized Musical Heritage" (project Nr. NPHE-2021/10262), coordinator

2019, Daugavpils University internal research project "Student Involvement in Internal Quality Assurance Process at Daugavpils University" (project Nr. 14-95/1), researcher

2019 - 2023, ESF project "Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University" (project Nr. 8.2.1.0/18/A/019), expert

2018 - 2022, project "Modernization of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System" (project Nr. 8.2.1.0/18/I/005), expert

Prof. Maija Burima

1. 08.2023.-present, Ministry of Culture of the Republic of Latvia and Asylum, Migration and Integration Fund project *My Latvian Language Portfolio* (project number PMIF/13.2./2023/1/10), pedagogical leader of the project
2. 2022 - present, SIF and Latvian state budget funded programme *Latvian language learning for re- migrants and their family members* (project Nr. 2022.LV/LVRM/5), project manager
3. 2023 July - 2023, December, SIF projects *Strong Stronger Together-2, Stronger Together- 2* (project No 2023.LV/UKR_KO/2/18), Project Manager
4. 2023, January - present, project of the National Research Programme "Letonika for the Development of Latvian and European Societies" *Narrative, form and voice: the rootedness of literature in culture and society* (project Nr. VPP LETONIKA-2022/3-0003), senior researcher
5. 2023 May-2023 December, Latvian State Budget and SIF funded programme *Latvian language training for Ukrainian civilians* (project Nr. 2023.LV/LVUKR/2/1), project manager
6. 2022 November - 2023 December, ESF project *Digital Capacity Building of Higher Education Institutions through Integration of Online Learning Resources and Analytics (EduAim)* (project No 8.2.3.0/22/A/003), coordinator
7. 2023, DU research project *Transition to Latvian-language-only education: assessment of the situation and identification of support directions in the pre-primary and primary stages of general education* (project Nr.14-95/2023/12), researcher
8. 2022, ESF project *Implementation of national and international activities for the development of the talents of learners* (project No 8.3.2.1./16/I/002), research paper reader
9. 2019-2021, ESF project *Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University* (project Nr. 8.2.1.0/18/A/019), project manager, expert

Doc. S. Zariņa

1. 2023 July - 2023, December, SIF projects *Strong Stronger Together-2, Stronger Together- 2* (Project No. 2023.LV/UKR_KO/2/18), lecturer
2. 2023, January - present, project of the National Research Programme "Letonika for the Development of Latvian and European Societies" *Narrative, form and voice: the rootedness of literature in culture and society* (project Nr. VPP LETONIKA-2022/3-0003), researcher
3. 2022 November - 2023 December, ESF project *Digital Capacity Building of Higher Education Institutions through Integration of Online Learning Resources and Analytics (EduAim)* (project No 8.2.3.0/22/A/003), expert
4. 2023, DU research project *Transition to Latvian-language-only education: assessment of the situation and identification of support directions in the pre-primary and primary stages of general education* (project No 14-95/2023/12), project leader, researcher
5. 2023, DU internal project "Factors Affecting the Quality Assurance of Educational Study Programmes at Daugavpils University in the Context of Transformation of Teacher Education" (project Nr. 14-95/2023/13), project leader
6. 2018 - May 2023, ESF project "Modernisation of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System (project Nr.8.2.1.0/18/I005), expert
7. 2022, ESF project "Competence Approach to Curriculum" (project No), VISC, Senior Expert
8. 2022, DU internal project *Academic integrity in social sciences: situation assessment and development perspectives in Latvian regional universities* (project No 14-95/2022/14), researcher
9. 2018-2022, ESF project *Implementation of national and international activities for the development of the talents of learners* (project Nr. 8.3.2.1./16/I/002), expert

10. 2019-2021, ESF project *Reduction of fragmentation of study programmes and strengthening of resource sharing at Daugavpils University* (project 8.2.1.0/18/A/019), project content coordinator
11. 2020, November - 2021, ESF project *Innovative research-based study programmes of the University of Latvia in the field of study "Education and Pedagogy"* (project No 8.2.1.0/18/I/004), expert
12. 2017 - 2020, ESF project *Competence Approach to Curriculum* (Nr. 8.3.1.1.1/16/I/002), Head of Expert Group

Leading researcher. M. Kravale-Pauliņa

1. 2022 - present, Erasmus+ project *Coaching Academics as Learners for Inclusive Teaching in Optimal Networks (COALITION)* (project Nr. (project Nr. 2022-1- NL01-KA220-HED-000088497), project coordinator in Latvia, researcher
2. 2019 - present, ESF project *Implementation of national and international activities for the development of the talents of learners* (project No 3.2.1/16/I/002), scientific research work evaluator in Latgale region
3. 2022, April - May, ESF project *Participation in International Student Assessment (PISA)* (project Nr. 8.3.6.1./16/I/001; LU Reg. Nr. ESS2016/185), test administrator (PISA)
4. 2021-2023, Erasmus+ project *KA2 Strategic partnership in school education project EDS: SuperVision 4.0 section "Innovation"* (project Nr. VG-IN-NI-20-36-077500), project coordinator in Latvia, researcher
5. 2021-2021, ESF project *Modernization of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System* (project Nr. 8.2.1.0/18/I/005) Senior Expert
6. 2019-2022, Erasmus+ project *Innovation and transformation in education, KA201 - Strategic Partnerships for school education* (project Nr. 2019-1-TR01-KA201-076605), coordinator, content developer

Leading researcher. Ilona Fjodorova

1. 2022 - present, Erasmus+ project *Coaching Academics as Learners for Inclusive Teaching in Optimal Networks (COALITION)* (project Nr. 2022-1- NL01-KA220-HED-000088497), researcher
2. 2022, April - May, ESF project *Participation in International Studies of Education (PISA)* (project Nr. 8.3.6.1/16/I/001; LU reg. Nr. ESS2016/185), test administrator (PISA)
3. 2019 - at present, ESF project *Implementation of national and international activities for the development of the talents of learners* (project No 3.2.1/16/I/002) scientific research work evaluator in Latgale region
4. 2018 October - 2023 June, ESF project *Modernization of Daugavpils University study field "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System* (project Nr. 8.2.1.0/18/I/005), expert, coordinator
5. 2020 September - 2023 August, Erasmus+ project *KA2 Strategic Partnership in School Education*

project *ESD: SuperVision 4.0* (project Nr.VG-IN-NI-20-36-077500), researcher

6. 2019 October - 2022 September, Erasmus+ project *Innovation and transformation in education, KA201 - Strategic Partnerships for school education* (project Nr. 2019-1-TR01-KA201-076605), researcher
7. 2019 September - 2022 September, EU-Twinning project *Supporting inter-sectoral collaboration possibilities between Research and Industry* (project Nr. GE 18 ENI OT 02 19),

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 teaching staff involved in the implementation of the JDSP "Educational Sciences" cooperate both in the development of study course descriptions and in the planning of study course content, jointly agreeing on the aims, objectives, achievable results, content and forms of testing of the achieved study results of the study courses to be developed and taught. Two or more teaching staff members are involved in the teaching of several study courses - they jointly develop and update the content of the study course, plan the course, update the course description in accordance with the latest trends in educational sciences, etc. In study courses taught by two or more lecturers, the duties are divided among them and each lecturer teaches a specific part of the study course or specific topics, e.g. in the compulsory part of the programme, lectures are taught by lecturers from LU, while seminars are taught

by lecturers from DU (according to the agreement reached at the meeting of the directors of JDSP "Education Sciences" (LU, DU, RTU LA, RTA) on 10.10.2021 (minutes of meeting No 31-58/1.)). In such cases, the lecturers of LU and DU shall mutually agree on the method of submission and evaluation of the mid-term examinations and tests specified in the course descriptions and shall inform the student thereof. All lecturers involved in the course management shall participate in the evaluation of the mid-term and final examination papers, by mutual agreement on the evaluation.

Teaching staff of the Faculty of Humanities and Social Sciences and the Institute of Humanities and Social Sciences participate and cooperate in the implementation of the JDSP "Educational Sciences" DU.

The implementation of the courses is discussed and evaluated, including on the basis of students' views, in the Joint Programme Board of the JDSP "Educational Sciences". This helps to avoid overlapping of specific topics in different study courses.

The joint JDSP Doctoral Council, DU JDSP Doctoral Council, study program directors at partner universities coordinate the cooperation of teaching staff in providing the study program. The scientific secretary, who is attached to the administration of the study program at the UL and who is financed by all partner universities in inter-university settlements, plays an important role in the cooperation between partner universities.

At the time of submission of the self-assessment report, 19 students are enrolled in the JDSP Educational Sciences programme, 11 lecturers are involved in the implementation of the programme (two of them are involved only in the dissertation examination in English). At the moment of submission for accreditation of the field of study 7 lecturers are supervising doctoral theses, 5 lecturers are teaching courses. The DU module "Education for Sustainable Development at School and University" is implemented by 5 lecturers in total, and in the academic year 2023/2024 this module is taught by three lecturers.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
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Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	3.1.5.Compliance of joint program_DSP.docx	3.1.5.Kopīgas programmas atbilstība_DSP.docx
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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)		
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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)	STATEMENT of experts_joint DSP_Educational Sciences.docx	Apliecinājums par LŽP ekspertiem kopīgajā DSP Izglītības zinātnes.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)	STATEMENT of compliance_joint DSP_Educational Sciences.docx	Apliecinājums par KDSP Izglītības zinātnes atbilstību Augstskolu likumam.edoc

Teacher (46141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Teacher</i>
Education classification code	<i>46141</i>
Type of the study programme	<i>Second level professional higher education programme (after bachelor, professional bachelor, second level professional higher education study programme) (short programme)</i>
Name of the study programme director	<i>Eridiana</i>
Surname of the study programme director	<i>Oļehnoviča</i>
E-mail of the study programme director	<i>eridiana.olehnovica@du.lv</i>
Title of the study programme director	<i>Dr. paed.</i>
Phone of the study programme director	<i>+371 29130310</i>
Goal of the study programme	<i>To provide an opportunity for students with a bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study in an appropriate field of science, which is not educational sciences, to develop the necessary competence for pedagogical activities and obtain a teacher's qualification in accordance with the professional standard "Teacher" in one of the specializations of teachers in the fields of study, in order to carry out professional pedagogical activities in any of the levels and types of education.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Based on theoretical knowledge and acquisition of fundamental, applied research skills, to prepare teachers who will be performers of sustainable changes and activists of the local community, creating Latvian and European society open to change.</i> <i>2. By accepting the approach of inclusive and individualized growth in the study process, to ensure the cooperation of students and the teaching staff in scientific research and improvement of professional proficiency.</i> <i>3. To improve international mobility, strategic partnerships in the field of studies and research.</i> <i>4. To improve the professional competence, growth and skills of academic staff in foreign languages and in the field of specialisation.</i> <i>5. To promote the digitalisation of the study process by encouraging digital literacy and innovative approaches of academic staff and students.</i>

Results of the study programme	<p><i>Knowledge:</i></p> <ol style="list-style-type: none"> <i>1. understand the most important concepts and regularities of the field of educational sciences in the contexts of a teacher's professional activity;</i> <i>2. theoretically substantiate the principles of planning, implementation and assessment of the learning process;</i> <i>3. understand the content of the field of study corresponding to one's qualification and its teaching/learning methodology.</i> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <i>4. plan an inclusive teaching/learning process in accordance with the learners' developmental needs and learning outcomes;</i> <i>5. implement the teaching/learning process that meets the learning outcomes of the educatee and is close to life situations;</i> <i>6. assess the educatee's learning performance and growth.</i> <p><i>Competence:</i></p> <ol style="list-style-type: none"> <i>7. using various sources of information, obtain, select and critically analyse information about the pedagogical process, one's own professional activity and learners' performance and growth, as well as make decisions, find creative solutions to changing or unclear situations for the teacher's professional activity;</i> <i>8. justifiably evaluate, plan and improve their professional competence and cooperation with other teachers, observing the requirements of professional ethics, in order to purposefully improve pedagogical practice in an educational institution.</i>
Final examination upon the completion of the study programme	<i>Diploma thesis</i>

Study programme forms

Full time studies - 1 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>63</i>
Admission requirements (in English)	<i>Bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study in the appropriate field of science and an entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>-</i>
Qualification to be obtained (in english)	<i>Teacher</i>

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.

With the decision of the Study Quality Commission (SQC) of the foundation "Academic Information Center" (AIC) dated June 29, 2022 (protocol No. 2022/09-SPI), the second level (first cycle) professional higher education study program "Teacher" was included in the study direction "Education, pedagogy and sports" with the rating "excellent" on the accreditation page.

Several changes are planned within the study direction evaluation procedure (see table 3.1.1.1). They are mainly related to clarifications of terminology, according to current changes in the regulatory framework [1]. So, for example, (1) the name of the study direction has been changed to "Education and pedagogy", (2) the name of the study program has been clarified to "First cycle professional higher education study program "Teacher"", (3) the type of study program has been clarified to "first cycle study program of professional higher education", (4) due to the transition to the ECTS system the scope of the study program has been increased by 2 CP (3 ECTS) and total amounts to 42 CP (63 ECTS), (5) due to the structural reforms of DU, the name of the faculty has been changed to the Faculty of Humanities and Social Sciences, (6) based on the recommendation of the AIC Study Quality Commission of 29.06.2022, the study program admission requirements have been clarified as "Bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study and the entrance exam", (7) made editorial clarifications in the definition of the aim of the study program, expressing it as follows: "To provide an opportunity for students with a bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study in an appropriate field of science, which is not educational sciences, to develop the necessary competence for pedagogical activities and obtain a teacher's qualification in accordance with the professional standard "Teacher" in one of the specializations of teachers in the fields of study, in order to carry out professional pedagogical activities in any of the levels and types of education."

3.1.1.1. table

Planned changes in the parameters of the study program as part of the study direction evaluation procedure

No.	Title of the parameter	Inclusion parameters of SP according to the SQC decision	The planned changes within study program evaluation procedure
1.	Name of the study direction	Education, pedagogy and sports	Education and pedagogy
2.	Name of the study program	Second-level (first cycle) professional higher education study program "Teacher"	The first cycle professional higher education study program "Teacher"

3.	Name of the study program in English	Second-level Professional Higher Education Study Program "Teacher"	First cycle professional higher education study program "Teacher"
4.	Study program code according to Latvian education classification	46 141	No changes are planned
5.	Science branch of the study program (applicable to doctoral study programs)	n/a	n/a
6.	Type of study program	Second-level professional higher education study program	The first cycle professional higher education study program
7.	Obtainable qualification level (NKI/EKI)	6. LKI/6. EKI	No changes are planned
8.	The scope of the study program (CP, recommended also ECTS)	40 CP (60 ECTS)	42 CP (63 ECTS) The total amount of the study program was increased by 2 KP (3 ECTS), supplementing the study plan in the 1st semester with freely optional study courses in the aforementioned amount.
9.	Form, type, duration of implementation (if less than years, indicate in months) and language of implementation		
	full time presence	1 year, two semesters, language of implementation: Latvian	No changes are planned
10.	Place of implementation	DU Faculty of Education and Management (Daugavpils, Vienības str. 13, Parades str. 1)	DU Faculty of Humanities and Social Sciences (Daugavpils, Vienības str. 13, Parades str. 1)

11.	Admission requirements[2]	<p>1. Bachelor's and/or Master's degree or 2nd level professional higher education, or equivalent higher education in the relevant scientific field of the chosen field of study;</p> <p>2. Bachelor's and/or Master's degree or 2nd level professional higher education and, as part of the study program, completed study courses corresponding to the field of study in the amount of at least 12 CP;</p> <p>3. Bachelor's and/or Master's degree or 2nd level professional higher education in a field not related to the field of study, but in the entrance exam in the chosen field of study, the grade "very good", "excellent" or "excellent" (8-10 points) was obtained.</p>	Bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study in the appropriate field of science and an entrance examination.
12.	Awarded degree, professional qualification or degree and professional qualification, so-called specialization	Teacher qualification	No changes are planned
13.	Professional standard, year of its approval	Teacher professional standard (2020)	No changes are planned
14.	The final exam at the end of the study program	Development and defense of the thesis/experiential work	Development and defense of the diploma thesis
15.	Study program director	Eridiana Olehnovich	No changes are planned

16.	The aim of the study program	To provide an opportunity for students with a bachelor's or master's degree in a branch of science (or an equivalent branch in higher education), which is not pedagogy and is relevant to the field of study, to develop the competence necessary for pedagogical activity and obtain a teacher's qualification according to the professional standard "Teacher" in one of the fields of study for teachers specializations to perform professional teaching activities in general education.	To provide an opportunity for students with a bachelor's degree or first-cycle professional higher education or equivalent higher education in the chosen field of study in an appropriate field of science, which is not educational sciences, to develop the necessary competence for pedagogical activities and obtain a teacher's qualification in accordance with the professional standard "Teacher" in one of the specializations of teachers in the fields of study, in order to carry out professional pedagogical activities in any of the levels and types of education.
17.	Tasks of the study program	<p>1. Based on theoretical knowledge and acquisition of fundamental, applied research skills, to prepare teachers who will be performers of sustainable changes and activists of the local community, creating Latvian and European society open to change.</p> <p>2. By accepting the approach of inclusive and individualized growth in the study process, to ensure the cooperation of students and the teaching staff in scientific research and improvement of professional proficiency.</p> <p>3. To improve international mobility, strategic partnerships in the field of studies and research.</p> <p>4. To improve the professional competence, growth and skills of academic staff in foreign languages and in the field of specialisation.</p> <p>5. To promote the digitalisation of the study process by encouraging digital literacy and innovative approaches of academic staff and students.</p>	No changes are planned

18.	Achievable study results	<p>Knowledge:</p> <ul style="list-style-type: none"> ü understand the most important concepts and regularities of the field of educational sciences in the contexts of a teacher's professional activity; ü theoretically substantiate the principles of planning, implementation and assessment of the learning process; ü understand the content of the field of study corresponding to one's qualification and its teaching/learning methodology. <p>Skills:</p> <ul style="list-style-type: none"> ü plan an inclusive teaching/learning process in accordance with the learners' developmental needs and learning outcomes; ü implement the teaching/learning process that meets the learning outcomes of the educatee and is close to life situations; ü assess the educatee's learning performance and growth. <p>Competence:</p> <ul style="list-style-type: none"> ü using various sources of information, obtain, select and critically analyse information about the pedagogical process, one's own professional activity and learners' performance and growth, as well as make decisions, find creative solutions to changing or unclear situations for the teacher's professional activity; ü justifiably evaluate, plan and improve their professional competence and cooperation with other teachers, observing the requirements of professional ethics, in order to purposefully improve pedagogical practice in an educational institution. 	No changes are planned
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and accreditation of study courses". Available in Latvian only: <https://likumi.lv/ta/id/303956> ; Regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Available in Latvian only: <https://likumi.lv/ta/id/342818>

[2]The selection of potential applicants for Daugavpils University, in accordance with the delegation of the Ministry of Education and Science, is carried out by the University of Latvia. The detailed admission rules can be found in the "ADMISSION GUIDELINES for 2024 participants of the work environment-based study "Mācībspēks"". Available in Latvian only:

https://macitspeks.lu.lv/wp-content/uploads/2024/02/M%C4%81c%C4%ABtsp%C4%93ks_2024.gada_uz%C5%86em%C5%A1anas_vadl%C4%ABnijas.pdf

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 aim of the first cycle professional higher education study programme "Teacher" (hereinafter referred to as the study programme) is to enable students with a Bachelor's degree or first cycle professional higher education or equivalent higher education in a relevant field of science other than pedagogy in the chosen field of study to develop the competence necessary for pedagogical activity and to acquire the qualification of teacher in accordance with the professional standard "Teacher" in one of the teacher specialisations in the fields of study in order to perform professional pedagogical activity at any level and type of education. The aim of the study programme corresponds to the aim of the study field "Education and Pedagogy" - to prepare highly qualified, proficient, excellence-oriented teachers in the field of education throughout Latvia, providing them with appropriate knowledge, skills and competences, in accordance with EU requirements, using the results of fundamental and practical research in education science.

The title of the study programme, the professional qualification to be obtained, as well as the compliance of the study programme parameters with the specified study programme results are regulated by external normative acts, i.e. Cabinet of Ministers (CM) Regulation No 305 of 13 June 2023[1] on the State Standard of Professional Higher Education, Cabinet of Ministers Regulation No 322 of 13 June 2017[2] on the Latvian Classification of Education and the Teacher Profession Standard (agreed at the Tripartite Sub-Council for Cooperation on Professional Education and Employment 12.06.2020)[3] . The title of the study programme and the professional qualification to be obtained correspond to the title and qualification requirements of the Teacher's Occupation Standard.

The study programme code 46 141 is in accordance with the Cabinet of Ministers' Regulation No 322 of 13 June 2017 "Regulations on the Classification of Latvian Education"[4] , the first and second digits of the second classification level code are "46", which corresponds to the type of education programme "first cycle professional higher education (6.LKI), to be implemented after the Bachelor's degree, professional Bachelor's degree. Duration of full-time study: at least one year'. The relevant subject area of education is 'Teacher education and educational sciences', the third, fourth and fifth digits of the code are '141', programme group 'Teacher education'.

The scope of the study programme, the duration of its implementation, the parts of the study programme and their scope, the compulsory content, the professional qualifications, the basic principles and procedures of assessment and the scope of the study practice, the principles of implementation, etc. shall be determined by the Cabinet of Ministers' Regulation No 305 of 13 June 2023[5] and shall comply with the requirements set out in the Regulations. The compulsory content of the study programme consists of 42 CP (63 ECTS), structured into theoretical courses (6 CP/9 ECTS), professional specialisation courses (4 CP/6 ECTS), elective courses (2 CP/3 ECTS), internship (20 CP/30 ECTS) and the state examination - thesis development and defence (10 CP/15 ECTS). The courses of professional specialisation are designed in accordance with the curriculum areas developed by the European Social Fund project "Competence Approach to Curriculum" ("School 2030") and defined in the national standard of primary education (Cabinet Regulation No 747)[6] and general secondary education (Cabinet Regulation No 416)[7] : natural sciences; mathematics; languages; technology; cultural awareness and self-expression in art; social and civic; health and physical activity. The choice of study courses, the content and scope of study courses, as well as the content of internships in the study programme according to the professional qualification to be acquired shall be determined in accordance with the Teaching Profession Standard[8] . The study content of the study programme shall include a set of knowledge, skills and competences in accordance with the knowledge, skills and competences of level 6 of the European Qualifications Framework[9] and the Teaching Profession Standard[10] . The duration of the studies is one year, 2 semesters, during which the 42 CP (63 ECTS) are studied in an innovative form as work-based studies. The study programme has a clearly defined aim, objectives and achievable study results, which are interrelated with the results of individual study courses and competences that students develop in their daily part-time pedagogical work in educational institutions.

Completion of the study programme leads to the award of a professional qualification corresponding to the sixth level of professional qualification (LQF 6)[11] .

[1] Cabinet of Ministers Regulation of 13 June 2023 No 305 "Regulations on the State Standard of Professional Higher Education". Available in Latvian only: <https://likumi.lv/ta/id/342818>

[2] Cabinet of Ministers Regulation No 322 of 13 June 2017 "Regulations on Latvian Classification of Education". Available in Latvian only: <https://likumi.lv/ta/id/291524>

[3] Standard of the teaching profession (agreed at the Tripartite Sub-Council for Cooperation on Professional Education and Employment 12.06.2020). Available in Latvian only: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>

[4] Cabinet of Ministers Regulation No 322 of 13 June 2017 "Regulations on Latvian Classification of Education". Available in Latvian only: <https://likumi.lv/ta/id/291524>

[5] Cabinet of Ministers Regulation of 13 June 2023 No 305 "Regulations on the State Standard of Professional Higher Education". Available in Latvian only: <https://likumi.lv/ta/id/342818>

[6] Cabinet of Ministers Regulation of 27 November 2018 No 747 "Regulations on the State Standard for Primary Education and Model Programmes for Primary Education". Available in Latvian only: <https://likumi.lv/ta/id/303768>

[7] Cabinet of Ministers Regulation No 416 of 3 September 2019 "Regulations on the State General Secondary Education Standard and Model General Secondary Education Programmes". Available in Latvian only: <https://likumi.lv/ta/id/309597>

[8] Standard of the teaching profession (agreed at the Tripartite Sub-Council for Cooperation on Professional Education and Employment 12.06.2020). Available in Latvian only: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>

[9] Descriptions of knowledge, skills and competences corresponding to the Latvian Qualifications Framework (LQF) levels. Available in Latvian only:

https://www.nki-latvija.lv/content/files/LKI_limenu_aprakstu_tabula_2017.pdf

[10] Standard of the teaching profession (agreed at the Tripartite Sub-Council for Cooperation on Professional Education and Employment 12.06.2020). Available in Latvian only:

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>

[11] Latvian Qualifications Framework (2017). <https://www.nki-latvija.lv/en/lqf>

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

The need for the programme is conceptually justified by the regulatory documents governing education policy planning and the actions already implemented and planned on this basis. For example, the "Sustainable Development Strategy of Latvia until 2030" (approved by the Saeima on 10 June 2010) includes a recognition of the need for a paradigm shift in education at all levels; the "Latvian National Development Plan 2021-2027" (approved by the Saeima on 2 June 2020); the "Latvian National Development Plan 2021-2027" (approved by the Saeima on 2 June 2010); and the "Latvian National Development Plan 2021-2027" (approved by the Saeima on 2 June 2010). One of the priority goals is a knowledgeable, inclusive and creative society in an efficient, innovative and productive economy; while the medium-term education policy planning document "Education Development Guidelines 2021-2027", approved by the Saeima on 22 July 2021. 202020, adopted in 202020, defines the overarching goal "to provide quality educational opportunities for all Latvian citizens in order to promote the development and realisation of their lifelong potential and to build their capacity to change and responsibly manage the constant changes in society and the economy" and sets out four objectives to achieve the overarching goal: (1) highly qualified, competent and excellence-oriented teachers and academic staff; (2) modern, quality education provision oriented towards the development of highly valued skills for the labour market; (3) support for everyone's development; and (4) sustainable and efficient management of the education system and resources. These documents provide for contextual education and the enhancement of the prestige of the teaching profession, as well as for the qualitative and quantitative renewal of teaching and academic staff, the development of professional competences, the development of educational institutions, the expansion of their functions, which require the improvement of the content and organisation of teacher education at all stages of its implementation. Although various measures have been taken to raise the prestige of teachers[1] , it is still low. The study programme cannot contribute to an immediate increase in the prestige of the teaching profession, but it does contribute to attracting new specialists from other sectors of the economy to teacher education, which is one of the objectives of improving the attractiveness of the profession. In this way, the attractiveness of the teaching profession in the country is being enhanced by generating interest in the study programme among potential applicants, both through the new content and format (work-based learning) and the duration of the studies (one year).

Further analysing the labour market, the Latvian state's priority of moving towards a knowledge-rich society is underpinned by knowledgeable and professional teachers. Although the negative impact of demographic trends on labour supply has been mitigated by the increase in economic activity of the population, an assessment of the Latvian Economic Development Report prepared by the Ministry of Economics shows that future labour market challenges will be related to an ageing

workforce and a shortage of suitably skilled workers in all sectors of the economy. The Review highlights that the most significant decline in employment in the coming years is expected in the public services sectors, mainly public administration and education.[2] Since 2014, Latvia has seen an increase in the average age of teachers. OECD (2018) "TALIS 2018 International Learning Environment Survey: teachers and school principals - qualifications, employment and workload, induction and professional development" reveals that the average age of a Latvian teacher in 2018 was 48 years. **51% of teachers in Latvia are over 50[3] . This means that Latvia will need to replace every second teacher in the next decade.** There has not been a rapid generational change of teachers in recent years, so given the trends in change management processes, this is to be expected in the near future. Employers in the Citadele Index survey point to staff shortages as a threat to business operations[4] . Teachers in educational institutions will play an important role in training specialists. New, well-trained teachers could also make an important contribution. The change of generation of teachers is not expected to be rapid, but it will be essential in order to prepare them for the future.

The study programme ensures the entry of qualified specialists into the education system, which contributes to the implementation of the competences approach in the learning process, as employers gain employees - teachers who have acquired the skills and knowledge necessary for their professional activity in work-based studies. Work-based learning has been welcomed by employers at national policy level in recent years (since 2016) and is supported and promoted by facilitating the involvement of interested businesses[5] . Employers and experts already value the knowledge and skills that graduates of work-based learning programmes acquire during their studies. The in-depth experience that students gain in the work environment enables them to acquire the competences necessary for active professional activity more successfully already during their studies. In addition, the relatively short duration of the studies makes them competitive with other study programmes, and in a shorter period of time the student acquires the qualification of a teacher in a context of practical activity. Prospective teachers are not only experts in their field, as they have already acquired an in-depth understanding of a particular field in their undergraduate and/or postgraduate studies, but they acquire professional knowledge and skills in practical teaching practice within a year.

The programme is based on the new competences approach, which emphasises the importance of interdisciplinarity in the learning process. The professional activity of a teacher no longer consists only in knowing one's field and organising the teaching process, and this is a major challenge for both teachers and universities when designing study programmes. The programme incorporates this aspect and in the process of studying promotes students' understanding of the development of pedagogical competence in the planning, implementation and evaluation of a student-centred learning process, helping to guide the student in a self-directed, student-centred learning process that promotes student growth. The programme not only provides retraining for professionals in various fields, but also facilitates the possibility for people of working age who have completed higher education but are not working in their profession to become teachers and to be active in the labour market.

The current increase in teacher vacancies needs to be addressed to ensure quality education in schools. Every year, a large number of teaching vacancies open up in Latvia's schools, which need to be filled at the start of the new school year. As of 24 May 2023, 771 vacancies in general education schools have been published on the "Be a teacher" portal. Of these, 669 are teaching vacancies and the remainder are support and management staff vacancies (School Vacancy Map[6] , Vacancy List[7]). For example, at the beginning of the 2023/2024 school year, the LV portal[8] showed a breakdown of vacancies: pre-primary 49 vacancies, primary 195 vacancies, primary 439

vacancies, secondary 215 vacancies. This shows that a total of 898 teacher vacancies needed to be filled. Looking at the data at the middle of the second semester of the 2023/2024 school year, there were 312 unfilled teacher vacancies on the vacancy list, of which 14 in pre-primary, 69 in primary, 143 in primary and 86 in secondary.[9] At the beginning of each school year, the demand for teachers in certain subjects varies in Latvia as a whole, but the demand for teachers in science, mathematics and technology remains relatively high. For example, in the 2022/2023 school year, the most available vacancies in Latvian schools were for teachers of mathematics (40), primary school teachers (32) and teachers of Latvian language and literature (32), and teachers of computer science (31), physics (30) and English (29) are also particularly sought after.[10] The highest number of unfilled vacancies is expected to be among teachers of Latvian language (190), mathematics (188), English (135), literature (118) and computer science (100)[11]. There are also shortages of teachers in sport and health education, history and all the sciences (physics, chemistry and biology).

In response to the plan announced by the Ministry of Education and Science (MoES) to provide a second foreign language in all educational institutions from the 2026/2027 school year, either a language of the European Union or a foreign language governed by intergovernmental agreements in the field of education, increased attention has been paid to the language module, graduation rates and monitoring[12]. English is the most frequently chosen first foreign language in schools, but there are still vacancies for English teachers in the country.[13] A shortage of teachers of other foreign languages is also expected, given the initiative of the Ministry of Education to change the status of Russian as a second foreign language. It is therefore essential to attract young and talented foreign language teachers who are prepared to teach language subjects with methodological competence

The selection of applicants for the first cycle professional higher education study programme "Teacher" for the academic years 2020/2021, 2021/2022 was carried out by the foundation "Mission Possible" within the project "Teaching Force", based on the delegation of the Ministry of Education and Science and the cooperation agreement signed between Daugavpils University and the foundation on 28 February 2020 (DU Reg. No 4-70/8.1, document available only in Latvian). The selection competition had on average 6 applicants per study place. In order to centralise the selection procedure, from the academic year 2022/2023, on the basis of a delegation from the Ministry of Education and Science, the selection of potential applicants, including for Daugavpils University, will be carried out by the University of Latvia within the framework of the project "Teaching Force". The number of applicants for the selection competition remained at an average of 6-8 applicants per study place. In total, 1306 candidates had applied for the centralised selection of refugees since 2020 and 361 candidates passed the selection process. Meanwhile, 254 new teachers started work in schools, representing all subject areas. The average age of students starting the programme is 36 years.

New teachers will continue to be highly employable and in demand on the labour market. Teacher turnover is high and is mainly influenced by the volume of work, salaries, and public evaluation of the work. The contribution of the new teachers to the economy is high, as the participants come from a variety of backgrounds and perspectives. The young teachers are keen to bring new initiatives to the school, promote change and ensure diversity in the teaching process, which in turn provides students with the opportunity to receive a quality education. By adding 75-100 new teachers to the total number of teachers each year, schools are able to fill vacancies without overloading their existing teachers, balancing the daily workload equally. It should be noted that 92.9% of DU graduates who graduated and obtained a teaching qualification in the period 2021-2023 continue to work as teachers in educational institutions, including as deputy directors in

the field of education. DU graduates also achieve outstanding success in teaching. For example, on 29 April 2024, among the 3 most outstanding chemistry and biology teachers who were awarded scholarships by JSC "Olainfarm" and SIA "Centrālā laboratorija" in the competition "Chemistry is Among Us" was also a graduate of DU in the academic year 2022/2023.

[1] School vacancy map. Available in Latvian only: <https://esiskolotajs.lu.lv/vakances>

[2] Ministry of Economy (2020). Latvian Economic Development Review. Available at: <https://www.em.gov.lv/en/media/18753/download?attachment>

[3] LU (2019). OECD TALIS 2018: teachers and school principals - qualifications, employment and workload, induction and professional development. Available in Latvian only: https://www.ipi.lu.lv/fileadmin/user_upload/lu_portal/projekti/ipi/Publikacijas/TALIS2018ZinojumsB.pdf

[4] Citadele (2019). Citadele index. Latvian entrepreneurs survey results. Available in Latvian only: <https://www.cblgroup.com/media/W1siZiIsIjIwMTkvMDYvMDUvMnhhtbjB4MDNmb19DWF9JXzlwMTkucGRmI1d?sha=50f5e24dab8029df>

[5] Mikuda, S. (2023). Filling teacher vacancies - mission impossible? Available in Latvian only: <https://lvportals.lv/norises/352009-pedagogu-vakancu-aizpildisana-neiespejama-misija-2023>

[6] School vacancy map. Available in Latvian only: <https://esiskolotajs.lu.lv/vakances/>

[7] List of events. Riga City Council Department of Education, Culture and Sport. Available in Latvian only: <https://izglitiba.riga.lv/lv/izglitiba/vakances/skolu-vakances>

[8] Mikuda, S. (2023). Filling teacher vacancies - mission impossible? Available in Latvian only: <https://lvportals.lv/norises/352009-pedagogu-vakancu-aizpildisana-neiespejama-misija-2023>

[9] School vacancy map. Available in Latvian only: <https://esiskolotajs.lu.lv/vakances> accessed 09.03.2024.

[10] School vacancy map. Available in Latvian only: <https://esiskolotajs.lu.lv/vakances/>

[11] Mikuda, S. (2023). Filling teacher vacancies - mission impossible? Available in Latvian only: <https://lvportals.lv/norises/352009-pedagogu-vakancu-aizpildisana-neiespejama-misija-2023>

[12] MOE (2022). The second foreign language in general education must be a language of the European Union. Available in Latvian only: <https://www.izm.gov.lv/lv/jaunums/otrajai-svesvalodai-vispareja-izglitiba-jabut-kadai-no-eiropas-savenibas-valodam>

[13] School vacancy map. Available in Latvian only: <https://esiskolotajs.lu.lv/vakances/>

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 professional study programme "Teacher" with the title "Second level professional higher education study programme "Teacher"" (code 46 141) until June 2023 was implemented within the framework of the ESF project "Modernisation of Daugavpils University study direction "Education,

Pedagogy and Sport" for Sustainable Development of Latvian Education System" , project No. 8.2.1.0/18/I/005 (see <https://du.lv/project/daugavpils-universitates-studiju-virziena-izglitiba-pedagogija-un-sports-modernizacija-latvijas-izglitibas-sistemas-ilgtspejigai-attistibai/>) , in cooperation with the University of Latvia (UL), the University of Liepaja (Liepāja University), the foundation "Mission Possible" and the Ministry of Education and Science funded project "*Teaching workforce*" (see <https://du.lv/project/daugavpils-universitates-studiju-virziena-izglitiba-pedagogija-un-sports-modernizacija-latvijas-izglitibas-sistemas-ilgtspejigai-attistibai/>). <https://macitspeks.lu.lv/par-macitspeks/>). For the implementation of the study programme at 3 Latvian universities (LU, DU, LiepU), the Ministry of Education and Science allocated a total of 100 budget places each year, starting from the 2020/2021 academic year.

As the programme will be implemented within the framework of the project "Teaching Force" until the academic year 2023/204 and in the future, the Ministry of Education and Science (hereinafter - MES) determines the total number of students. In the academic year 2020/2021 and academic year 2021/2022, the MES allocated a total of 100 budget places for the programme implementation at three partner universities - University of Latvia, University of Liepaja and Daugavpils University. The selection of students for all partner universities was carried out by the foundation "Mission Possible" in accordance with the MoES delegation. In the academic year 2020/2021, the total number of applicants per study place was 6, out of which a total of 98 students were selected. In the academic year 2021/2022, the number of applicants for the "Mission Possible" selection process was 4, with a total of 72 students selected for the "Teaching Force" project.

According to the cooperation agreement No 4-70/8.1 signed on 28 February 2020 between the foundation "Mission Possible" and Daugavpils University on the implementation of the first cycle (former 2nd level) professional higher education study programme "Teacher", for the academic year 2020/2021 16 referees who successfully passed the selection competition were selected and concluded study agreements (see Table 3.1.4.1.).

Table 3.1.4.1

Number of students enrolled in the first cycle (former level 2) of the PSP "Teacher" in the academic year 2020/2021

Nr.p.k.	Student specialisation	Number of students
1.	Latvian language and literature teaching methodology	1
2.	Foreign and second language teaching methodology: English and French teaching methodology	1
3.	Foreign and second language teaching methodology: English and Russian	1
4.	Teaching methodology in the field of mathematics	2
5.	Teaching methodology for science and chemistry	1
6.	Teaching methodology for science and biology	2

7.	Teaching methodology for science and physics	1
8.	Teaching methodology for science and geography	2
9.	Teaching methodology in technology and computing	1
10.	Technology areas and teaching methodologies for design and technology	1
11.	Social and civic teaching methodologies	2
12.	Cultural awareness and self-expression in the arts and teaching methodology in the visual arts	1
TOTAL:		16

In June 2021, 15 students successfully completed their studies and were matriculated for the 2020/2021 academic year, while one student took an academic leave for health reasons (see Annex 3.1.4.1).

In 2021/2022, the Foundation "Mission Possible" selected 8 refugees for DU, with whom study contracts were concluded. 1 student returned from academic leave in January 2022 (see Table 3.1.4.2).

Table 3.1.4.2

Number of students enrolled in the first cycle (former level 2) of the PSP "Teacher" in the academic year 2021/2022

Nr.p.k.	Student specialisation	Number of students
1.	Latvian language and literature teaching methodology	1
2.	Foreign and second language teaching methodology: English and Russian	1
3.	Teaching methodology in the field of mathematics	4
4.	Teaching methodology for science and biology	1
5.	Social and civic teaching methodologies	2
TOTAL:		9

Starting from the academic year 2022/2023, the Ministry of Education and Science delegated the selection of potential refugees to the University of Latvia. Study agreements were concluded with 5 referees (see Table 3.1.4.3).

Table 3.1.4.3

Number of students enrolled in the first cycle (ex level 2) of the PSP "Teacher" in the academic year 2022/2023 in full-time full-time studies

Nr.p.k.	Student specialisation	Number of students
1.	Foreign and second language teaching methodology:English and French teaching methodology	1
2.	Foreign and second language teaching methodology:English and Russian	1
3.	Teaching methodology in the field of mathematics	1
4.	Teaching methodology for science and chemistry	1
5.	Teaching methodology for science and biology	1
TOTAL:		5

For the academic year 2023/2024, LU selected 8 reflex students for DU, with whom study agreements were concluded (see Table 3.1.4.4).

Table 3.1.4.4

Number of students enrolled in the first cycle (ex level 2) of the PSP "Teacher" in the academic year 2023/2024 in full-time full-time studies

Nr.p.k.	Student specialisation	Number of students
1.	Latvian language and literature teaching methodology	1
2.	Foreign and second language teaching methodology:English and French teaching methodology	1
3.	Foreign and second language teaching methodology:English and Russian	2
4.	Teaching methodology in technology and computing	3
5.	Social and civic teaching methodologies	1
TOTAL:		8

All first cycle PSP "Teacher" students for the academic years 2020/2021 to 2022/2023 were provided with targeted scholarships of 199.20 EUR per month. From the autumn semester of the academic year 2023/2024, the amount of the grant was increased to EUR 280, and from 1 January 2024 it was EUR 300 per month.

No additional study places are offered at the moment, as there are no paid study places for this programme in Latvia until the 2023/2024 academic year.

Overall, the *Teaching Workforce* application campaign has generated a high level of public interest in the teaching profession each year (1839 applicants in the 2020/2021 academic year), although the overall number of applications is on a downward trend (963 in 2022/2023). This can be

explained by the low prestige of the teaching profession in society, as well as the low level of remuneration for the amount of work to be done compared to other sectors of the economy, including the negative demographic situation^[1] (Latvian Demographic Situation Projections, 2020).

It should also be noted that in the second year of the programme, the Covid-19 pandemic affected the situation, as the teaching profession was subject to various restrictions and requirements, such as mandatory vaccination certificate, daily testing, remote working. By 2022, the situation had stabilised and teachers' daily lives had become more predictable again.

Each year, the programme prioritises the subjects with the greatest teacher shortages, based on regularly identified and forecasted teacher vacancies in Latvia. For example, in the science subjects, i.e. physics and chemistry, but admittedly failing to attract large numbers of applicants, as the number of graduates from bachelor programmes in this field each year is low in the country as a whole. Some science graduates are successful in finding employment in a sector that offers more research opportunities or higher salaries. Other critical subject areas, according to national teacher vacancies, are technology and languages. The country is facing a severe shortage of computer science teachers, who also need to be proficient in programming. We forecast that the demand for first and second foreign language teachers will only increase.

The programme, which is delivered as work-based learning, includes part-time work at the school from 1 September of the year of admission and university studies, as well as participation in development groups which provide additional support to facilitate the progressive development of the teacher's professional competence.

The workload for students is high, as they have to carry out study tasks in addition to their work as a teacher. Not all participants are able to continue their studies, even with additional support, because of the heavy workload. The most common reasons why students consider dropping out are overwork, difficulties in coping with school work and building cooperative relationships in the classroom, low salaries, and personal reasons such as family problems.

For a detailed presentation of the overall trends in a comparative way, see Annex 3.1.4.1.

^[1] Latvian demographic projections (2020). Available at:

<https://emergingsolutions.eu/latvijas-demografiska-prognoze-2020-12-15/>

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module

and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The content of the first cycle of the professional higher education study programme "Teacher" consists of study courses in the amount of 42 CP/63 ECTS (Cabinet Regulations No 305)[1] , which consists of theoretical study courses in the field in the amount of 6 CP/9 ECTS and professional specialisation study courses in the amount of 4 credit points/6 ECTS; optional study courses in the amount of 2 credit points/3 ECTS, practice in the amount of 20 credit points/30 ECTS, state examination in the amount of 10 credit points/15 ECTS. The vocational specialisation study courses are designed in accordance with the curriculum areas developed by the ESF project "Competence Approach to Curriculum" ("School 2030") and defined in the national standard for primary education: natural sciences; mathematics; languages; technology; cultural awareness and self-expression in art; social and civic; health and physical activity (Cabinet Regulation No 747)[2] and, respectively, the areas defined in the national standard for general secondary education (Cabinet Regulation No 416)[3] .

The mapping of the study programme course learning outcomes (see Annex 3.2.1.5) was carried out in order to assess the interrelationship of the study programme objectives and learning outcomes with the study programme objectives and learning outcomes. The mapping showed that the implementation of the study courses provides opportunities for students to achieve all the intended outcomes of the study programme.

The information contained in the courses of study derives from the objectives and outcomes of the courses of study, which in turn derive from the objective and outcomes of the programme.

All study courses provide a comprehensive **knowledge acquisition** of the following: understanding of the key concepts and regularities of the field of education sciences in the contexts of professional activity of a teacher; theoretical justification of the principles of planning, implementation and evaluation of the teaching process; understanding of the content and teaching methodology of the field of education relevant to their qualification; **skills development:** planning an inclusive learning process in accordance with the developmental needs and learning outcomes of pupils; implementing a learning process that is relevant to the learning outcomes, individual developmental needs and life situations of pupils; assessing pupils' learning performance and growth; **competence:** using various sources of information, obtains, selects and critically analyses information about the pedagogical process, own professional activity and pupils' performance and growth, as well as makes decisions, finds creative solutions in changing or unclear situations for the teacher's professional activity and reasonably evaluates, plans and develops own professional competence and cooperation with other teachers, observing the requirements of professional ethics in order to purposefully improve pedagogical practice in the educational institution.

The closest link to the learning outcomes of the courses is with the learning outcomes of the programme, which relate to students' competences, "*Design inclusive learning according to students' developmental needs and learning outcomes*". The second closest link is with the programme outcome "*Theoretically justifies the principles of planning, implementation and evaluation of the learning process*" and the third closest link is with the programme outcome "*Implements a learning process that is appropriate to the learning outcomes, the individual development needs of the pupil and adapted to life situations*", which directly relates to the

knowledge and skills of the students and forms the basis of the professional field of the teacher. In contrast, the study programme's learning outcome *"Reasonably assesses, plans and develops own professional competence and cooperation with other teachers, observing the requirements of professional ethics, in order to purposefully improve pedagogical practice in an educational institution"* (competence) and its link with the learning outcomes of the study courses are contextual, as this competence develops over time for each student, during everyday work in an educational institution and has individualised features.

Every academic year, the content of the programme's study courses is updated in line with the requirements of the industry and the labour market, as well as scientific development trends. The compliance with the labour market trends and requirements of the professional environment is ensured by cooperation with employers and attraction of professionals, leading methodologists to teach study courses. Therefore, it can be concluded that the study programme provides the opportunity for students to achieve all the study outcomes planned in the study programme.

The introduction of the Competences Approach has brought to the fore the competences teachers need to assess their future performance. Teachers' professional activity is based on three competences: 1) subject knowledge, 2) subject methodological knowledge and 3) pedagogical knowledge, but teachers' competence is characterised not only by certain knowledge, but also by the skills to manage the teaching process, and of particular importance is the competence acquired in practical activity during teaching practice. This is the basis for the particular relevance of the study programme, as the students are specialists in their field with the necessary knowledge. During the work-based learning process and the pedagogical practice, students acquire the knowledge and skills necessary for a teacher to be able to implement a quality teaching and educational process in which competence is the outcome of pupils' learning.

The courses are designed in accordance with the *Skola2030* competences approach, the current standards for primary and general secondary education, taking into account current developments in the field and the latest research in the field of educational sciences.

The professional specialisation courses in the field of science education incorporate the latest findings in science, providing students with sufficient knowledge of subject methodology, the practical skills needed to engage students in scientific enquiry and for prospective teachers to successfully develop STEM subject-specific skills (science literacy, research), as well as to update the development of pervasive skills, in particular collaboration skills.

The professional specialisation course in mathematics education develops prospective teachers' ability to deepen students' understanding and use of mathematical concepts in different contexts. Attention is also paid to developing students' problem-solving skills, text literacy, critical thinking, self-directed learning skills and teaching strategies. In the process of study, pre-service teachers plan, implement and evaluate a learning process that is oriented towards the achievement of results.

In the professional specialisation course in language teaching, students learn methods, strategies and techniques for the development of all aspects and skills of language teaching. Prospective teachers develop the skills to effectively plan and implement their methodological work in teaching Latvian, a foreign and/or a second language, using examples of good practice, practically learn the principles of planning language lessons, develop their methodological competence by finding the most appropriate teaching methods for the set learning objectives, the achievable results and the level of students' language skills.

In the Social and Civic module, students learn practice-based methodological solutions to the challenges of today's digital world - using technology to create a blended learning process.

Students can learn how to design and evaluate learning processes in order to create their own methodological approach, integrating content and multiple opportunities for skills learning.

The vocational specialisation course in technology education emphasises the design thinking approach, curriculum planning, and assessment of student learning. The overall methodology section also covers topics such as information design, computer graphics and multimedia teaching methodology, 3D printing, CNC milling and other computer-controlled workbenches, engineering teaching methodology, the specifics of developing methodological support in technology, presentations and their development methodology, as well as the development of robotic solutions, learning needs and pedagogical support for gifted and learning disabled learners in technology.

In the professional specialisation course in the field of health and physical activity, students develop their professional competence in accordance with the content requirements of the standards of primary and general secondary education. Students independently prepare for seminars and practical classes, analyse the latest methodological and scientific literature, plan the structure and content of lessons, reflect on pedagogical challenges.

The aim of the course "Educational Psychology" is to analyse both the general psychological issues of cognitive, emotional and social development of the personality that are relevant to the learning process and to find links with the objectives of the competence approach. For example, during the course, students develop practical projects, analysing different situations in the learning and educational process, and seek solutions to them in both theoretical and methodological literature. The course materials are supplemented with the latest scientific research findings and methodological materials.

The aim of the study course "Professional Activity of a Teacher" is to promote the pedagogical competence and readiness of the student for professional activity of a teacher by developing an understanding of the inclusive nature of the learning process, management of student learning, based on Latvian and international experience, the latest interdisciplinary research, as well as the experience gained in the work environment.

The labour market demand for multi-modal professionals with experience in different fields is particularly important. Schools will increasingly need teachers who are not only able to deliver knowledge within their own areas of expertise, but also to help students understand the links between different fields and sectors, and to show how to apply the specific knowledge they have acquired in different ways, according to the relevance of different sectors. Work-based learning is a national priority, as the labour market is increasingly demanding the practical professional knowledge and experience of workers, and the rapid development of technology and the associated changes in the labour market determine the retraining and continuous qualification development of people of working age. The first cycle study programme of vocational higher education "Teacher" contributes to the retraining of young professionals, taking into account the needs of the labour market and the acute shortage of teachers in educational institutions at different levels of education.

[1] Cabinet of Ministers Regulation of 13 June 2023 No 305 "Regulations on the State Standard for Vocational Higher Education". <https://likumi.lv/ta/id/342818> (available only in Latvian)

[2] Cabinet of Ministers Regulation of 27 November 2018 No 747 "Regulations on the State Standard for Primary Education and Model Programmes for Primary Education". <https://likumi.lv/ta/id/303768> (available only in Latvian)

[3] Cabinet of Ministers Regulation No 416 of 3 September 2019 "Regulations on the State General Secondary Education Standard and Model General Secondary Education Programmes". <https://likumi.lv/ta/id/309597> (available only in Latvian)

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

Not applicable.

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

The implementation of the study programme follows the principle of work-based studies, where the student's pedagogical competence is developed both in the academic study environment and while working in a school as a teacher in the relevant subject area. The curriculum therefore follows a sessional approach, organising studies in periodic phases of lectures, seminars and practical sessions, and accepting the possibility of facilitating situational learning, for example in the course Izgl4002 "Educational Psychology". During the summer induction, which takes place in the last two weeks of July, an intensive study process of 10 working days (80 academic hours or 26.66 hours per 1 ECTS) takes place, with week 1 devoted to the development of students' knowledge, skills and competence in the field of pedagogy and psychology, and week 2 to the study of the methodology of the chosen subject area. The lecturers select and include in the summer intensive studies those sections of the course content which are most relevant to ensure the students' understanding of the pedagogical process in an educational institution and the specifics of the subject methodology of the chosen subject area.

During the autumn semester, every week on Fridays there are face-to-face classes and pedagogical practice seminars in study course Izgl4003 "Pedagogical Practice I" in Daugavpils University classrooms or online studies on the ZOOM platform, while students spend four days studying in the work environment - at the educational institution. During the spring semester, pedagogical practice seminars in study course Izgl4004 "Pedagogical Practice II" and thesis development in study course Izgl4006 "Elaboration of Diploma thesis" are held in cooperation with thesis supervisors.

A variety of study methods are used in all study courses - both traditional (lectures - introductory, review, problem-based, for example, in the study course Izgl4001 "Professional Activity of Teacher"), interactive (pair and group work, for example in the course Izgl4002 "Educational Psychology", creating mini projects, e.g. in the course Izgl4008 "Methodology of Teaching the Field of Natural Sciences and Biology", discussions, for example, in the study course Izgl4001

"Professional Activity of Teacher", role plays, e.g. in the course Izgl4026 "Methodology of teaching the field of social and civic studies", situation analysis, situation simulation, for example in the course Izgl4002 "Educational Psychology", applied games, for example, Izgl4020 "Methodology of teaching foreign and second languages: methodology of teaching English and Latvian as second foreign languages", etc.), laboratory and practical work study methods, e.g. in the course Izgl4008 "Methodology of Teaching the Field of Natural Sciences and Biology". Video materials are used in lectures, for example, in the study course Izgl4001 "Professional Activity of Teacher", to provide an understanding of the lecturers' presentations and to bring theory closer to practice and work-based learning, thus encouraging students to engage in discussions and strengthening their professional competence. These methods are in line with innovative university didactics, develop the student's critical-analytical thinking, and show how to choose methods appropriate to the objective to be achieved. Interactive problem-based lectures with active involvement of students, especially during the Summer Induction Sessions in the Pedagogy and Psychology block, play an important role in the study process, fostering the ability to argue one's point of view, providing mutual feedback on the quality of the study process. It is essential to create a positive learning experience for the students, which they can pass on to their students.

Cooperative learning methods are widely used in workshops in study course Izgl4003 "Pedagogical Practice I" and in study course Izgl4004 "Pedagogical Practice II". Through these methods, the lecturers of the study programme create a democratic and free atmosphere, which in turn stimulates the personal development of the students.

Students are offered practical research work in study course Izgl4006 "Elaboration of Diploma thesis" in small groups, pairs or individually, thus developing their collaborative and applied research skills, which are important for their professional work as teachers.

Multimedia technologies are used in the lessons, digital materials available in Latvian on <https://tavaklase.lv>, digiklase.lv, <https://www.manaekonomika.lv>, soma.lv, skolo.lv, etc. The availability of study materials to students in the e-learning environment MOODLE is ensured, but the possibility of creating a summary of course materials on a common group site on Google Drive is more actively used, for example, in the study course Izgl4001 "Professional Activity of Teacher", in study course Izgl4003 "Pedagogical Practice I", in study course Izgl4004 "Pedagogical Practice II" and in study course Izgl4006 "Elaboration of Diploma thesis", as it helps to master the course content through the possibility of discussing everyone's performance in the overall learning context, since the technical settings of the e-learning environment MOODLE do not foresee that students can consult the overall performance of the group and access to study materials is lost when the next semester starts. In the implementation of the competence approach, students prefer e-learning resources that technically enable not only the individualisation of the process according to the needs and interests of each student, but also facilitate the exchange of ideas, mutual support in the study process.

At the beginning of the semester, students are not only introduced in detail to the credit requirements or the list of assignments to be completed during the semester (course descriptions with requirements are available in the e-learning environment MOODLE, as well as in personal profiles in DUIS and on the DU website under "Class list" (available in Latvian only: <https://luis.lu.lv/luis/lisarD.html>).

Each paper has a weighting in the final assessment, and students receive the necessary information in good time about the specific requirements of the mid-term examinations, etc., as well as the system for assessing student performance, the deadlines for submitting and receiving work, etc. The monitoring and evaluation of the students' performance is carried out by the lecturers using various forms and methods, such as seminars, independent work, examination

papers, problem-solving, tests, portfolios, applied games, defence of research mini-projects, etc. At the end of each course, a test in the form of an examination is organised.

The student workload corresponds to 40 academic hours of work per credit (of which 16 academic hours (AAL) are contact hours and the rest are for independent work).

The student-centred approach is implemented by updating the content of the study courses of the study programme, paying special attention to the meaningful formulation of study outcomes, thus also promoting dialogue between the lecturer and the student on the content, forms and methods of organisation of studies. Correctly formulated learning outcomes, in turn, promote students' understanding and ownership of their learning, self-assessment and understanding of the assessment received. Lecturers use methods, forms of examination and assessment criteria that are appropriate to the aim of the study and the planned learning outcomes.

Students receive support and feedback from lecturers in the study process, because the study process is dominated by methods that promote students' professional activity, communication in performing study tasks, solving practical challenges of the educational process, modelling learning situations. The methods used by lecturers encourage critical thinking and reflection of students, in addition, the study process takes into account the diversity of students' learning needs, thus promoting more active participation in the study process. The pedagogical methods chosen enhance students' learning motivation and self-reflection.

During the study process, the student receives the support that is most relevant at the particular stage of the teaching practice (in order - planning the curriculum, planning effective lessons, subject methodology and use of teaching methods, support in classroom management, assessment in the learning process, analysis of achievements, differentiation of the learning process, use of digital tools, etc.). Before the development of the independent work, students have access to assessment criteria that allow both the lecturer and the student to evaluate the quality of the work and reflect on their own work.

The study process takes into account students' background in pedagogy and psychology, previous experience and different learning needs, thus flexibly implementing the study programme. The involvement of students in scientific research activities is encouraged through participation in the annual international scientific conference of DU. For example, on 19 April 2024, all students of the 2023/2024 academic year programme presented papers at the 66th DU International Scientific Conference, sharing their thesis-teaching experience and research results on the following topics. Differentiated tasks for students' learning of visual programming skills", "Use of artificial intelligence technologies for individualization of learning process in computer science lessons in grade 9", "Manifestation of linguistic interference in the tasks of the writing part of the 9th grade English pilot exam", "Reading strategies in 8th grade English pilot exam", "Differentiated tasks for students' learning of visual programming skills", "Differentiated tasks for students' learning of visual programming skills", "Differentiated tasks for students' learning of visual programming skills". "Improvement of pupils' critical reading skills in the subject "Social Studies and History" in 5th grade", "Method of playfulness in pupils' vocabulary learning within the thematic block of English "My House" in 5th grade".

The study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. DU has policies and procedures 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 in the improvement of the study process. At the beginning of the new academic year, the Director of the study programme shall present to the students the most important recommendations and proposals for the improvement of the study process, if such have been identified in the student surveys of the previous academic

year. In order to improve the study process as early as possible, the questionnaires are administered after the summer study period as well as after each semester. This centralised collection and aggregation of data is not only a quality control tool, but also a proof of the effectiveness of the programme. Students are also invited to make suggestions for the improvement of the study programme and the process in discussions with lecturers and the programme director.

The programme provides students with additional support over two years, providing emotional and professional support in individual and collaborative groups. The participant is also supported on a daily basis by a mentor in the school, who helps the participant to get to know the daily routine, rules and requirements of the specific school, as well as providing professional communication and guidance after observing the lessons each month. Students also receive support in their own professional development groups, led by experienced teachers (including alumni from previous years). The professional development groups meet 1-2 times a month to discuss current developments in the school, professional issues and reflect on students' performance and professional development. The main aim of the groups is to create a collaborative environment between the students - future teachers - by fostering co-creation or co-creation of learning materials, emotional support, professional development guidance, etc. The students positively evaluate the work in these groups. The main benefits of the development groups mentioned by the students are regular lesson observations and feedback from the tutor on the delivery and conduct of the lesson, which leads to growth, new ideas and helps to formulate the next task to achieve their professional goal. Reflection skills are developed with the curator, and ideas and answers are found among the group for different situations already experienced in the classroom or for which the new teacher is preparing. The work in the development group promotes the sharing of experience and methodological support, both among themselves and in collaboration with the mentor. The Director of the DU programme cooperates with the student mentor, inviting her to participate in the final conferences of the students' placement. The lecturers and the programme director also have the opportunity to follow the students' reflections on their work, the most important challenges in the shared e-environment (available in Latvian only: <https://docs.google.com/spreadsheets/d/1c52IWJrN4oTQ-e6jQvbPRMmvY0HNHR8z1K2Bhg3wEfQ/edit?usp=sharing>) in order to provide additional psycho-emotional or methodological support if necessary.

For the qualitative assessment of the results achieved in the study process, a variety of assessment methods are used, depending on the specifics of the study course and the requirements set, which will reflect the results to be achieved in the course descriptions and the system of intermediate examinations and tests. The system of intermediate examinations shall ensure continuous summative assessment throughout the course of study, facilitating feedback on the learning outcomes. Collegiate assessment is also used to assess learning achievement. A variety of assessment methods is designed to ensure that student teachers of specific subject areas are able to use a variety of assessment methods and gain experience in applying them in their professional practice.

The following basic principles of assessment shall apply to the assessment of higher vocational education and professional qualifications:

- the principle of aggregation of positive achievements - assessed by aggregating positive learning outcomes;
- the principle of compulsory assessment - it is necessary to obtain a positive assessment for the completion of the compulsory content included in the main parts of the study programme;
- the principle of openness and clarity of requirements - a set of basic requirements of

knowledge, skills and competences for assessment in accordance with the stated aims, objectives and learning outcomes of the study programme, as well as the aims and objectives of the study courses;

- the principle of variety of testing methods - different types of testing are used to assess the learning of the study programme;
- the principle of relevance - the assessment provides opportunities to demonstrate analytical and creative abilities, knowledge, skills and competences in tasks and situations appropriate to all levels of learning. The content of the examinations shall be consistent with the content and learning outcomes of the course programmes.

The degree of achievement of the learning outcomes is assessed on a 10-point scale or on a pass/fail basis. In the examination, the mastery of the study programme course is assessed on a 10-point scale, with very high mastery (10 - "excellent", 9 - "excellent"); high mastery (8 - "very good", 7 - "good"); medium level of learning (6 - 'almost good', 5 - 'average', 4 - 'almost average'); low level of learning (3 - 'poor', 2- 'very poor', 1 - 'very, very poor'). In the course, the assessment of the level of learning and achievement is "pass" or "fail". Credit points shall be awarded for each course of study and internship completed if a mark of 'pass' is obtained or, if the mark is not less than 4 on a 10-point scale, 'near average'.

At the end of the study programme, a national examination is taken - thesis defence, which is evaluated on a 10-point scale. The State Examination Board shall consist of the head of the Board and at least four members. The head of the board and at least half of its members shall be employers or representatives of the sector. A diploma of higher education attesting the acquired professional qualification of a teacher is awarded to a student who has completed the programme and passed the National Examination with a mark of not less than 4 - "almost average"^[1] (Cabinet of Ministers Regulation No 305 on the State Standard for Professional Higher Education).

After qualification, DU in cooperation with the University of Latvia provides students with the opportunity to continue their professional development during the induction year by completing a 240-hour professional competence development programme, as well as receiving support in development groups. Four programmes are currently offered during the Induction Year - *Technology Enriched Learning*, *Special and Inclusive Education*, *Classroom Management for Effective Lessons* and *Change Management in Education*. Induction Year participants acquire additional theoretical knowledge, which is complemented by practical experience through meetings with experts in different fields and visits to schools to experience the implementation of different ideas and discuss real-life experiences. The Induction Year is complemented by development group sessions and individual collaboration with the group leader. The induction year also includes observation of participant-led lessons and the provision of guidance and growth-oriented feedback, as well as other professional and emotional support.

In the Induction Year, there is a greater focus on building and strengthening the community of new teachers by fostering collaboration between graduates from all years of the programme. Working together, sharing experiences and generating new ideas reduces the risks of overwork and burnout for teachers. Individual supervision is also available for participants.

^[1] Regulations for studies at Daugavpils University.

https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_DU_2018-1-1.pdf

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 first cycle of the professional higher education study programme "Teacher" is implemented through work-based studies, which provide students with both pedagogical work in an educational institution and studies. Thus, students enter into an employment relationship with a Latvian educational institution for a full academic year by concluding a tripartite cooperation agreement between the student, the educational institution and the higher education institution. The recommended teaching workload for a student is 14-20 contact hours per week, depending on the subject, the chosen age group and the number of parallel classes. The University of Latvia represents the higher education institution centrally in the tripartite cooperation agreement, as on the basis of the delegation of the Ministry of Education and Science to the University of Latvia and the cooperation agreement between the University of Latvia and Daugavpils University on the implementation of the 2nd level professional higher education study programme "Teacher" (DU Reg. No 4-66) signed on 07.12.2023./2023-12/02, valid until 30 June 2028) DU transferred the right to carry out and LU undertook to carry out (1) implementation of unified communication, (2) centralised recruitment and selection of students, (3) centralised recruitment and selection of schools for implementation of the work-based teacher study programme, (4) organisational provision of summer training, (5) management of student peer support groups, (6) coordination with DU of plans and activities for implementation (see Annex 3.2.4.1).

Therefore, for potential Daugavpils University applicants who have successfully completed the selection process, the University of Latvia is centrally searching for jobs in Latvian educational institutions. During the recruitment process, successful cooperation has been established with most Latvian schools. They are eager to welcome new teachers, support them and provide suggestions for improving the study process and cooperation. It is the responsibility of the educational institution to provide the new teacher with a mentor at school who can provide professional, practical and emotional support. In 2022, the Vacancy Map^[1] was created, which allows to keep track of available teaching vacancies throughout the year, both for the purposes of the Teaching Workforce project and for any other interested parties - job seekers, local authorities or the MoE for policy planning purposes. For example, as of 01.05.2024, there were 23 current teacher vacancies (Daugavpils-15, Krāslava-1, Ludza-3, Madona-4) in the Latgale planning region and the nearest Madona municipality.

The provision of traineeships and the establishment of a network of teacher training base schools, as well as a database of teacher vacancies, is one of the areas of cooperation included in the document of agreement signed on 19.02.2024. The agreement was concluded between the Ministry of Education and Science, the University of Latvia, Daugavpils University and a number of municipalities (Aizkraukle Municipality, Aluksne Municipality, Adazi Municipality, Bauska Municipality, Jelgava Municipality, Jekabpils Municipality, Krāslava Municipality, Kekava Municipality, Līvāni Municipality, Marupe Municipality, Rēzekne Municipality, Ropazu Municipality, Salaspils Municipality), DU reg. No 4-66/2024-02/01 (document available in Latvian only).

In order to secure a placement and a work placement for each student, the responsible representatives of the university have a detailed discussion with the school before the start of the studies, during which the student and the school agree on a cooperation agreement to make sure

that both parties (the prospective student and the school) fully understand the requirements and conditions of the agreement and will be able to fulfil their obligations in a quality manner. During the negotiations, the main focus is on the scope of work, the support required and the form of cooperation. For each potential refugee, a suitable and supportive school is sought in order to ensure the professional development of the new teacher, his/her well-being and willingness to remain in the sector for the long term.

The role of the educational institution is to appoint an experienced mentor teacher with the appropriate competence to manage the placement, preferably with a mentor teacher qualification, in order to support the student during the integration phase into the new working environment, as well as to provide professional support during the placement. The mentor works in collaboration with the university placement supervisor(s) and the development team leader.

Collaboration ensures the student's professional development and achievement of goals, as well as new insights for future work. The mentor teacher provides a centralised monthly overview of the student's performance, which enables the group and the individual student to be monitored and the need for additional support to be identified in good time. Regular lesson observations are implemented to ensure an objective assessment of each student's professional performance.

During the course of the study, the student is scheduled to observe lessons several times (3-5 hours), as this is the main form of support. Lesson observation is carried out by the development group leader (2 times per semester), the mentor (at least 1 hour per month), providing time for evaluative reflection to analyse the lesson(s) he/she has observed, as well as regular individual support conversations with the student, discussing achievements and challenges, providing individual feedback. The mentor teacher collaborates with the student's supervisors at DU, provides summative information on the lessons observed, suggestions given and the student's progress in the placement, and follows the guidance of the supervisor on mentoring. The mentor teacher's salary is financed by the Ministry of Education and Science or the relevant municipality.

Methodological support is also provided by the internship supervisor(s) at the university, who reflects on the lessons observed by the students and discusses the students' professional development process with mentors and representatives of the educational institutions' management. Each semester of the academic year, the Director of the DU programme invites the mentors from the educational institutions to participate in the end-of-internship conferences in order to summarise the students' performance, discuss the most pressing pedagogical challenges and find solutions to them, as well as to strengthen mutual cooperation and the development of common ideas. The information gathered helps to focus on students' needs and provide individual support.

The remuneration of DU internship supervisors, specialisation methodologists for internship supervision is included in the academic load of the lecturer.

In addition to individual support, group support (peer learning) is also implemented - in methodology learning groups both in school and in seminars at the university, with peer support within the study group, thus enabling students to be supported in a safe and professional support group that contributes to the development of the young teacher's competence and career development.

As the concept of the study programme implementation envisages work-based studies, the pedagogical internship (hereinafter - internship) is a very important part of studies. This is also confirmed by the total amount of 20 CP/30 ECTS (out of 42 CP/63 ECTS of the study programme) planned for the internship. The internship consists of 2 parts: (1) Izgl4003 Pedagogical Internship I (10 CP/15 ECTS) in the 1st semester of the study year and (2) Izgl4004 Pedagogical Internship II (10

CP/15 ECTS) in the 2nd semester of the study year.

The Regulations on Pedagogical Practice (see Annex 3.2.4.2) have been developed, which define the aim, tasks and content of the internship, the procedure for its implementation and the procedure for evaluation of the achieved study results. The internship ensures the development of the student's knowledge, skills and competence in accordance with the aim, objectives and study outcomes of the study programme, as well as the needs of the working environment

The aim of a teaching practice is to acquire the competence necessary for professional pedagogical activity and teacher qualification through practical work in an educational institution.

The internship is carried out in accordance with a separate tripartite internship agreement concluded between Daugavpils University, the educational institution which is the student's workplace and the student-intern (see Annex 3.2.4.3). The agreement defines the purpose and tasks of the internship, the procedure for assessing the learning outcomes achieved during the internship, as well as the obligations and responsibilities of the parties. The aim of the traineeship shall be achieved by the students on the basis of the acquired knowledge, skills, competences and previous work experience, as the study programme is planned to start in the summer semester at the end of July. Before starting work in an educational institution, students attend two weeks of intensive introductory studies, which provide preparation for the pedagogical work, as well as form the basis for further learning in practice and work-based learning environments. The first semester study courses Izgl4001 "Professional Activity of a Teacher", Izgl4002 "Educational Psychology" and the corresponding professional specialisation courses include study tasks based on the analysis of school practice and pedagogical self-experience in order to provide future teachers with information about the school, the organisation of teaching work, observation and analysis of the teaching process, as well as the specifics of educational work at school and the activity of a class teacher. The content of the courses is planned in such a way that, within the framework of work-based learning, the student receives support in the areas that are most relevant at the particular stage of the teaching practice (curriculum planning, effective lesson planning, subject methodology and use of teaching methods, support in classroom management, assessment in the teaching process, analysis of achievements, differentiation of the teaching process, etc.).

The specific aims, objectives, achievable results and content of the pedagogical practice are defined in the course descriptions of the practice study courses and are fully in line with the achievable results of the study programme, with particular emphasis on the skills and competences section.

Tasks of pedagogical practice I: (1) observe and analyse lessons taught by other teachers (2 teachers of different subjects, 2 lessons in total), (2) plan and plan lessons in one subject (thematic plan), (3) prepare summative assessment work in one subject (1 work), (4) prepare 1 lesson plan where learners learn practical work skills, (5) prepare 3 lesson plans where IT is used in the teaching process (2 lessons). (6) collect material that can be used for discussion planning, (7) collect theoretical material on learning tasks/methods that facilitate learners' cooperation, (8) summarise the work experience in a practice report according to the practice objectives.

Tasks of Teaching Practice II: (1) content planning, content continuity in the learning of the general secondary education standard, content planning at different levels of learning (general, optimal, higher), three-level planning in the chosen topic of practice, backward planning, (2) learning of content-related learning outcomes, planning of the examination paper on the topic, learning of content-related learning outcomes at general, optimal and higher levels, planning of the examination paper on the topic at different levels of learning (general or optimal), (3) extra-curricular activities in the learning process, purpose and organisation of extra-curricular activities, (4) learning strategies, lesson analysis, learning strategies in lessons, general and subject-specific

learning strategies, lesson observation and analysis, (5) project work, teacher collaboration in the implementation of the learning process, planning mini-projects between teachers of different subject areas, (6) differentiation of teaching, lesson planning and modelling ('stations', differentiated tasks, choice), differentiation of content and tasks, (7) summarising work experience in a practice report in line with the practice objectives.

At the introductory conference of the internship, the study programme director introduces students to the aim, tasks and content of the internship, the general rules and procedures of the internship organisation, and the documentation of the internship.

Achievement of the practice learning outcomes also requires the student's participation in practice seminars (16 contact hours in the 1st semester of Pedagogical Practice I, 16 contact hours in the 2nd semester of Pedagogical Practice II, 32 contact hours in total). The seminars are conducted by lecturers of theoretical courses in the field of study in cooperation with lecturers of teaching methodology of professional specialisation. The students prepare reports on the tasks carried out in the internship, according to the developed internship reporting matrices (see Annex 3.2.4.4), prepare for the seminars and share the experience gained in the work-based learning environment. Problem situations are analysed and solutions are sought to improve the pedagogical process. The exchange of students' experiences is a very important part of the seminars, as the study group is at the same time a mutual support and learning group and can be a valuable emotional and professional support during the study process and the start of a career. In addition, the internship involves carrying out daily work duties in the school, which include planning and conducting lessons, assessing and analysing students' learning achievements, reflecting on their work and evaluating its results, using theoretical knowledge of pedagogy, psychology and methodology in the relevant field of study.

At the final conference of the internship, the student presents the results of the internship, which are evaluated by the internship supervisors (both lecturers of theoretical courses and methodologists of professional specialisation) and mentor-teachers. The overall evaluation of the internship consists of (1) the evaluation of the internship supervisor: teacher-mentor on the planning, management and analysis of the daily teaching process - 50%, (2) the evaluation of the DU internship supervisor(s) on the internship report and participation in internship seminars - 40% (20% evaluation of the professional specialisation methodologist(s) on the internship report; 20% participation in seminars), (3) the evaluation of the student's self-analysis and presentation at the final conference - 10%.

The evaluation of the results of the internship is carried out in a collegial and mutually respectful atmosphere, creating a growth-oriented professional dialogue between all stakeholders: students, mentor teachers and university staff-internship supervisors.

[1] School vacancy map. Available at: <https://esiskolotajs.lu.lv/vakances/>

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

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their

relevance in the respective field, including the labour market, and the marks of the final theses.

Within the first cycle of the professional higher education study programme "Teacher", students are given the opportunity to develop 2 types of final theses: (1) a thesis-research or (2) a thesis-teaching experience. In the period 2021-2023, the vast majority of students (n=27, 96.43%) opted for a thesis-teaching experience, as its structure and content can be most appropriately related to their daily professional activities and aspects of teaching in their work environment.

In the field of technology education, students have developed final works - teacher's experience works according to the new competency-based curriculum and its methodological topicalities, studying aspects of design and technology teaching methodology in primary education, emphasising the acquisition of prototyping skills in the work "Differentiated approach to the acquisition of prototyping skills in the subject "Design and Technology" in grade 7" (2021, evaluation 10 points - "excellent"). During the distance learning, the teacher's experience thesis "Visualisation methods for improving students' perception in online learning in computing at secondary school level" (2021, 9 points - "excellent") was particularly important in the methodology of teaching computing, which is particularly relevant due to the lack of research on this topic in Latvia. In 2021, a total of 2 diploma theses (7.1% of the total) were defended in the field of technology, with an average grade of 9.5.

In the field of cultural awareness and self-expression in art, in 2021, 1 teacher's experience work (3.6% of the total) was developed on the development of composition skills "Development of composition skills in pupils' creative works in visual arts lessons at primary school" (2021, 9 points - "excellent").

In the field of science teaching, the content of the final theses in the period 2021-2023 was closely linked to current topics in science teaching methodology (chemistry, biology, physics, geography). The students mostly chose topics related to the development of understanding of natural science concepts, such as the teacher's experience papers "Promoting students' understanding of the topic 'Electrolytic dissociation' in the Chemistry I core course in grade 10" (2021, grade 9-"excellent"), "Developing understanding of biology concepts in the topic 'What makes organisms move and stay alive' in grade 7?" (2021, grade 9-"excellent"), "Improving understanding of biology concepts in the topic "What carries organisms?" 7th grade" (2021, grade 9-"excellent"). The final theses were also related to the development of pupils' skills, such as the final thesis 'Developing pupils' research skills in primary school: physics laboratory work with home resources' (2021, grade 9-'excellent') and 'Developing secondary school pupils' text analysis skills in the primary course 'Biology I' (2023, grade 9-'excellent'). Some of the final theses highlighted students' pervasive competences in the learning process, such as "Playing digital pervasive skills in geography lessons in grade 7" (2021, 9 points-"excellent") and "Improving students' critical thinking in secondary school geography lessons within the topic "Natural resources and their sustainable use"" (2021, 9 points-"excellent").

A particularly relevant and highly praised teacher experience paper was developed on the development of pupils' self-directed learning skills in primary school, namely "Developing pupils' self-directed learning skills in the subject of chemistry in primary 8-9. In the vocational education system, a significant contribution to strengthening the interdisciplinarity of the learning process was made by the work on "An interdisciplinary approach to improving students' self-directed learning skills in the vocational module "Making parts with computerised woodworking machines"" (2022, 9 points-"excellent").

A total of 9 teaching experience theses (32.2% of the total) were defended in the field of natural sciences in the period 2021-2023, with an average grade of 9.17.

In the period 2021-2023, **mathematics** students chose for their final theses topical themes related to practical aspects of a teacher's professional work for the development of pupils' and vocational students' skills, including perceptual skills and self-directed learning, as well as their understanding of certain mathematics topics, such as "Mathematical modelling tasks for the development of planning skills 5. The following activities were developed: 'Modeling exercises for pupils in grades 5 and 6' (2021, 10 points-'excellent'), 'Tools for developing numeracy skills in grades 5 and 6' (2022, 9 points-'excellent'), 'Developing self-directed learning skills of future accountants in the Stock-taking module' (2022, 8 points-'very good'), 'Developing students' self-directed learning skills in mathematics lessons in grades 7 and 6' (2022, 8 points-'excellent'), 'Developing self-directed learning skills of future accountants' (2022, 8 points-'very good'), 'Improving students' self-directed learning skills in mathematics lessons in grades 7 and 6' (2022, 9 points-'excellent'). Improving pupils' understanding of the topic "How to explain and use the basic properties of a fraction?" In 5th grade" (2022, 7 points-"good"), "Improving pupils' critical thinking and problem-solving skills in primary school mathematics" (2023, 9 points-"excellent").

Particularly important in the context of pedagogical practice and educational science research were the findings on the dynamics of students' learning achievements and assessment of results during distance learning, which were summarised in the paper "5-6. Changes in pupils' learning achievements in mathematics during distance learning" (2021, score 9 - "excellent").

A total of 7 teacher experience theses (25% of the total) were defended in mathematics in the period 2021-2023, with an average grade of 8.92.

In the field of language teaching, students developed their teaching experience papers in the period 2021-2023, choosing topics that are topical and relevant for the professional development and improvement of language teachers. The content of the final projects in foreign languages provided an opportunity to test in practice the most appropriate methods for the language field, such as "The use of authentic video materials to develop students' active vocabulary in English at secondary school" (2021, 9 points-"excellent"), "Extracurricular reading in English lessons 6. "Intercurricular Approach to Developing Creative Research Project Skills: J. Jonev's Novel "Jelgava 94" in Primary School" (2021, rating 9 points-"excellent"), "Improving Argumentative Speech in English as a Foreign Language Classes in Grade 11" (2023, rating 10 points-"excellent").

The advent of technology in the learning process highlights the need for both students' and teachers' digital skills to make meaningful use of technological solutions, such as in "Using Digital Platforms for Learning English as a Foreign Language in Grade 8" (2022, 9 points-"excellent").

Some of the papers summarised and analysed experiences that highlight students' self-directed learning skills, such as "Improving Self-Directed Learning Skills of Grade 8 Students in the Context of the Competency Approach" (2022, 9 points-"excellent") and supporting students with learning difficulties, such as "Improving Literacy for Students with Learning Disabilities in English as a Foreign Language Class 1" (2023, 9 points-"excellent").

A total of 7 teaching experience theses (25% of the total) were defended in the field of languages in the period 2021-2023, with an average mark of 9.28.

For the teacher experience papers in **the field of social and civic studies**, the students chose a current and modern study of methodological aspects observed in the pedagogical process at the secondary school level, which focuses not only on the development of an essential skill - critical thinking - in the paper "Opportunities for Improving Secondary Students' Critical Thinking in History and Social Studies Lessons 10. (2021, rating 9 points-"excellent"), but also by creating original

author's work "Development of specific and pervasive skills of secondary school students in the interdisciplinary course "Project work"" (2022, rating 10 points-"excellent"), which was awarded the highest rating and received special recognition from employers as an innovative development that significantly enriches the range of methodological ideas of the competences approach. In total, 2 teacher experience theses (7.1% of the total) were defended in the field of social and civic learning in the period 2021-2022, with an average mark of 9.5 points.

Table 3.2.6.1

Overview of final theses defended in the first cycle of the professional higher education study programme "Teacher" in the period 2021-2023

<i>Study area</i>	<i>Year of development</i>	<i>Number of final theses defended</i>	<i>% in % of total</i>	<i>Average rating (in votes)</i>	
Technology teaching area	2021	2	7,1	9,5	9,5
Cultural awareness and self-expression in the arts	2021	1	3,6	9	9
Science area	2021	6	32,2	9	9,16
	2022	1		9	
	2023	2		9,5	
Mathematics area	2021	2	25	9,5	8,92
	2022	4		8,25	
	2023	1		9	
Languages	2021	3	25	9,33	9,27
	2022	2		9	
	2023	2		9,5	
Social and civic	2021	1	7,1	9	9,5
	2022	1		10	
TOTAL study programme:		28	100		9,23

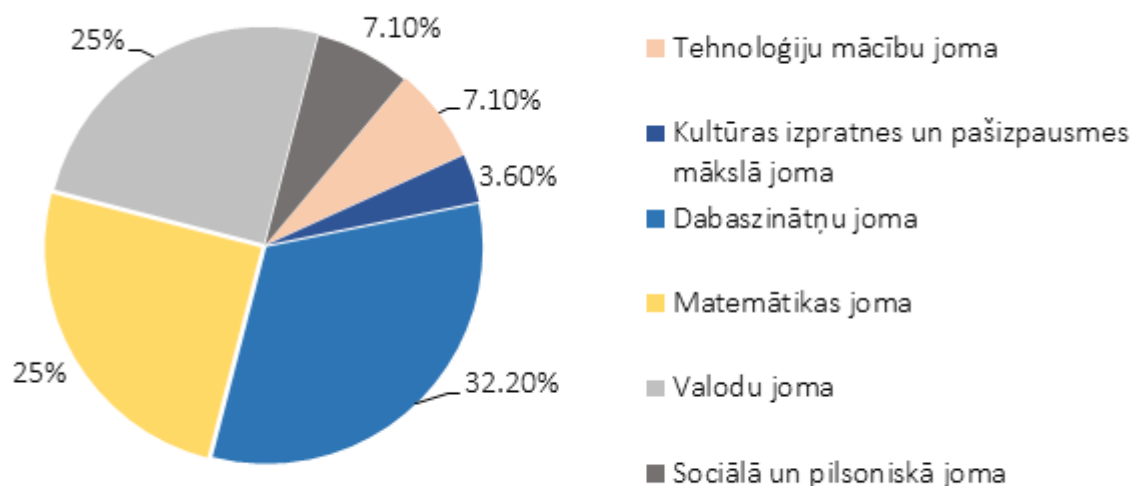


Figure 3.2.6.1. Distribution of final theses defended in the first cycle of the professional higher education study programme "Teacher" (%) by field of study in the period 2021-2023.

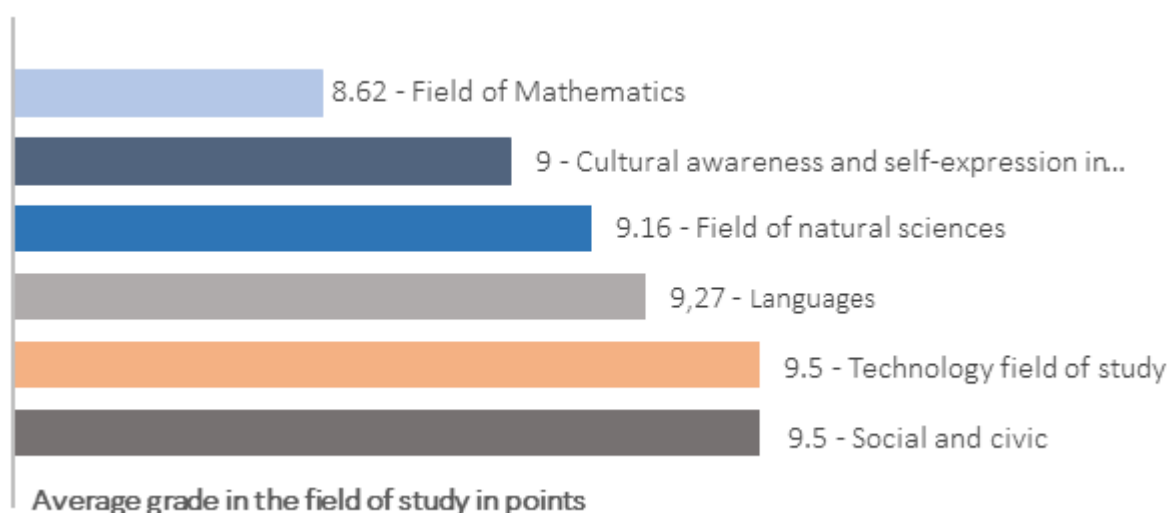


Figure 3.2.6.2. Average marks (in points) of the final theses defended in the first cycle of the professional higher education study programme "Teacher" by subject area in the period 2021-2023.

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 following DU units are involved in the implementation of the first cycle professional higher education study programme "Teacher" (hereinafter referred to as the study programme): Faculty of Humanities and Social Sciences (hereinafter HSZF), Faculty of Life Sciences and Health Care (hereinafter DVAF), Institute of Humanities and Social Sciences, Institute of Life Sciences and Technologies, UNESCO Department, whose lecturers and researchers provide teaching of study courses, management of teaching practice, management of thesis development and involvement in scientific research activities. The cooperation between the above-mentioned departments is regulated by the "Regulations on the Opening and Management of Study Directions and Study Programmes of Daugavpils University"[1].

HSZF will provide the appropriate support staff to administer the programme. The academic staff of HSZF, HSZI and DVAF are responsible for the quality and evaluation of the implementation of the study courses of the programme: (1) design and/or develop the study course, prepare its description; (2) implement the study course; (3) recommend the latest study literature and periodicals; (4) take care of the maintenance of the material base of the programme. There is also ongoing cooperation with the Centre for Quality Assessment of Studies.

The HSZF, HSZI Records Office and Student Services Centre support staff perform duties related to the preparation of lecturer workloads, data entry and changes in the DUIS information system for elected academic staff and the conclusion of contracts with guest lecturers, as well as the preparation of their remuneration documentation.

The HSZF records management and the Student Service Centre support staff will ensure the circulation of documents between the HSZF and the University departments, prepare, execute and register documents, create files in accordance with the case nomenclature, follow up the implementation of HSZF Duma decisions, collect documentation and enter information into the DUIS information system, prepares draft orders for students in DUIS, follows up the signing of study contracts and the fulfilment of obligations under student contracts, provides lecturers, students and DU departments with the necessary information, ensures correspondence with legal entities and private persons on matters related to the Faculty's work.

HSZF Registry and Student Services Centre support staff, in collaboration with the Acting Dean of the Faculty, Programme Directors, monitor the timeliness of information to be entered in the DUIS system to ensure timely entry of students' grades during the session, prepare students' diplomas and diploma supplements using the DUIS, fill in grade registers, prepare mark sheets for examinations and fill in students' study cards, using DUIS, informs students about the progress of their studies, coordinates study plans with the study programme director, takes minutes of the state examination, collects electronic versions of defended diploma theses and creates a database of them, transfers defended diploma theses to the DU library.

To supervise the implementation of the study field, the Board of the study field "Education and Pedagogy" is established at DU, chaired by the head of the study field, who is the director of one of the programmes of the corresponding field. The functions of the Board are: (1) to develop the study programme(s) of the field of study; (2) to carry out self-evaluation and analysis of the implementation of the study programme of the field of study in cooperation with the employers who are members of the Board; (3) to analyse the achievements of students; (4) to analyse the quality of academic work of the lecturers involved in the field of study; (5) to promote the integration of scientific work into the study programme. The proposals of the Board of the field of study shall be formulated in writing and submitted to the HSZF Council for approval.

The Director of the study programme ensures the administration and management of the study programme in cooperation with the Board of the field of study, the Acting Dean of the HSZF, involving them in the quality monitoring and self-evaluation of the implementation of the study

programme, the integration of scientific and study work and the organisation of the study process. Cooperation also takes place with the DU library on the issues of scientific and methodological literature collection, as well as with the Finance and Accounting Department (FUD) on the issues of study programme financial resources.

Information and methodological support

Methodological support for the implementation of the study programme at DU is extensive and prepared according to the specifics of the field of education sciences. In addition to traditional information resources, DU provides access to more than 100 000 subscribed e-resources in various fields of science. Existing methodological materials are updated in the e-environment. The principles of Daugavpils University Information System (DUIS) foresee that the course materials of study programmes are placed in the e-learning environment (MOODLE), but the possibilities of Google Drive can also be used for the creation of a collaborative environment and the placement of course materials, especially in the study course Izgl4001 "Professional Activity of Teacher", in study course Izgl4003 "Pedagogical Practice I", in study course Izgl4004 "Pedagogical Practice II", in study course Izgl4006 "Elaboration of Diploma thesis". These environments are used for updating the posted materials by including the latest scientific and methodological literature in the course descriptions. The e-learning environment is also used for communication between students and teaching staff.

The study programme staff regularly develops and prepares for publication not only the results of their scientific research, which are cited as monographs or scientific articles in high-level scientific databases, but also develops and publishes methodological materials and teaching aids (see CVs of study programme lecturers). In the course of the programme's validation, support materials (manuals) for students for the conduct and analysis of pedagogical practice, as well as guidelines for the development of a diploma thesis were developed.

For more information, see section 2.3 of the report.

Material and technical base

The auditoriums meet the needs of the study process and are equipped with the necessary technical equipment (computers, video projectors, multifunctional devices). In the field of natural sciences, such as Izgl4011 "Methodology of teaching natural sciences and chemistry", Izgl4008 "Methodology of teaching natural sciences and biology", etc., as well as in the course Izgl4027 "Methodology of teaching health and physical activity", the technical base is provided by the laboratories of the Faculty of Natural Sciences and Health Care. The Faculty of Humanities and Social Sciences has a Green Classroom in Room 209 and a Winter Garden at 1 Parade Street for the teaching of courses in the field of natural sciences. The classroom is equipped with a Premium 9 75 interactive screen with an ActiveInspire Professional Edition perpetual licence. The following sets of experiments are used for the study of science courses: for group work "Air", "Water", "Sound", "Magnets", "Meteorological station", as well as the demonstration set "Natural processes" and other equipment.

The language courses are provided at 13 Vienības Street with modern material and technical equipment, including a linguaphony room, simultaneous translation equipment (with the possibility to translate into three languages) and videoconferencing equipment, rooms 101, 301, 307, 313. are equipped with an interactive whiteboard.

The following facilities are available for the training of technology teachers in the course Izgl4012 "Methodology of teaching technology and computing" and other courses:

- 1) modern computer classrooms with licensed software that can be used for teaching programming,

office applications, interactive teaching materials, computer graphics, automated design systems (2D and 3D CAD), multimedia technologies and other topics according to the requirements of the school curricula;

2) Within the STEM project, a basic robotics training kit (LEGO EV3 Educational bundle) has been purchased and teachers have been trained;

3) SwanSoft CNC Simulator software (15 licences) has been purchased to provide training in programming and maintenance of numerical control machine tools. In addition, DU has an industrial CNC milling machine OptiMill F80. DU employees have been trained in its use by an authorised training centre (Baltec CNC <http://www.baltec-cnc.com>).

[1] "Regulations on the Opening and Management of Study Directions and Study Programmes of Daugavpils University". Available at:
<https://du.lv/wp-content/uploads/2024/06/REGULATIONS-FOR-THE-OPENING-AND-MANAGEMENT-OF-STUDY-FIELDS-AND-STUDY-PROGRAMS-OF-DAUGAVPILS-UNIVERSITY-1.pdf>

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

Not applicable.

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

Only the study places financed by the state budget are provided for the students of the first cycle of the professional higher education study programme "Teacher", in addition to which the Ministry of Education and Science within the ESF project No.8.2.1.0/18/I/005 "*Modernisation of Daugavpils University study direction "Education, Pedagogy and Sport" for Sustainable Development of Latvian Education System*" provided from the academic year 2020/2021 to the academic year 2022/2023 targeted scholarships for student support in the amount of 199.20 EUR. Starting from the autumn semester of the academic year 2023/2024, targeted scholarships for students were provided as funding from the Ministry of Education and Science in the amount of EUR 280.00, but from 1 January 2024 the amount was increased to EUR 300.00.

The basic funding of the study place of the study programme ensures a qualitative study process and sufficient financial basis and cost-effectiveness for the implementation of the study programme, provided that at least 3 students will be enrolled in the individual specialisations

offered by DU and chosen by the students. In the event that such a situation is not ensured, in accordance with the internal regulations of DU concerning the accounting of the academic staff workload, the group of students of the respective specialisation is granted the status of a small group and the number of paid contact hours is reduced accordingly (see Table 3.3.3.1).

Table 3.3.3.1

First cycle of the professional higher education study programme "Teacher"

calculation of financial security and profitability

No. p.k.	Name	Sum (EUR)
1.	Salary fund per student	1029
2.	Employer's GST 24.09% per 1 student	248
3.	Cost of missions and missions per student	14
4.	Services per 1 student	98
5.	Cost of materials, energy, water and equipment per student	97
6.	Cost of books and journals per student	48
7.	Equipment acquisition and investment costs per student	234
8.	Indirect costs per student	663
Total cost for 1 student		2431 EUR

The annual state subsidy per student is €2506, the cost per student is €2431, so the real return per student is €75.

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.

One of the most important factors in ensuring the quality of the study programme is the teaching

staff, who are not only highly qualified specialists in the theoretical aspects of the relevant fields of study, including education, but also practitioners with considerable experience in methodological work. Teaching staff who have previously worked with prospective teachers and who have been lecturers on teacher training and professional development courses are able to successfully balance theoretical and practical issues, emphasising the core competences that teachers need in their professional practice and that students should develop in their work-based learning.

The teaching staff of the study program included 38 teaching staff in the period from 2020 to 2023, but their real involvement in the study process depends on the results of student selection and the presence or absence of one of the offered specializations. In total, 35 teaching staff are involved in the study program: of the 26 elected teaching staff, 3 are professors, 4 associate professors, 7 assistant professors, 7 lecturers, 3 leading researchers, 2 researchers, of which 19 have a doctorate degree, and 7 have a master's degree, while 9 of the non-elected teaching staff, 7 are visiting lecturers with a master's degree and 2 visiting assistant professors with a doctoral degree, see 3.4.1.1. fig.

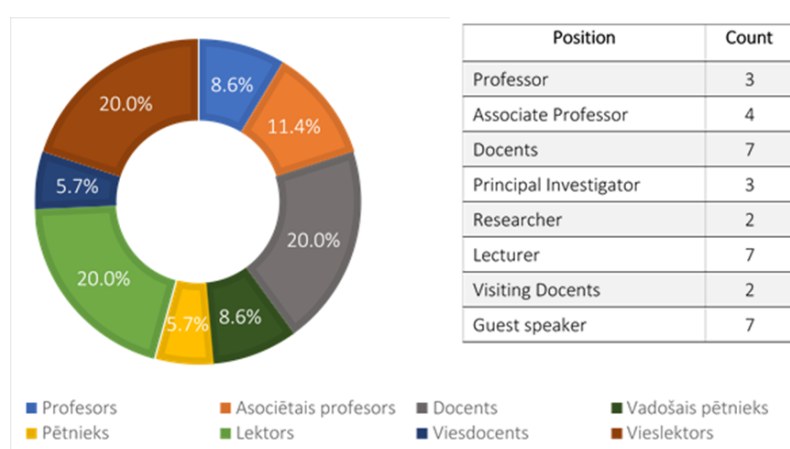


Figure 3.4.1.1. Overview of the number of teaching staff involved in the programme in the academic year 2023/2024.

The recruitment of teaching staff takes place in accordance with the current needs of the field of study. Full-time or elected lecturers have an employment agreement for six years, and the workload includes a wider range of responsibilities than guest lecturers, such as Latvian Science Council expert activity, study program or course administration, etc. Visiting lecturers are invited to implement a specific study course and a company agreement is concluded with them for one study year or study semester. Visiting lecturers have additional qualifications or practical experience in the field of activity related to the course of study to be implemented (electronic link to "Regulations for elections in academic positions at Daugavpils University" available in Latvian only at: https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APSTIPRINATAIS.pdf).

DU faculty members were provided with a unique opportunity to participate in the ESF project "Strengthening the Capacity of Academic Staff of Daugavpils University Study Area "Education, Pedagogy and Sport" in Strategic Areas of Specialisation" (No 8.2.2.0/18/I/005), interning for 200 hours in educational institutions, including Daugavpils 3rd Secondary School, which is a pilot school of "Skola2030", as well as Daugavpils City Education Administration, thus gaining experience in the working environment. The internship was carried out by 7 teachers elected in the basic staff (M. Kravale-Pauliņa, I. Fjodorova, A. Kornīševa, E. Oļehnoviča, S. Zariņa, R. Rinkeviča, Dz. Iliško). In order to ensure the qualitative and innovative implementation of the study programme, specific criteria were used for the selection of teaching staff to be involved in the programme, ensuring that the study courses would be taught by highly qualified teaching staff, who have recognised

experience in both scientific and methodological work, and who are recognised experts in their field of study, possessing innovative capacity and leadership competence. The following were defined as the most important criteria for the selection of teaching staff:

1. The teaching staff member's qualifications meet the requirements set by the laws and regulations;
2. The research area/interest is relevant to the study programme/course;
3. Adequate knowledge of the national language and foreign languages.

Creative and scientific curricula vitae (CVs) of the faculty members involved in the implementation of the study programme

at least one of the additional criteria listed below has been demonstrated:

1. Professional development in the field of university didactics / teaching methodology.
 2. Practical experience of working in an educational establishment.
 3. Research/practical experience in school pedagogy, inclusive education.
 4. Participation in conferences or research projects.
 5. Participation in the European Social Fund project "Competence-based Approach to Learning" (was considered a priority);
1. Creative activity in the field of artistic creation.

All the faculty members involved in the programme have participated in the implementation of various teacher education programmes, accumulating rich experience in the development and teaching of courses of study in the field of education sciences, subject area methodology, and conducting teaching practice.

The lecturers involved in the implementation of the study programme improve their qualifications by participating in international conferences, seminars, summer schools, as well as by publishing their research in Scopus and Web of Science journals and conference proceedings: in the period from 2021 to 2023, more than 200 research papers were published in Scopus and Web of Science databases, as well as more than 100 publications *indexed in other journals*. Academic and professional competences are developed through involvement in basic and applied research projects, publishing research results and presenting them to the scientific community at international conferences.

As the collected data show, DU teaching staff purposefully and regularly engage in various professional development activities in the fields of teaching methodology, as well as their scientific interests, both at DU and other Latvian higher education institutions, as well as at foreign higher education institutions. In March 2023, ESF project No. 8.3.6.2 "Establishment and Implementation of the Education Quality Monitoring System" (project contract number: 8.3.6.2/17/I/001 (No. ESS2022/442)) within the framework of the 2nd round of the study "Assessment of Competences of Students in Higher Education and Dynamics of their Development during the Study Period", several lecturers participated in the non-formal education programme "Use of the Assessment Tool of Students' Transferable Competences in Formulation and Assessment of Study Results" (E. In the academic year 2023/2024, the E.M. Tschermak's grant for research was approved for teaching staff (Dz. Ilshko, J. Badjanova). Teaching assistants (S. Dimante, A. Vagalis, J. Azareviča, P. Pestovs, E. Oļehnoviča, T. Baranovska, I. Jasvina, A. Zaičenko, G. Zavadska, S. Liepa, E. Badina, S. Gabrāne) have practical experience working as teachers in comprehensive schools, leading methodological work in the Daugavpils State Education Department (J. Azareviča, T. Baranovska, I. Jasvina, S. Gabrāne) and the work of methodological committees in educational institutions (J. Azareviča, E. Oļehnoviča, T. Baranovska, I. Jasvina, S. Gabrāne), administrative work and management of an educational institution (P. Pestovs), involvement as mentor teachers in an educational institution to

support future teachers (J. Azareviča, P. Pestovs, T. Baranovska, I. Jasvina, S. Gabrāne). The lecturers are competent in the field of inclusive education, which ensures a deep understanding of the specifics of a teacher's work, thus ensuring a direct unity of theory and practice in the study process, as well as the actualization of issues of teaching and educational work relevant to pedagogical practice for the students in the study process.

Teaching staff participate in the evaluation of pupils' work in national-level Olympiads, as well as centralised examination results and monitoring work (S. Gabrāne in social sciences and history, T. Baranovska in biology, chemistry and natural sciences, J. Azareviča in mathematics, E. Oļehnoviča in natural sciences, etc.). The contribution of a number of teaching staff in the field of education has been marked with special awards and honours (S. Dimante has been awarded with the Daugavpils City Council Silver Honour Mark, I. Jasvina has won the Daugavpils City Education Department Pedagogical Excellence Award and VISC recognition, A. Zaičenko is a laureate of the competition "Swedbank Young Teacher 2016").

An important direction in the implementation of Latvia's education policy guidelines is the emphasis on sustainable education, a holistic approach to which special attention should be paid in teacher education. Some of the teaching staff involved in the implementation of the programme have many years of experience in the practical implementation of the goals of sustainable education and the sustainable development strategy in teacher education through participation in UNESCO/UNITWIN projects (Dz. Ilshko, I. Fjodorova, E. Oļehnovič, J. Badjanova, M. Kravale-

Pauliņa). Particularly important for the implementation of the new curriculum in primary and general secondary education is the experience of the programme's teaching staff who, since the end of 2016, have participated both as experts in the development of curriculum for teaching aids and as leaders of expert groups in the European Social Fund project "Competence-based approach to curriculum" (No. 8.3.1.1/16/I/002) 2.3-2.5, 5.2 and 6.3 (M. Burima, E. Vasiljeva, I. Dvorecka, E. Isajeva, L. Jonane, S. Polkovnikova, I. Teilane, R. Rinkeviča, I. Šenberga, E. Oļehnoviča, S. Zariņa, S. Gabrāne, A. Vagalis, P. Pestovs). The experience gained by the DU faculty members in the project in the development of teaching content in the field of languages, cultural awareness and self-expression in the arts (literature), social and civic field, is a significant contribution to the qualitative implementation of the study programme. In the period 2019-2023, DU faculty members implemented the Erasmus+ project "Innovation and transformation in education" (No. 2019-1-TR01-KA201-076605), engaging in a network of education professionals with faculty members from Poland, Italy and Turkey. The Erasmus+ project "Coaching Academics as Learners for Inclusive Teaching in Optimal Networks" (COALITION), No. 2022-1-NL01-KA220-HED-000088497 and a number of other projects are currently ongoing. Lecturers actively use Erasmus+ mobility opportunities. Within the framework of the ESF project "Competence Approach to Curriculum" (No. 8.3.1.1/16/I/002), 2 foreign expert professors (R. Bilbokaite, Šiauliai University, Lithuania, A. Szplit, Kielce University, Poland) were engaged to carry out the expertise of the programme approval process in 2022. R. Bilbokaite provided guest lectures within the study programme in 2022. In order to discuss in more detail the implementation aspects of the study programme, the programme faculty (I. Fjodorova, M. Kravale-Pauliņa, E. Oļehnoviča) visited Šiauliai University, Lithuania and Kielce University, Poland. For more detailed information see CVs of lecturers.

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, some teaching staff involved in the program have been replaced, which has contributed to the improvement of study quality.

During the reporting period, there has been a change of some teaching staff involved in the program. In August of the 2020/2021 study year, Mg. ed., lect. Andrejs Zaichenko terminated the employment legal relationship with DU, therefore he was removed from the provision in the study courses Izgl4011 "Teaching methodology of natural sciences and chemistry", Izgl4003 "Pedagogical practice I", Izgl4004 "Pedagogical practice II", Izgl4006 "Development of diploma work" and in the provision included visiting assistant of the Department of Environmental Science and Chemistry Madara Vingre. The provision of the study course Izgl4009 "Teaching methodology of natural sciences and physics", Izgl4003 "Pedagogical practice I", Izgl4004 "Pedagogical practice II", Izgl4006 "Thesis development" was supplemented with Mg. paed. Jeļena Azareviča, visiting lecturer at the Department of Pedagogy and Pedagogical Psychology.

In December of the academic year 2021/2022, Dr. philol., doc. V. Taļerko terminated her employment relationship with DU, thus she was excluded from the provision of study courses Izgl4021 "Methodology of teaching foreign and second languages: methodology of teaching English and German", Izgl4003 "Pedagogical practice I", Izgl4004 "Pedagogical practice II", Izgl4006 "Elaboration of Diploma thesis". The study courses continued to be provided by the initial staff. In December of the academic year 2021/2022, Mg. paed., lect. Ilze Meldere terminated her employment with DU, thus her name was excluded from the provision of study courses Izgl4013 "Methodology of teaching the field of technology and design and technology", Izgl4014 "Methodology of teaching the field of cultural understanding and self-expression in arts and visual arts", Izgl4003 "Pedagogical practice I", Izgl4004 "Pedagogical practice II", Izgl4006 "Elaboration of Diploma thesis"; now the provision includes Mg. art., Žanna Vērdiņa, visiting assistant at the Faculty of Music and Arts, Department of Arts.

The provision of the academic staff involved in the study program requires a strong orientation towards innovations in the field of education, ensuring the connection of theory and practice in order to effectively encourage the acquisition of a teacher's professional competence in the study process. Academic staff with education, scientific competence and qualifications corresponding to the course content were involved in the implementation of the study courses.

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

Not applicable.

3.4.4. Information on the participation of the academic staff, involved in the

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

Not applicable.

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

Cooperation between the teaching staff involved in the implementation of the study programme is productive and ongoing. The main mechanisms that facilitate this include both formal and non-formal ways of working together. Some of the main mechanisms are: (1) structured cooperation, which takes the form of **regular meetings and discussions** in which the teaching staff reflect on the study process, challenges, and seek solutions to improve the process. This is done not only through face-to-face meetings but also through digital platforms and resources such as virtual collaboration tools like Zoom, Microsoft Teams, and shared documents and resources like Google Drive, etc.

As part of the implementation of the program, regularly in October and January, the teaching staff together with the students participate in the introductory conferences of pedagogical practice, where current questions about the course of practice, observing lessons and evaluating practice are discussed together. On the other hand, in January and May, the teaching staff together with the students and teacher-mentors, inviting also the curators of the improvement groups, participate in the final conferences of the pedagogical practice, analyzing in detail what has been done. The teaching staff of the program have access to the common environment of students' self-reflection within the project "Teaching Force", therefore they can follow up on students' reflection, performance evaluation, and provide the necessary support.

Structured cooperation is also implemented in the form of **collaborative planning**, for example through the Google Drive collaborative website, where a "Teaching Practice" section is set up and the lecturer-practice supervisors provide their written comments for the formulation of the practice tasks. Structured collaboration takes place, for example, during semester 2, when thesis supervisors (both lecturers of the Pedagogy and Psychology block and teaching methodologists) discuss performance with each other and with the students and suggest proposals for the thesis. In order to organise this process more efficiently, the discussions are usually held face-to-face online. This happens especially intensively during the formulation of thesis topics. There is also structured cooperation in the development and selection of teaching materials, according to the current study needs of the students, for example, the lecturers of the Pedagogy and Psychology Block, in cooperation with the teaching methodologists, prepare materials, additional literature for the study courses Izgl4003 "Pedagogical Practice I" and Izgl4004 "Pedagogical Practice II", which are promptly posted on the Google Drive website for the cooperation of students and lecturers.

The cooperation mechanism also includes (2) **organisational support** provided administratively to the lecturers by the study programme director E. Oļehnoviča, the head of the study field and the Acting Dean of the Faculty of Humanities and Social Sciences M. Kravale-Pauliņa, in cooperation with lecturers in planning and implementing the study process.

At the beginning of the study year, the program director discusses the necessary changes in the content of the study course and the implementation process with the teaching staff. Students are informed about the recommendations of the graduates of the previous study year, study course and program evaluations.

Organizational support also includes the **financial aspect**, as funding for joint projects and cooperation initiatives creates a mechanism for teaching staff to cooperate more effectively, share experience and improve their professional competence, which also contributes to the quality of student education. The experience of the teaching staff of the program, who since the end of 2016 have participated in the European Social Fund project "Competence approach in the curriculum" administered by DU, both as experts in the development of curriculum and teaching materials, and as leaders of expert groups " (No. 8.3.1.1/16/I/002) in the implementation of sub-activities 2.3-2.5, 5.2 and 6.3 (E.Vasiljeva, S.Zariņa, R.Rinkeviča, E.Oļehnoviča, S.Gabrāne, A.Vagalis, P. Pestovs, E. Isaeva, I. Dvorecka). The experience gained in the project by the teaching staff of DU, in developing the teaching content for teaching aids in the field of languages, in the field of cultural understanding and self-expression in the arts (literature), in the social and civic fields, is a significant contribution to the quality implementation of the study program.

Another mechanism of cooperation between lecturers is (3) the establishment of collaborative groups, which lead to the formation of **interest groups** according to common interests or specialisations, e.g. teaching methodologies, as implemented in the ESF project "Competence-based Approach to Curriculum". The work of cooperation groups was particularly active during the approval of the program, including inter-university cooperation, ensuring regular communication in meetings and workshops between program directors and teaching staff of LU, DU, RTU Liepāja. Foreign guest lecturers from Lithuania (prof. R. Bilbokaite), Czech Republic (prof. M. Šimane), Poland (prof. A. Szplit) etc. were invited for the quality of the content of the study program and counseling of DU teaching staff and students as part of the ESF project No. 8.2.2.0/18/I/005 "Strengthening the capacity of the academic staff of the Daugavpils University study direction "Education, pedagogy and sports" in areas of strategic specialization".

Cooperation groups also operate **within the joint research projects** of lecturers, promoting scientific cooperation, for example, implementing international projects: EU-Twinning project "Supporting inter-sectoral collaboration possibilities between Research and Industry" (No. GE 18 ENI OT 02 19), European Economic Area Financial Mechanism and the Norwegian Financial Mechanism for the period 2014-2021 program "Research and Education" activity "Innovation Centres" program project "Development of Innovation Center in Daugavpils", No. NFI/IC/VIAA/2020/4, Agreement No. 9.-20.2.2.1/4, Erasmus+ project "ESD: SuperVision 4.0" (No. VG-IN-NI-20-36-077500) etc.

Strengthening mutual methodological capacity for successful implementation of the study programme and cooperation with educational institutions, the teaching staff of DU involved in the implementation of the study programme participated in the ESF project 8.3.2.1./16/I/002 "Implementation of national and international measures for the development of learners' talents" in the academic year 2020/2021 (Dz. Iliško, M. Kravale-Pauliņa, I. Fjodorova, S. Zariņa, E. Oļehnoviča, A. Korniševa, J. Badjanova, A. Kupšāns, etc.). From 2019 to 2023, the study programme faculty members (Dz. Iliško, M. Kravale-Pauliņa, I. Fjodorova, E. Oļehnoviča) implemented the Erasmus+ project "Innovation and transformation in education" (No 2019-1-TR01-KA201-076605), involving a network of education professionals with academics from Poland, Italy and Turkey.

The cooperation of the teaching staff of the study program is also successfully implemented within the framework of joint academic mobility events, where the teaching staff exchange ideas and share experience. Lecturers are actively involved in academic mobility, raising their qualifications in international programs (ERASMUS+, NORDPLUS) in foreign universities and scientific institutions, learning innovative work methods and applying them in academic work.

In order to ensure the highest quality of the study process and the integration of the latest findings, the teaching staff also collaborate in the development of joint scientific publications, including international peer-reviewed publications indexed in Scopus and Web of Science databases, for example, Kravale-Pauliņa, M., Iliško, D., Oļehnoviča, E., Fjodorova, I., & Belousa, I. (2023). Teacher education in Latvia: Educating teachers to become global citizens. In Kowalczyk-Wałędzia, M., Valeeva, R.A., Sablić, M., & Menter, I. (Eds.), *The Palgrave Handbook of Teacher Education in Central and Eastern Europe* (pp. 395-431). Palgrave Macmillan, Cham. https://link.springer.com/chapter/10.1007/978-3-031-09515-3_17, Pipere, A., Kravale-Pauliņa, M., & Oļehnovič, E. (2022). Present and future of teacher education admission: Perspectives from Europe. *Journal of Teacher Educations for Sustainability*, 24(1), 145-168. DOI: <https://doi.org/10.2478/jtes-2022-0011>, <https://sciendocom/article/10.2478/jtes-2022-0011>, Sundh, S., Kravale-Pauliņa, M., Oļehnovič, E., Fjodorova, I., & Iliško, Dz. (2021). Organizing sustainable professional teacher training at the regional level: Examples from Sweden and Latvia. <https://library.iated.org/view/SUNDH2021ORG>, EDULEARN21 Proceedings, pp. 3043-3049., DOI: 10.21125/edulearn.2021.0648

Successful cooperation of the study programme lecturers for the improvement of the study programme takes place within the framework of professional development projects and programmes, for example, by providing human resources development in the ESF project SAM 8.2.2 "Strengthening academic staff of higher education institutions in areas of strategic specialisation". Academic staff were given the opportunity to undertake 200-hour internships in educational institutions to develop their professional competences. Some of the teaching staff involved in the implementation of the programme have long-standing experience in the practical implementation of the Sustainable Education Goals and the Sustainable Development Strategy in teacher education through participation in UNESCO/UNITWIN projects (Dz.Iliško, I.Fjodorova, E.Oļehnovič, J.Badjanova, M.Kravale-Pauliņa, S.Zariņa).

To improve the quality of the study programme, the study programme director together with the lecturers successfully cooperate with students, mentor teachers, heads of educational institutions, study programme alumni and other stakeholders in order to ensure a full and effective study process. The lecturers encourage the students to take an active part in the development of the field of education by providing intellectual and moral support.

For example, I. Bekere participated in the 79th International Scientific Conference of the University of Latvia (section "Geography and Environmental Education" with the report "Using the interactive tool *Nearpod* in geography lessons"). In May 2021 students of the programme, L. I. Dziļuma and L. Gorodko participated in the methodological workshop for teachers "Teaching planning and support materials" organised by the Daugavpils City Educational Administration. I. Maļinovska, a graduate of the programme, chaired a working group and presented her work at the LOGOS 2030 conference. I. Maļinovska also actively shares her methodological developments on social networks and *YouTube*, as well as develops teaching materials for the platform (available in Latvian only: <https://www.uzdevumi.lv/>). During the studies, A. Grigorjevs was also active, participating in both the online discussion on educational opportunities in Latgale organised by the project "Mācībspēks" and in the development of students' digital skills. In April 2024, 100% of all students of the programme presented their achievements at the 66th International Scientific Conference of DU, sharing their findings with foreign representatives and Latvian teachers.

In the 2023/2024 academic year, 6 lecturers are employed in the program, who lead theoretical and professional specialization courses in the field, while 5 lecturers are engaged as supervisors and/or reviewers of diploma theses. The number of active students in the 2023/2024 study year is 8, i.e. 0.73 students per one lecturer.

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	3.1.2.Diploma and supplement_short_Teacher.zip	3.1.2.Diploma un pielikuma paraugs_2līm_Skolotājs.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	3.1.2.Statistical data on students_short_Teacher.docx	3.1.2.Statistikas dati_studejotājiem_2līm_Skolotājs.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	3.2.1.Compliance with National standart_short_Teacher.docx	3.2.1.Atbilstība_Valsts_standartam_2līm_Skolotājs.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)	3.2.2.Compliance with Professional standart_short_Teacher.docx	3.2.2.Atbilstība_profesijas_standartam_2līm_Skolotājs.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2.2.Compliance with Cabinet of Ministers Reg No_569_short_Teacher.docx	3.2.2.Atbilstība_MK_569_2līm_Skolotājs.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.6.Mapping of study courses_short_Teacher.docx	3.2.6.Studiju kursu_kartejums_2līm_Skolotājs.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.4.Study_plan_short_Teacher.xlsx	3.2.4.Studiju_plāns_2_līm_Skolotājs.xls
Descriptions of the study courses/ modules	3.1.2.Study course descriptions_short_Teacher.pdf	3.1.2.Studiju kursu apraksti_2līm_Skolotājs.pdf
Description of the organisation of the internship of the students (if applicable)	3.2.4.Practice regulations_short_Teacher.docx	3.2.4.Prakses apraksts_2līm_Skolotājs.zip
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)		

Preschool Teacher (41141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Preschool Teacher</i>
Education classification code	<i>41141</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Aļona</i>
Surname of the study programme director	<i>Korniševa</i>
E-mail of the study programme director	<i>alona.korniseva@du.lv</i>
Title of the study programme director	<i>Dr.psych., docente</i>
Phone of the study programme director	<i>26219848</i>
Goal of the study programme	<i>To provide studies based on the theory and practice of educational sciences for the acquisition of professional qualifications, educating competent pre-school teachers oriented towards professional development and lifelong learning.</i>
Tasks of the study programme	<i>1. To implement an interdisciplinary approach to the professional development of future preschool teachers, realizing the unity of the theory and practice of learning preschool pedagogy, psychology and methodologies.</i> <i>2. To promote students' ability to critically evaluate the interrelationships of society's needs and the content of preschool education and implement their pedagogical activities accordingly.</i> <i>3. To develop students' professional competences in the planning and implementation of the preschool pedagogical process.</i> <i>4. To stimulate the scientific research activity of students, aimed at the development of innovations for improving the development of preschool children.</i> <i>5. To support students' awareness of values, creative and social development, promoting professional self-realization in the context of lifelong learning.</i>

Results of the study programme	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> <i>1. understand the key concepts of preschool education (basic skills in the study areas, multi-skills, value-based habits) and the guidelines for the professional activity of a preschool teacher;</i> <i>2. justify the choice of teaching methods, techniques and technologies, guiding children towards meaningful learning according to their individual development and attainable learning results;</i> <i>3. understand the principles of planning and implementing of the child-centred learning in pre-school, in which children integrate play activities throughout the day to learn the basic skills in study areas;</i> <i>4. is familiar with the techniques of self-analysis, self-assessment and self-reflection of the teacher's pedagogical activity.</i> <p><i>Skills</i></p> <ol style="list-style-type: none"> <i>5. evaluate and analyse problems in pre-school education in a well-reasoned way, in cooperation with colleagues, create innovative solutions and develop their professional activity;</i> <i>6. integrating the theoretical guidelines of pedagogy and psychology, organises a child-centred pedagogical process, taking into account children's individual development potential and attainable learning results, and providing feedback;</i> <i>7. adapt the content, methods, tools and resources of studies to children's individual needs, abilities and achievements, set learning goals and required results, supporting the child in a targeted way;</i> <i>8. critically evaluate one's teaching activities, developing a plan for professional development in the context of lifelong learning.</i> <p><i>Competence</i></p> <ol style="list-style-type: none"> <i>9. in collaboration with the child's family and colleagues, create an inclusive, intellectually stimulating, social-emotionally secure and child-directed learning environment, ensuring the application of a child-centred approach to pre-school education practice and demonstrating integrated knowledge and understanding of children's personal development;</i> <i>10. understands the place of their profession in the wider social context and contributes to the development of pre-school education in a professional ethical manner;</i> <i>12. strategically implements professional development for the all-round development of children and is involved in the planning and implementation of innovations in the development of the educational institution.</i>
Final examination upon the completion of the study programme	<i>The final exam, which includes the defense of the qualification thesis</i>

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)	126
Admission requirements (in English)	<i>Secondary education and entrance exam</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	126
Admission requirements (in English)	<i>Secondary education and entrance exam</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

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.

In the reporting period, since the inclusion of the short-cycle professional higher education study programme "Preschool Teacher" in the accreditation list of the study field (included on 3 August 2022, Decision No 2022/14-SPI), the following changes were made to the study programme parameters: 1. Based on the short-term expert recommendation 1.2 "There is a need to review and update the programme learning outcomes, highlighting the issue of cooperation with the family, inclusiveness, innovation", the programme learning outcomes were reviewed and improved, highlighting cooperation with the family, inclusiveness and innovation in the practice of pre-school education.

1. On the basis of the decision of the Centre for Quality of Studies No 2022/14-SPI of 3 August 2022 on the inclusion of the study programme in the field of study [8.5.], the paragraph on the clarification of the admission requirements was clarified and the admission requirements of the study programme were approved as follows: 'Secondary education and entrance examination'.
2. On the basis of the Cabinet of Ministers Regulation No 305 of 13 June 2023 "Regulations on the State Standard of Professional Higher Education", the title "Short-Cycle Study Programme of Professional Higher Education" shall be used instead of the study programme type "First-Level Study Programme of Professional Higher Education".
3. On the basis of the Cabinet of Ministers Regulation No 305 of 13 June 2023 "Regulations on the State Standard of Professional Higher Education" and the equation of Latvian higher education credits (CP) with ECTS (European Credit Transfer System) credits, the study programme volume was increased - 84 CP or 126 ECTS, by making the following changes to the program:
 - In accordance with points 12 and 12.1 of the Regulation of the Cabinet of Ministers No. 305 the study plan was restructured for ensuring the minimum volume of the basic parts of the study program:

study courses for obtaining general knowledge - not less than 30 credit points;

field study courses - no less than 54 credit points;

practice - no less than 24 credit points;

qualification paper - not less than 12 credit points.

- In addition to the conditions mentioned in point 12 of these regulations and in accordance with point 13 of the regulations and the requirements specified in the Law on Environmental Protection and the Law on Civil Defense and Disaster Management, the study course "State, civil and environmental protection" (3 ECTS) was included in the mandatory content of the study program.
- In accordance with the requirements set out in the Law on Environmental Protection and the

Law on Civil Protection and Disaster Management, the study course "Education for sustainable development" (3 ECTS) was included in the mandatory content of the study program.

- In accordance with the point 11 of the Regulation of Cabinet of Ministers No.305, the mandatory content of the study program included a study module for the formation of business professional competences in the amount of 9 credits, which was created by combining the study courses "Educational Management" (3 ECTS), "Legal Aspects of the Pedagogical Process" (3 ECTS) and additionally including the study course "Entrepreneurship and project development" (3 ECTS), which has a common goal and achievable study results.
- In accordance with the Law on Universities, Article 6, Part 2, the mandatory content of the study program included a free choice part (Part C) in the amount of 3 credit points.
- Due to the alignment of KP with ECTS credit points, the number of credit points in such courses as "Research in education", "Study work", "Pedagogy of childhood", "Physiology of child development, hygiene and basics of first aid" was revised.

5. On the basis of the structural changes of DU (entered into force on 01.08.2023. according to the decision of the DU Council) and the merger of faculties, changes have been made in the place of study programme implementation, indicating "Faculty of Humanities and Social Sciences of Daugavpils University" (Daugavpils, Vienības iela 13, Parāde iela 1).

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 relevance of the short cycle professional higher education study programme "Preschool Teacher" to the field of study is determined by the necessity to develop and implement the programme, which is justified by the areas of strategic specialisation of Daugavpils University and the field of study, improving the quality of studies and ensuring practice- and research-based studies. The study programme prepares teachers who are able to implement a paradigmatic shift in approach from information transfer to competence acquisition, based on the ESF project "Competence Approach to Curriculum" and the National Centre for Education's Skola2030 initiative, by creating quality teacher education study programmes and preventing their fragmentation and consolidating existing resources in an institutional and inter-institutional context.

The title of the study programme, the professional qualification to be obtained, as well as the compliance of the study programme parameters with the field of study are regulated by several normative acts, such as Cabinet of Ministers Regulations No 305 (13.06.2023.) "Regulations on the State Standard of Professional Higher Education" (in Latvian only: <https://likumi.lv/ta/id/342818>), Cabinet Regulation No 322 (13.06.2017) "Regulations on Latvian Classification of Education" (in Latvian only: <https://likumi.lv/ta/id/342818>), Teacher's Profession Standard (agreed at the Tripartite Cooperation Sub-Council for Professional Education and Employment 12.06.2020. (in Latvian only: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>).

The title of the study programme and the professional qualification correspond to the title and

qualification requirements of the Teacher's Standard. The programme classification code 41141 is in accordance with Cabinet of Ministers Regulation No 322 "Regulations on the Classification of Latvian Education" (in Latvian only: <https://likumi.lv/ta/id/291524>), according to which the first and second digits of the first classification level code "41" correspond to the type of education programme "short cycle (level 1) professional higher education (level 4 professional qualification) to be implemented after general or professional secondary education, with a full-time study duration of two to three years" and the thematic area of education - "Teacher education and educational sciences". The third, fourth and fifth digits of the code '141' correspond to the group of educational programmes 'Teacher education'.

The scope, duration, compulsory content and professional qualifications to be awarded are regulated by Cabinet of Ministers Regulation No 305 "Regulations on the State Standard for Professional Higher Education" and comply with the requirements set out in the Regulation. The professional qualification of the teacher to be examined corresponds to level 5 of the Latvian Professional Qualifications (5.PKL), level 5 of the Latvian Qualifications Framework (5.LQF) (<https://www.nki-latvija.lv/en/lqf>) and level 5 of the European Qualifications Framework (EQF 5) (in Latvian only: http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf

The study programme has clearly defined aims, objectives and learning outcomes that are relevant to the aim and objectives of the field of study and are interlinked with the outcomes of the courses of study. The learning outcomes of the study programme are formulated in accordance with the European Qualifications Framework (EQF) and the Latvian Qualifications Framework (LQF) level 5 and the Teacher's Professional Standard.

The aims, objectives and achievable results of the study programme have been met by setting the admission requirements for applicants - secondary education and an entrance examination, taking into account the average grade in the compulsory subjects, which must not be lower than 7 points (if the average grade is lower than 7 points, applicants have the opportunity to take an interview examination; the lowest average mark threshold is 6 points), as attested by a secondary education document (20%); the average of the aggregate marks of all centralised examinations (10%); the centralised examination marks in Latvian, mathematics and a foreign language (or STIP in a foreign language) (20%); the result of the entrance examination (educational case study) (oral and written part) (50%). The admission criteria are designed to reveal the applicants' vision of the rationale for choosing teaching as a profession, their professional motivation, the teacher's mission and professional activities, and their ability to discuss current issues in pre-school education and society. For persons who completed their secondary education before 2004 (not included), abroad or with special needs, on the basis of successful marks in the year of the secondary education document, the competition mark will be determined according to a formula which takes into account the average mark in the year of the subjects specified in the secondary education document. Admission preference is given to 1st to 3rd prize winners in national or regional pupil scientific conferences and olympiads, as well as to applicants who submit references and/or evidence of previous experience in teaching (e.g. work in children's and youth camps, Sunday school, babysitting, etc.) and volunteering (e.g. participation in youth NGOs, interest education, organisation and/or implementation of camps, courses, seminars, etc.). The admission requirements of the study programme are in accordance with the aims, objectives, achievable results of the study programme and field of study, as well as the admission rules of Daugavpils University, where the admission of students is carried out in accordance with the approved procedure and criteria, which are published on the DU website (in Latvian only: https://du.lv/wp-content/uploads/2024/04/7_1_uznem_not_pilna_nep_laika_pamatstudijam_2024.pdf).

The content and scope of the study programme, as well as the content of internships according to

the professional qualification to be obtained, are determined in accordance with the Teacher's Profession Standard (2020) and Cabinet of Ministers Regulation No 305 "Regulations on the State Standard for Professional Higher Education" (in Latvian only: <https://likumi.lv/ta/id/342818>), structured in general education and business professional competence-building study courses (33 ECTS), field study courses (54 ECTS), internship (24 ECTS) and qualification work (12 ECTS) and free elective courses (3 ECTS), which are designed in accordance with the learning areas developed by the European Social Fund (ESF) project "Competence Approach to Curriculum" ("School 2030") (Cabinet Regulation No. 716 (21.11.2018) "Regulations on the national guidelines for pre-school education and model pre-school education programmes"(in Latvian only: <https://likumi.lv/ta/id/303371>).

The content of the study programme "Preschool Teacher" is implemented in *full-time* (2 years) and part-time (2 years 6 months). The content and scope of the study programme, as well as the assessment of achievements in full-time and part-time full-time studies are identical and comply with the Cabinet of Ministers' Regulation No 305 'Regulations on the State Standard for Vocational Higher Education'. The content of the study programme is implemented in 4 semesters of full-time studies and 5 semesters of part-time studies, which allows for even planning of the students' workload per academic year. Full-time full-time studies are planned at 63 ECTS per academic year (30-33 ECTS per semester - autumn and spring; semester duration - 20 weeks) and at least 40 academic hours per week. Part-time full-time study is planned at 24-27 ECTS per semester and less than 40 academic hours per week. Part-time studies are carried out according to an approved timetable in 4 sessions per academic year (2 sessions per semester). Each session lasts 7-10 working days and its duration depends on the content of the studies in each semester.

The workload of students for the study programme is planned in accordance with the number of contact hours in the study course content. The description of the content of each study course specifies the number of contact hours corresponding to the credit points, which are planned for lectures, seminars, practical work and independent work. In part-time studies, the number of contact hours corresponds to 30% of the number planned for full-time studies. In addition, students have access to learning materials in the MOODLE e-learning environment. Part-time study will become increasingly relevant for students working and living in remote regions of Latvia or abroad.

In part-time studies, the study process is basically organized face-to-face, but considering that some students live in remote regions of Latvia or are abroad during the session, combined forms of study are also used in accordance with Regulation No. of the Cabinet of Ministers of February 8, 2022. 111 (in Latvian only: <https://likumi.lv/ta/id/329849>), providing an opportunity for students who cannot attend face-to-face classes to participate in classes online using the e-learning environment Moodle, without reducing the quality of the study process. Using combined forms of study, students are provided with the opportunity to participate in lectures and seminars, sharing their experience in discussions, and providing feedback on the opinions expressed by group members. In practical lessons, students demonstrate prepared presentations, videos with completed tasks, and by listening and observing group members, they can express their assessment in the audience.

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

In Latvia, several trends in pre-primary education have been highlighted in recent years, such as a

shortage of teachers, high demand for teaching posts, ageing teachers, and teachers leaving the profession, which point to a common urgency - the need to promote the attractiveness of the teaching profession.

Based on the data of the Ministry of Education and Science (hereinafter - MoES) from the State Education Information System (hereinafter - SEIS) as of the beginning of the school year 2023/2024 in Latgale territory (Balvi, Daugavpils, Dagda, Krāslava, Ludza, Preiļi, Rezekne, etc.) there are more than 67 preschool education institutions in towns and districts (in Latvian only: <https://www.viis.gov.lv/dati/pirmsskolas-izglitibas-iestazu-kontaktinformacija-0>), of which 17 pre-school educational institutions are located in the city of Daugavpils (in Latvian only: <https://izglitiba.daugavpils.lv/izglitiba/pirmsskolas/>). There are regular vacancies in pre-school educational institutions in Daugavpils city, and there is a continuing demand for pre-school teachers in pre-school educational institutions in municipalities of the Latgale planning region. The need for pre-school teachers is also confirmed by the fact that the majority of final year students find jobs in their specialisation while still studying.

Official statistics of the Ministry of Education on the distribution of the number of teachers by age groups in pre-school education institutions in the school year 2022/2023 show that there were 11639 teachers working in pre-school education institutions in Latvia, of which 4424 teachers were aged 50-64 and 469 teachers were aged 65 and older, which confirms the fact that there is an urgent need for pre-school education teachers in Latvia (in Latvian only: <https://www.viis.gov.lv/dati/pedagogu-skaitis-pirmsskolas-izglitibas-iestades>).

The short-cycle vocational higher education study programme "Pre-school Teacher" was developed by assessing the situation and needs of Latvia in pre-school teacher education. The study programme is a modern study programme of conceptually new quality, which provides for the education of qualified pre-school teachers who meet the current educational and labour market requirements within a relatively short study period, which is a significant contribution to the development of the Latvian economy. The duration of studies (2 years full-time and 2,5 years part-time) is positively correlated with the possibility to enter the labour market more quickly.

The concept of the study programme is oriented towards work-based studies and the need for such an approach is pointed out by all potential employers, emphasising that it allows young specialists to get to know the specifics of work and to focus their attention on current developments in the sector already during their studies. The study programme is implemented in practice-based studies, which are an important part of ensuring the quality of education of future pre-school teachers, as the results of the study programme can only be fully achieved if the student has a practice placement in a pre-school education institution.

The implementation of the study programme in cooperation with employers is part of quality assurance, as employers provide students with internships and part-time jobs during their studies, and graduates have the opportunity to continue their professional activity in specific educational institutions after their studies. Employers are interested in cooperation during students' traineeships in order to attract new professionals. Employers and sectoral organisations are involved in the development of the study programme, taking into account labour market and sectoral trends. The study programme is developed in line with developments in educational sciences and practice, thus enhancing the employability and competitiveness of graduates in the labour market, as well as regional interests. Graduates of the programme have the opportunity to work in public or private pre-school education institutions. There is already a high demand for pre-school teachers in the labour market, which shows that in certain regions and cities of Latvia there is a high demand for pre-school teachers and that their shortage in educational institutions affects

the quality of education in general.

After completing the study programme, graduates are also offered the opportunity to continue their education in the professional bachelor's study programmes "Primary Education Teacher" and "Teacher", matching the education acquired in the "Pre-school Teacher" programme and choosing to acquire an additional qualification in the relevant field of education and obtaining a bachelor's degree in education.

The increasing number of graduates of the study programme shows the attractiveness and relevance of the study programme in obtaining quality pre-school education, representing several regions of Latvia (Riga, Jurmala, Salaspils, Ogre, Madona, Tukums, Jēkabpils, Līvāni, Ludza, Krāslava, Preiļi, Mārupe, Daugavpils, etc.). Every year after graduation from the study programme, alumni surveys are organised at Daugavpils University (Other annexes, <https://aptaujas.du.lv/index.php/764263/lang-lv>), which gather information on graduates' employment, evaluation of the study programme, as well as recommendations for improvement. The data obtained from the surveys, their analysis and interpretation are used for the improvement of the study programme, providing an opportunity to track and evaluate the quality of study courses and their compliance with the aims and objectives of the programme. The results of the alumni survey show that more than half of the graduates work in a field related to early childhood education.

In the academic year 2021/2022, 24 full-time students graduated from the programme - 16 of them started or continued working in pre-school education institutions, 11 graduates continued their studies in the professional bachelor study programme "Primary Education Teacher", 3 graduates - in the professional bachelor study programme "Teacher" (design and technology and computer science teacher, mathematics teacher). In the academic year 2022/2023, 20 part-time students graduated from the programme - 14 of them started or continued working in pre-school education institutions, 4 graduates continued their studies in the professional bachelor study programme "Primary Education Teacher", 2 graduates - in the professional bachelor study programme "Teacher" (mathematics teacher, music teacher); and 28 full-time graduates - 19 of them started or continued working in pre-school education institutions, 7 graduates continued their studies in the professional bachelor's study programme "Primary Education Teacher", 3 graduates - in the professional bachelor's study programme "Teacher" (mathematics teacher, health and physical activity teacher). In the academic year 2023/2024, 26 out of 30 part-time graduates started or continued working in pre-school education institutions.

Two graduates of the study programme were involved in the ESF+ project "Induction Year Support for Young Teachers after Teacher Qualification" (agreement No 4.2.2.7/1/23/I/001) (in Latvian only: <https://du.lv/project/indukcijas-gada-ieviesana-pedagogu-sagatavosanas-studiju-programmas/>), which is implemented in cooperation with the University of Latvia, University of Liepaja, Rezekne Academy of Technologies, Jāzeps Vītols Latvian Academy of Music, Latvian Academy of Sports Pedagogy, providing support measures for graduates of teacher programmes after completion of studies.

Studying as a pre-school teacher is seen as a continuous and ongoing process, where appropriate opportunities for further training are important. The programme also facilitates the retraining of young professionals, taking into account the needs of the labour market at the time and the shortage of pre-school teachers in educational institutions, by offering the possibility to assimilate previously acquired education and obtain a teaching qualification in a shorter period of time. The ability to navigate current issues in pre-school education, leadership awareness and experience, the application of cooperation, IT and communication skills in professional experience, as well as reflection skills are highlighted as key criteria for the selection and motivation assessment of

applicants to the study programme.

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.

During the reporting period, the number of students enrolled in the short-cycle professional higher education study programme "Pre-school Teacher" has remained high, referring to the DU data on the number of students enrolled in the study programme and the total number of students. Based on the student statistics, in the academic year 2020/2021, 52 students were enrolled in the programme, including 31 full-time students and 21 part-time students. In the academic year 2021/2022, the number of students was 122, 84 students were enrolled, including 46 full-time students and 38 part-time students. In the academic year 2022/2023, the number of students was 133, 59 students matriculated, 33 of whom were full-time students and 26 part-time students. In the academic year 2023/2024, the number of students was 137, 61 students matriculated, 35 of whom were full-time students and 26 part-time students. Since the launch of the programme, there has been a slight increase in the number of students enrolled in the programme, indicating a trend towards full-time studies being more in demand. This is due to the modern nature of the programme, which allows students to obtain quality education in a relatively short period of time and to start their professional career in a pre-school educational institution. At the same time, students who choose the programme are motivated and growth-oriented, as they often have higher education in another field and wish to upgrade their professional knowledge and competences.

The reporting period also saw a drop-out rate of 23 students, of whom 14 were full-time students and 9 part-time students. When analysing the drop-out rates, it can be concluded that most students leave their

studies during the first year of study. The highest drop-out rate is among students who study at the expense of the state budget. This is explained by student employment, as full-time students choose to start working at the end of their first year of study, combining it with their studies. Often, students give personal reasons for terminating their study contract (e.g. health problems, family circumstances, financial difficulties, inability to combine studies with work). In order to reduce drop-out, students are offered support in the study process, including individual counselling, to help them achieve their study results and pass their examinations. DU also has a Student Council (SC) Social Support Programme, which offers successful full-time students a discount on their dormitory rent.

Despite a slight decline in enrolments in recent years, there has been stability in the total number of students and graduates. Based on the publicity and attractiveness of the study programme, it is planned to increase these figures by considering the increased interest of potential students by offering a wider range of events, such as Open Days where students of the programme lead educational and attractive activities for all interested and present the content and specificities of the programme, Information Days and exhibitions, Researchers' Night where students lead various creative workshops and masterclasses, etc. To support students living in towns and districts and to increase the number of future teachers, many municipalities offer municipal scholarships to students based on high performance.

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The short-cycle study programme "Pre-school Teacher" is a conceptually new quality study programme for the implementation of pre-school teacher education. The aim, objectives and learning outcomes in terms of knowledge, skills and competences have been developed in accordance with the European Qualifications Framework (EQF) (in Latvian only: http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf), level 5 of the Latvian Qualifications Framework (LQF) (in Latvian only: <https://www.nki-latvija.lv/content/files/LKI%20limenu%20aprakstu%20tabula%202017.pdf>) and the Teaching Profession Standard (2020). The content of the study programme has also been developed accordingly, amounting to 126 ECTS, consisting of:

- Courses that provide an understanding of studies and the integration of the content of the study courses (general education and business professional competence-building study courses) - 33 ECTS;
- Courses providing professional competences (theoretical and professional specialisation courses) - 54 ECTS;
- Internships - 24 ECTS;
- national examination (qualification work) - 12 ECTS;
- free elective courses - 3

The choice, content and scope of study courses, as well as the content of internships relevant to the qualification to be obtained, are aligned with the Teaching Profession Standard (2020). The study content of the programme is structured sequentially into study courses and practices, which ensure the gradual acquisition of competence, and is directed towards the fulfilment of study outcomes and the integration of students' theoretical and practical experience.

The content of the study courses is aimed at students' independent research activity and development of practical skills in work-based studies, which correspond to the development trends

in the field of education, labour market and science. The content and integrated teaching methodology of the courses are designed in accordance with the curriculum areas developed by the project "Competence Approach to Curriculum" (School 2030): language, social and civic, cultural awareness and self-expression in art, technology, natural sciences, mathematics, health and physical activity (Cabinet Regulation No 716; in Latvian only: <https://likumi.lv/ta/id/303371>). The content of both the theoretical and professional specialisation courses in the field provides for the competence of students to plan and implement a pre-school pedagogical process for the acquisition of pervasive skills and the development of value-based habits.

The implementation of the study programme content respects the continuity of study courses and internships. The content of the study courses offered in the programme contributes to the understanding of the most important concepts in the field of education and is oriented towards the acquisition of the necessary professional competence for work in a pre-school educational institution.

The expected results in the study process in the form of skills, abilities and competence are determined in the description of each study course, indicating the content and scope of independent work, submitted works and participation in the study process. The student is expected to take responsibility for his studies, perform independent work and practice tasks, and adhere to the work schedule. The evaluation of study results is determined by the evaluation criteria and examination forms specified in the study courses. In the final examinations of the study courses, the emphasis is placed on the integration of theory into the practice of preschool education.

In order to successfully learn the content of study courses, multimedia technologies are also used in the study process, offering students a variety of study, informative, interactive, etc. materials, as well as regulatory documents of the field in the e-study environment Moodle. The e-study environment provides students with the opportunity to learn the content of the courses in depth, repeating and reinforcing the study material.

Credit points are applied for each studied course if a rating of at least 4 - "almost average" on a 10-point scale is received. At the end of the study courses, the learning is assessed on a 10-point scale based on the following criteria: the amount and quality of acquired knowledge, acquired skills and competence in accordance with the planned study results.

The internships and their content are planned in accordance with Cabinet of Ministers Regulation No 305 (in Latvian only: <https://likumi.lv/ta/id/342818>) and are linked to the study courses, which are sequenced in the study plan according to the internships. Internships ensure the development of students' knowledge, skills and competence in accordance with the objectives of the study programme and the real needs of the working environment. The realisation of the aim and objectives of internships reflects the students' ability to independently use the previously acquired knowledge. So, for example, the content of study courses "Childhood pedagogy", "Psychology for teachers", etc. is created emphasizing the understanding of the guidelines of the field of educational sciences, pedagogy and psychology. Completion of study courses builds the skills to analyze, structure the acquired knowledge, and create a connection between theory and practical pedagogical activity.

The competence to solve topical problems in preschool education in various social environments contained content is provided in the study courses "Organization and management of the preschool pedagogical process", "Psychology for teachers", "Educational management", "Social-emotional learning", etc.

Study courses "Childhood pedagogy", "Play and interdisciplinarity", etc. includes content that creates an understanding of the child's holistic personality development and competence in the

implementation of a child-centered approach in the practice of preschool education.

Competence to independently, purposefully and responsibly plan and implement pedagogical activities is provided by practice, as well as the study course "Organization and management of the preschool pedagogical process", as well as professional specializations, i.e. content included in methodology courses.

The implementation of practice goals ensures the transition from semi-independent professional activity to independent professional activity, as a result of which the students' research, self-assessment and self-reflection skills are improved, as well as the skills to analyze the learning process and obtain research data for the development of the qualification work. The implementation of practice tasks promotes students' independence, responsibility and improves the skills of using previously acquired knowledge in the preschool professional field, thus creating an understanding of the professional field, obtaining information about the specifics of the work of a preschool educational institution, and the organization of the teaching and upbringing process.

The mapping of the study courses was carried out by analysing the correlation of the information contained in the study courses, the achievements, the objectives and other indicators with the objectives and achievements of the study programme. The objectives and outcomes defined in the study courses are in line with the study programme outcomes and are aligned with the Teaching Profession Standard. The choice of topics for the content of the study courses is in line with the defined outcomes - skills, knowledge and competence. The expected results of the study process in the form of knowledge, skills and competences are defined in the description of each study course, specifying the content and scope of independent work, practical work to be submitted and participation in the study process. The assessment of learning outcomes is determined by the assessment criteria and forms of examination specified in the study courses. The final examinations of the courses of study shall emphasise the integration of theory into the practice of pre-school education.

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

Not applicable.

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

In the implementation of the short-cycle vocational higher education study programme "Pre-school Teacher", the content of all study courses is oriented towards the active participation of students in the process of acquiring knowledge and skills. The methods used in the study process provide an opportunity to acquire theoretical knowledge and practical skills in accordance with the aim and results of the study programme, improving students' mutual cooperation skills, creativity and critical thinking skills, the ability to work individually and in a team.

The forms and methods of study are chosen by the lecturers depending on the particularities of the topics covered in the study course. The theoretical knowledge of the study courses is learned in lectures using various forms: introductory lectures, review or repetition lectures, informative lectures, problem lectures, open lectures by industry specialists, guest lectures by foreign specialists, etc. depending on the planned goals and achievable results; practical skills are learned in practical classes and seminars, using professional situation and case analysis from students' experience during practice, creative seminars, group discussions, role-plays, research works, projects, exercises for developing various skills (communication, cooperation, argumentation, etc.).

In lectures and guest lectures, students are introduced to the basic theoretical principles and guidelines of study courses; in the seminars, the problematic issues brought up in the lectures are discussed and analyzed, the reports prepared by the students are presented and the skills of presenting and defending one's opinion are practiced; in the practical lessons, the students' acquired theoretical knowledge is applied, solving various problem situations, developing and testing methodical materials; in independent work, students familiarize themselves with the regulatory documents of the industry, scientific literature in order to deepen their knowledge within a certain topic; in group work, students learn to cooperate and work in a team, improve communication and presentation skills; in the discussions, students' argumentation skills are also practiced at the same time as the justification of theoretical questions; in role-playing games, students learn to apply the acquired theoretical knowledge, solving various problem situations, etc.

According to the specifics of the program, various forms and methods of evaluating study results are also used in tests - seminars, discussions, presentations, tests, essays, research, surveys, interviews, exams, etc., in which students can reveal their knowledge, interests, abilities, skills, talents in various fields of expression. The examination and assessment of knowledge is based on the "Regulations on Studies at Daugavpils University" (approved on 03.04.2024, Minutes No.5) and certain assessment principles, such as the principle of aggregation of positive achievements, the principle of obligatory assessment, the principle of openness and clarity of requirements, the principle of variety of examination methods used in assessment, etc.

Study materials for successful learning of the course content, as well as tests, quizzes and other forms of assessment are available in the e-learning environment Moodle. The e-learning environment provides the opportunity to individualise the study process according to the needs and interests of each student.

Study implementation methods are chosen to achieve the intended learning outcomes of the study course. Completion of the study courses is evaluated at the end, based on the amount of acquired knowledge and its quality, acquired skills and competences in accordance with the planned study results. The study results are evaluated according to two indicators: 1) qualitative assessment – grade on a 10-point scale; 2) quantitative assessment – the number of credit points according to the scope of the study course. The evaluation of course learning include the results of the mid-term assessments and the final examination assessment in the course of study and feedback. The content and number of mid-term examinations shall be appropriate to the scope of the course of study and shall allow the quality of the content to be assessed using a variety of assessment methods (essays, mind maps, infographics, presentations, tests, practical work, etc.).

Studies are based on the student's independence, while at the same time providing guidance and support from the lecturer - the description of each study course specifies the scope and content of students' independent work, as well as the methods of its assessment. In order to ensure a uniform level of competences (knowledge, skills, attitudes) for full-time and part-time students, the e-learning delivery system and methodology are used to ensure faster and more efficient learning of study outcomes: online lectures have been introduced in all study courses, during which direct contact with the lecturer and course mates is ensured, discussions and presentations take place; information support in the e-environment is ensured for students of all study forms (placement of study materials in the e-learning environment Moodle); the number, type and assessment methods of independent tasks are promoted to be appropriate to the planned study outcomes of study courses.

Students are invited to provide feedback and to express their opinion on the forms and methods of study used, including the forms and methods of assessment, the proposed forms of independent work and its presentation. Students are also involved in various scientific and popular scientific events (scientific conferences, science communication events, guest lectures, projects, etc.), presenting the results of their scientific research and methodological developments in them.

The implementation of the study programme is based on a student-centred approach and the development of positive academic relationships, involving students in the evaluation of the study process, providing feedback and improving study programmes, while encouraging them to be independent and responsible in achieving the results of the study process.

The study process is organised according to the principles of student-centred education:

- constant reflection, providing students with immediate feedback and support in the study process;
- individual approach to students, respecting the study needs of each student and providing the opportunity to improve their knowledge and achieve the planned results;
- respecting the diversity of students in the study process (different learning styles, different requirements, interests, experience, previous knowledge), individualizing and differentiating the study process, offering different forms of work and expression opportunities (oral/written, individual/group, visual/audio/practical);
- evaluation of students' knowledge, skills and abilities, involving students in self-evaluation, mutual evaluation, improving/developing evaluation criteria and ensuring that the final evaluation in study courses is formed taking into account the results achieved during the entire course, not only based on the evaluation of the exam;
- providing students with opportunities to learn by themselves, offering various opportunities for independent work, including using the e-learning environment Moodle;
- continuous cooperation between students and academic staff, ensuring communication during the study process and supporting students' individual needs.

For a supportive and inclusive study environment and quality assurance of the study process

1. participation of students in the management of the study programme is promoted - students form an important part of the decision-making bodies of the study programme by participating in the work of the Study Programme Council, Faculty Council, Student Council, various committees and representing the interests and rights of the students of the study programme;
2. Students' participation in the quality assurance of studies is supported - at least once a semester, students are offered questionnaires to evaluate the study process by the Study Quality Assessment Centre (SKNC), the Student Council and the study programme director, who collect the data and ensure that the results are received objectively. The results are

regularly used to evaluate the study process and to make necessary changes. Students are regularly informed about the results of the evaluation questionnaires as well as about the follow-up. When improving the content of the course of study, students are involved in consultations of the teaching staff, providing for students' comments and listening to their opinions on the course of study;

1. access to information is ensured - direct communication with students is regularly implemented on the current events of the daily study process, using group e-mails, WhatsApp group correspondence, e-learning environment Moodle and placing course descriptions and methodological materials for student support. Students' emails are answered in a timely manner, academic staff is accessible and open to discuss issues of interest to students;
2. access to education and personalisation of studies are promoted - students are provided with various forms of study, individual study plan, information support, digitised study process, workplace practice, mobility opportunities, as well as the possibility to adapt the study and lesson plan to the needs of students, providing the possibility to vary the distribution of classes, times, deadlines for individual assignments, etc. within each semester, thus also taking into account the interests and needs of students working in educational institutions;
3. Recognition and equivalence of prior learning and practical experience - DU has a procedure for the recognition of knowledge, skills and competences acquired outside formal education and in professional experience, or learning outcomes achieved in prior learning, by awarding credits for learning outcomes previously achieved, which allows the outcomes achieved to be applied to the relevant semester of study to which the student may transfer;
4. appropriate teaching and scientific literature, including open-access electronic databases;
5. the possibility to register for specific study courses as a listener and for a fee to learn interesting or necessary part A or B study courses or free optional study courses of part C in the amount of 8 CP (12 ECTS) in addition to those provided in the study program;
6. the possibility to continue studies at the next (bachelor) study level is provided by offering to start studies in the professional bachelor study programme "Primary Education Teacher" from the 3rd year of study or in the professional bachelor study programme "Teacher", equating the previously acquired education and determining the corresponding study semester.

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 content of the short-cycle vocational higher education study programme "Pre-school Teacher" follows the continuity of 3 internships. The content of the internships offered in the programme is oriented towards the acquisition of the necessary professional competence for work in a pre-school educational institution. The internships are planned for 16 CP (24 ECTS) in accordance with Cabinet of Ministers Regulation No 305 (<https://likumi.lv/ta/id/342818>), and are linked to study courses, which are sequentially arranged in the study plan according to the internships.

The 26 credits of teaching practice are distributed:

1. pre-school education practice (2 CP; 3 ECTS);
 2. Early Childhood Pedagogical Practice (6 CP; 9 ECTS);
 3. pre-school teacher pedagogical practice (8 CP; 12 ECTS) (see practice plan in Annex 3.2.4.2).
- Internships ensure the development of students' knowledge, skills and competences in line with the objectives of the study programme and the real needs of the work environment. The realisation of the aim and objectives of internships is reflected in the students' ability to independently use the previously acquired knowledge. The aims and objectives of internships are defined in the internship regulations (see Annex 3.2.4.1) and are relevant to the chosen professional qualification (see the internship plan in Annex 2.4.2). The tasks of the internship are related to the study programme outcomes (see programme mapping in Annex 3.2.1.5) and ensure their achievement.

The placement site is chosen independently by the student according to the general and individual objectives of the placement. The traineeship may be carried out in public and private pre-school and general education institutions implementing pre-school education programmes. For the provision of internship places, DU has concluded agreements of intent for an indefinite period with the municipalities of Daugavpils City, Augšdaugava County, Preiļi County, Dagdas County, Rzekne County, Livani County, Balvi County, Ludza County, Jekabpils City, etc.

When choosing a traineeship placement, students are guided by whether the educational institution provides the opportunity to perform the tasks of the traineeship fully and to a high standard. If the student's work duties are relevant to the chosen qualification, the educational establishment where the student works may be chosen as the placement site. The placement shall be agreed between the students and the study programme director and the placement supervisor at the University.

Before the start of the internship and during the internship, the study programme director organises an introductory conference, as well as individual and group consultations for students (in person and/or in the e-environment), during which they are informed about the conditions for choosing the most suitable internship placement, the internship organisation procedure, internship tasks, their content, and the deadlines for the completion and submission of the internship report.

According to the DU Regulations on Studies (available only in Latvian; <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINK>)

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINK>) tripartite agreements are concluded between Daugavpils University, the educational institution providing the internship and the student (see Annexes 3.2.4.3). During the internship, students collect the internship documentation and at the end of the internship prepare an internship report, which includes the internship diary and descriptions of the tasks completed, and which is evaluated and signed by the internship supervisor from the educational institution and the head of the institution. The students shall defend the placement at the final placement conference and shall be evaluated by the university supervisors taking into account the evaluation of the placement by the placement

supervisor at the educational establishment.

In the spring semester of the academic year 2023/2024, 8 students of the 1st year and 2 students of the 2nd year participated in the international qualification internship at the state pre-school

educational institution "Lakštingalos" in Zarasai and the private pre-school educational institution "Vaiko laikos" in Lithuania, with which DU has established good cooperation in providing internship placements. During the internship, the students had the opportunity to get acquainted with the specifics of the Lithuanian pre-school education system and to compare the educational opportunities for pre-school children in Latvia and Lithuania by carrying out internship tasks. The results of the internship are used to compare the internship with "[Regulations on the recognition of competences acquired outside formal education or in professional experience and study results obtained in previous education at Daugavpils University](https://du.lv/wp-content/uploads/2024/04/Nolikums-par-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-https://du.lv/wp-content/uploads/2024/04/Nolikums-par-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-ieguto-kompetencu-un-iepriekseja-izglitiba-sasniegstu-studiju-rezultatu-atzisanu-Daugavpils-Universitate.pdf)" (available only in Latvian; <https://du.lv/wp-content/uploads/2024/04/Nolikums-par-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-ieguto-kompetencu-un-iepriekseja-izglitiba-sasniegstu-studiju-rezultatu-atzisanu-Daugavpils-Universitate.pdf>) (approved at the meeting of the Senate of the University of Daugavpils, 03.04.2024, Minutes No. 5).

The implementation of the aims and objectives of the internship ensures the transition from semi-independent professional activity to independent professional activity, as a result of which students' research, self-assessment and self-reflection skills are improved, as well as their skills to analyse the learning process and obtain research data for the development of a qualification thesis.

The content of the study programme pays special attention to the introductory courses in the specialty, which are taught in the first semester of studies in order to create an understanding of the importance and applicability of each part of the study process and the study results to be achieved in it in professional activity. For example, the content of the study courses "Fundamentals of Teacher's Professional Activity", "Childhood Pedagogy", "Psychology for Teachers", etc. is designed with an emphasis on understanding the guidelines of the field of educational sciences, pedagogy and psychology. The study of the courses builds the skills to analyse and structure the acquired knowledge and to relate theory to practical pedagogical activity.

Each course of study has clearly defined deliverables and justifies their applicability in professional practice. The information is accessible to the learners, thus developing their understanding of the knowledge, skills and competences they will acquire after the course and where they can apply them in their professional work. The traineeship includes evaluations of the traineeship both at the mid-point and at the end of the traineeship period, assessing the involvement of the student, the traineeship employer and the higher education institution in the organisation and conduct of the traineeship.

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

Not applicable.

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

As a result of the study programme "Preschool Teacher", the final state examination - defence of the qualification thesis - is taken, which is evaluated on a 10-point scale. The defence of the qualification paper is organised in the second year of studies at the end of the 4th semester (June) for full-time students, and in the third year of studies at the end of the 5th semester (January) for part-time students.

During the programme period (licensed on 7 August 2020, licence No 04041-99) from 2022 to January 2024, 102 qualification theses have been defended. The specifics of the development of qualification papers for the acquisition of professional qualification are in line with the aim of the study field "Education and Pedagogy" - to prepare highly qualified, proficient, excellence-oriented teachers in the field of education throughout Latvia, providing them with appropriate knowledge, skills and competences.

The list of qualification topics is based on the programme's learning outcomes and the competence profile of the teaching staff. The preparation and presentation of qualification theses is governed by the 'Methodological guidelines for the preparation and defence of qualification theses'.

According to the programme requirements, the themes of the final theses must be related to the methodology of implementation of the compulsory content of pre-primary education and the chosen professional qualification. Each year, the national examination board assesses the relevance of the themes to the programme and the themes are assessed as relevant.

The relevance of the topics in the education sector, including the labour market, is also evidenced by the fact that students use their methodological developments when starting or continuing their professional activity in pre-school education institutions, as well as when presenting them at various educational events. The themes of the students' final theses reflect the needs of pre-school education in the implementation of the competence approach in the curriculum - learning the content of learning areas, development or promotion of pervasive skills and habits based on values, social-emotional learning using methodological developments, diverse teaching and learning techniques, methods and approaches. Some of the work is concerned with promoting teacher-child cooperation, organising the rhythm of the day and the learning environment, and digitising the learning process.

See Appendix 3.2.6 for the topics of qualification theses defended in the reporting period.

The themes of the existing works confirm the students' competence in the implementation of pre-school education, emphasising their relevance, usefulness and compliance with the requirements of the modern educational process and the requirements of the Latvian labour market, which fully corresponds to the aim of the study programme and the planned achievable results.

National final paper grades generally range from 7 (good) to 10 (excellent), indicating a stable study process and the acquisition of knowledge, skills and competences appropriate to the professional qualification, as indicated by an average grade between 8.75 and 8.92.

Figure 3.2.6. Qualification work assessments in the study programme in the reporting period

Qualification work assessments in the study programme									
Year/form of study	Number of students	10	9	8	7	6	5	4	Weighted average rating
2021-2022 Full time	24	7	8	9	-	-	-	-	8,92

2022-2023 Part-time	20	6	9	5	4	-	-	-	8,75
2022-2023 full time	28	10	8	5	5	-	-	-	8,8
2023-2024 Part-time	30	9	13	3	4	-	1	-	8,8

The final work of the students of the programme shall be evaluated by a national examination board consisting of the head of the board and at least four members of the board. The head of the board and half of its members shall be professionals in the field of education - employers or their representatives. The assessment consists of the average mark of all the members of the board on the bachelor thesis, the mark of the reviewer, the assessment of the student's report or thesis presentation and the answers to the questions of the board and the audience.

The assessment of the final theses is based on the assessment criteria available in the methodological guidelines for the preparation and defence of qualification theses. In accordance with the Regulations on studies at Daugavpils University (available only in Latvian;

[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINKhttps://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINK)there is a procedure for handling student

appeals. DU has developed and follows the procedure for submission of final theses for plagiarism control at Daugavpils University

(<https://du.lv/wp-content/uploads/2022/06/plagiats.pdf><https://du.lv/wp-content/uploads/2022/06/plagiats.pdf>), which provides for mandatory submission and storage of electronic versions of final theses in the DU Information System and provides an opportunity to compare final theses of students with the theses defended in previous years.

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 resources and provision of the short-cycle professional higher education study program "Preschool Teacher" (see the information provided in criteria 2.3.1-2.3.3 of Part II, Chapter 3) fully meet the conditions for the implementation of the study program and the achievement of study results.

The resources available to ensure the study process, incl. study rooms, material and technical resources, technical equipment (computers, video projectors, multifunctional devices), informational resources (Internet, intranet, Moodle, computer-based applications and software),

databases (library network, free access to databases (database of books and scientific publications, including Web of Science and Scopus) allows you to learn all study courses provided in the program, conduct research within the framework of studies and qualification works and provide a flexible and student-oriented study environment.

Wireless Wi-fi Internet is available in all DU premises, study rooms are equipped with visual display equipment, video projectors are installed in the auditoriums, which allow you to conduct classes using multimedia projectors for presenting various study materials, watching educational films, webinars and providing students with the opportunity to present their the results of independent work in front of the audience. DU CISCO System Networking Local Academy computer classrooms with new access technology are used in the study process and in the implementation of independent research projects; Technical resources of the DU Multimedia Center, technical resources of the DU Information Technology Center (copying equipment, video filming, video editing equipment, audio equipment), as well as the laboratories of the Institute of Life Sciences and Technologies. The offered technical resources and computer classrooms are used to support the study process, conducting practical lessons in the study courses "Research in education", "Organization and management of the preschool pedagogical process", "Basics of the teacher's professional activity", "Educational management", etc. In the laboratories, research works and experiments of the study course "Content and teaching approaches of natural sciences" are demonstrated and conducted.

Auditoriums with simultaneous translation booths are also available during the study process, which are necessary for the provision of guest lectures. In the educational and sports complex of DU, students have access to a sports hall, a gymnasium, an indoor swimming pool, a wrestling hall, a gym with modern trainers, an athletics arena equipped with modern sports equipment, which are used in the study course "Health and physical activity content and learning approaches" in learning the content, improving the students' practical skills in each of the modules of the study area, and conducting the practical lessons prepared by the students.

The library provides information resources according to the directions of studies and scientific work of DU, the requirements of study programs, increasing the number of information resources every year according to the orders of DU faculties. 2023-2024 in the study year, 14,788 units of information resources are available to students of the "Preschool Teacher" program, of which 8,491 books, 6,133 serials and periodicals, 200 other publications.

The library also purposefully increases the share of e-resources and develops the remote access capabilities of e-resources to provide users with the opportunity to use information resources remotely. Every year, the usability of the subscribed databases is analyzed and users are surveyed about the need to purchase new databases.

The library offers the opportunity for students and teaching staff to use the subscribed electronic information resources (databases, e-journals) also outside the DU computer network by logging in with a username and password. The library regularly provides trial access to various databases, on average approximately 10 trial accesses are organized per year. Subscribed multidisciplinary e-resources, which include materials according to the specifics of the "Preschool Teacher" study program (Preschool, School & Family, Parents, etc.). There are also several free access resources available (for example, 200 Free Kids Educational Resources, Free Download The Montessori Method's related books, Pedagogics; Primary resources, etc.), which students use when doing practical tasks, developing teaching and methodical materials, preparing for seminars within study courses and developing study and qualification works.

As part of the study process, students use various communication options with teaching staff using Zoom, Whatsapp, Skype, MOODLE environment or e-mail.

For the students' convenience, there are rest areas in the lobbies, as well as coffee drink machines and a cafe in the study building at Parades street 1.

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

Not applicable.

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

Full-time studies of the short-cycle professional higher education study programme "Pre-school Teacher"

at DU are organised with the funds of the state budget, DU grants and funds contributed by the students themselves or other legal and natural persons. Part-time studies are paid for from the funds of natural or legal persons.

The amount and procedure of the tuition fee is indicated for each academic year separately and is included in the study contract that the student concludes with DU for the entire period of study in the programme. Detailed information on tuition fees can be found on the DU website in Latvian only: <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/>

Although tuition fees are high compared to the incomes of people in Latgale region, it is positive that the university has developed a system of discounts. For more information on tuition fee discounts, please visit the DU website in Latvian only: <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/>

Short cycle vocational higher education programmes "The financial basis and the costs of the study programme are appropriate to the needs and conditions of the study programme, the sources of financing of the study programme are identified and the financial resources ensure the implementation of the study programme to achieve the study outcomes. The sources of funding shall be developed within the framework of the study field "Education and Pedagogy".

The costs of the study programme were calculated using the DU financial tool for costing and cost-effectiveness calculation developed by the DU Finance and Accounting Department. The study programme cost calculation is designed to ensure a quality study process and a sufficient financial basis for the implementation of the study programme.

The cost of a study place in the study programme "Preschool Teacher" is determined taking into account the basic cost of the study place, the level, duration and format of the study programme,

as well as the structure of the academic staff and the volume of studies. The cost per student is calculated by including the wage bill and employer's social security contributions, travel, materials, energy and inventory costs, the cost of books, equipment and investments, as well as the cost of students' social security.

See Table 3.3.3 for a breakdown of the costs of the study programme.

Table 3.3.3. Cost per student for full-time and part-time studies

No.	Name	Amount (EUR)
Full-time studies		
1.	Salary fund per student	1924.26
2.	Employer's GST 24.09% per 1 student	453.93
3.	Cost of missions and missions per student	78.15
4.	Services per 1 student	345.76
5.	Cost of materials, energy, water and equipment per student	320.14
6.	Cost of books and journals per student	59.81
7.	Equipment acquisition and investment costs per student	204.12
8.	Student social security per 1 student	251.98
Total cost for 1 student		3638.15
Part-time studies		
1.	Salary fund per student	1731.83

2.	Employer's GST 24.09% per 1 student	408.54
3.	Cost of missions and missions per student	70.34
4.	Services per 1 student	311.18
5.	Cost of materials, energy, water and equipment per student	288.13
6.	Cost of books and journals per student	53.83
7.	Equipment acquisition and investment costs per student	183.71
8.	Student social security per 1 student	226.78
Total cost for 1 student		3274.34

The minimum number of students per group to ensure the cost-effectiveness of the study programme is 11 students.

3.4. Teaching Staff

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

The qualitative composition of the academic staff involved in the implementation of the short-cycle professional higher education study programme "Preschool Teacher" complies with the requirements of the Law on Higher Education Institutions and other normative acts. The qualifications of the academic staff involved in the implementation of the study field are in accordance with the specifics and conditions of the study programme implementation, as well as the requirements of the normative acts in the field of education. The courses were delivered by teaching staff with the appropriate education, scientific expertise and qualifications for the course content. During the reporting period, 28 teaching staff were involved in the implementation of the

study programme - 4 professors, 2 associate professors, 9 assistant professors, 3 senior researchers, 6 lecturers and 4 guest lecturers, 24 of whom were elected at Daugavpils University. 18 lecturers have doctoral degrees, 7 of them have doctoral degrees in psychology (Dr.psych.), 6 lecturers have doctoral degrees in pedagogy (Dr.paed.), 1 - doctoral degree in biology (Dr.biol.), 4 lecturers have doctoral degrees in education (PhD.). 10 lecturers have a Master's degree in the field of their specialisation.

18 of the study programme's faculty members are experts in the social sciences, 9 of whom are experts in education, 8 in psychology, 3 in economics and entrepreneurship, 1 in sociology and social work, and 1 in other humanities and arts, including the creative industries.

The teaching staff involved in the implementation of the study programme improve their professional qualifications by participating in international conferences, seminars, internships, international and national research projects, as well as by publishing their scientific research in journals and conference proceedings included in the Scopus and Web of Science databases. During the reporting period, more than 115 studies were published in the Scopus and Web of Science databases, as well as more than 40 publications indexed in other journals. The teaching staff involved in the implementation of the programmes are regularly and purposefully involved in various professional development programmes in the fields of university didactics, teaching methodology and other areas relevant to their research interests. Teaching staff (A. Korniševa, S. Zariņa, J. Badjanova, L. Silova, K. Ivancova, J. Jankovska, etc.) in addition to their academic work at the University have accumulated extensive practical experience working for several years in preschool educational institutions, thus ensuring the unity of theory and practice in the study process. The contribution of the teaching staff in the field of education has been marked with special honours and awards (S. Dimante has been awarded with the Silver Honour Mark of Daugavpils City Council).

The study programme staff (S. Zariņa, E. Oļehnoviča, S. Dimante, J. Jankovska, A. Vagalis, etc.) participated in the project "Competence Approach in Curriculum" in the development and implementation of content in educational institutions.

DU faculty members were provided with the opportunity to participate in the ESF project "Strengthening the Capacity of Academic Staff of Daugavpils University Study Area "Education, Pedagogy and Sport" in the Areas of Strategic Specialisation" (Nr. 8.2.2.0/18/I/005), internship for 200 hours in pre-school educational institutions, thus gaining experience in the working environment (A. Korniševa, E. Oļehnoviča,

1. Zariņa, M. Kravale-Pauliņa, J. Davidova, Dz. Iliško, L. Silova, J. Badjanova, S. Guseva, V. Dombrovskis, etc.).

During the reporting period, several teaching staff involved in the implementation of the study programme participated in the ESF project 8.3.2.1./16/I/002 "Implementation of national and international activities for the development of learners' talents" (V. Dombrovskis, A. Korniševa, S. Guseva, Dz. Iliško, V. Makarevičs, S. Zariņa, E. Oļehnoviča, J. Badjanova, M. Kravale-Pauliņa, I. Fjodorova, A. Kupšāns, A. Vagalis, etc.).

The faculty members involved in the study programme have participated in the implementation of various teacher education programmes, accumulating a wealth of experience in the development and teaching of various courses of study in the field of educational sciences, subject methodology and pedagogical practice, as evidenced by the international publications of the faculty members, indexed in Scopus and Web of Science databases, as well as methodological publications.

Several of the study programme's teaching staff also benefit from outgoing mobility for professional development, which contributes to improving their qualifications in line with the study courses they

teach and the study outcomes they achieve.

The knowledge of the national language of the academic staff of the study programme complies with the regulations on the scope of knowledge of the national language and the procedure for testing the knowledge of the national language for the performance of professional and official duties. All teaching staff have improved their English language skills and have studied English at C1 or B2 level in the professional development programme "Professional English" for 132 hours, for which they have received a certificate.

Thus, the qualifications of the teaching staff involved in the implementation of the study programme "Preschool Teacher" are appropriate to the specifics of the study programme and the conditions for its implementation, as well as to the requirements of the regulatory enactments in the field of education.

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, changes have taken place in the core staff of the short-cycle professional higher education study programme "Preschool Teacher".

2020/2021 Mg.sc.com., guest lecturer M. Aleksejevs terminated his employment relations with DU, thus he was removed from the study course *State, Civil and Environmental Protection* and PhD, docent I. Trofimovs was included in the study course. Dr. psych, professor I. Kokina was added to the study courses *Childhood Pedagogy* and *Socio-Emotional Learning*. The study course *Fundamentals of Teacher's Professional Activity* was extended with Dr.paed., assistant professor S. Zariņa. The study course *Educational Management* was supplemented with Dr.paed., assistant professor I. Ostrovska. The study course *Research in Education* was supplemented with Dr.psych., professor A. Piperi.

Mg.paed., lecturer I. Meldere terminated her employment relations with DU in the academic year 2021/2022, thus she was removed from the provision of study courses in the *content and learning approaches in the field of cultural awareness and self-expression in art, content and learning approaches in the field of technology* and was included in the provision of Mg. paed., Dr.paed., docent L. Jonāne was removed from the provision of the study course *Content and Learning Approaches in the field of Natural Sciences* and Dr.paed., lead researcher E. Olehnovič was included in the provision of the study course *Content and Learning Approaches in the field of Natural Sciences for the academic year 2021/2022*.

In 2022/2023 Mg.biol., lecturer I. Kuņicka terminated her employment relations with DU, therefore she was removed from the study course *Physiology of Child Development, Hygiene and First Aid* and Mg.biol., lecturer L. Lukjaņenko was included in the study course.

Changes in the composition of the teaching staff did not affect the quality of studies, as the academic and professional qualifications of the recruited teaching staff are relevant to the specifics of the study courses, as the recruited teaching staff are professionals in their field.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published

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

Not applicable.

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

Not applicable.

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

In the implementation of the short-cycle professional higher education study programme "Preschool Teacher", the proportionality of academic and professional teaching staff is ensured, thus creating a balanced workforce with both academic and professional staff, which contributes to the achievement of the objectives and planned results of the study programme and study courses. Cooperation between teaching staff is established through individual discussions with the study programme director, discussions between teaching staff, as well as joint meetings of teaching staff to discuss the content of the programme and the study process.

Two or more faculty members are involved in the teaching of several study courses and are co-responsible for improving the content of the study course, updating the literature sources used with the latest sources, their own scientific publications, monographs, etc.

The study programme faculty members cooperate in planning the content of study courses, as well as in implementing and updating the content of study courses, coordinating the topics of study courses to avoid overlapping topics in study courses. Teaching staff also collaborate within research groups, proposing ideas for qualification thesis topics, programme and study course development.

Teaching staff also jointly participate in the management of non-lecture events for students,

including guest lecturers, within the Erasmus+ project, for workshops or guest lectures.

In the framework of the Erasmus+ project for 2022/2023, a guest lecturer Raquel Bravo Marin (University of Castilla-La Mancha, Spain) was engaged in the study process and she conducted Zoom lectures and practical classes for the students and lecturers of the programme in Music Education and Movement Art.

In the framework of the Erasmus+ project for the academic year 2023/2024, a guest lecturer, Professor Ming Jen Chuang (National Taichung University of Education, Taiwan), was engaged in the study process to conduct lectures and practical classes for the students and lecturers of the programme.

In the academic year 2023/2024, assistant professor J. Badjanova of the Erasmus+ Blended Intensive Programme "Competence Development of Future Teachers Focused on Sustainability and Cultural Literacy" involved students and lecturers of the programme in the organised practical sessions, which were attended by students from 3 countries.

In the framework of the Erasmus+ project for the academic year 2023/2024, guest lecturers María José Sánchez Parra and Raquel Bravo Marin (University of Castilla-La Mancha, Spain) were engaged in the study process and conducted practical sessions for students and lecturers in music education and movement arts.

Teaching staff are also represented in the Study Programme Board, participating in the evaluation and development of the study programme.

At the time of submission of the self-assessment report, 28 lecturers are involved in the implementation of the study programme "Preschool Teacher", the number of students is 114 or 1:4, which ensures optimal interaction of lecturers and students in the study process.

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	3.1.2.Diploma and supplement_Preschool teacher.zip	3.1.2.Diploma un pielikuma paraugs_Pirmsskolas skolotajs.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	3.1.4. Statistics on students_Preschool teacher_EN.doc	3.1.4. Studejoso statistika_Pirmsskolas skolotajs_LV.doc
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	3.2.1.Compliance with National standart_Preschool teacher.docx	3.2.1.Atbilstiba valsts izglitibas standartam_Pirmsskolas skolotajs.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)	3.2.1.Compliance with professional standart_Preschool teacher.docx	3.2.1.2.pielikums_Atbitstiba profesijas standartam_Pirmsskolas skolotajs.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2.1.Compliance with MK not_569_Preschool teacher.docx	3.2.1.Atbilstiba MK not_569_Pirmsskolas skolotajs.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1.Mapping of study course_Preschool teacher.doc	3.2.1.Studiju programmas kartejums_Pirmsskolas skolotajs.doc
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1.Study plans_Preschool teacher.docx	3.2.1.Studiju plani_Pirmsskolas skolotajs.docx
Descriptions of the study courses/ modules	3.1.2.Study course descriptions_Preschool teacher.zip	3.1.2.Studiju kursu apraksti_Pirmsskolas skolotajs.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.Practice description_preschool teacher.zip	3.2.4.Prakses apraksts_Pirmsskolas skolotajs.zip
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)		

Educational sciences (45142)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Educational sciences</i>
Education classification code	<i>45142</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Jelena</i>
Surname of the study programme director	<i>Davidova</i>
E-mail of the study programme director	<i>jelena.davidova@du.lv</i>
Title of the study programme director	<i>Dr. paed., prof.</i>
Phone of the study programme director	<i>29140287</i>
Goal of the study programme	<i>Promote the improvement of students' professional teaching, management and research competence for competitiveness in education, motivate for further academic growth</i>
Tasks of the study programme	<i>1. To promote students' research proficiency by integrating the latest scientific findings and innovative ideas in research activities;</i> <i>2. Promote the development of students' pedagogical competence, readiness to plan, implement, evaluate and develop educational activities in accordance with the learning needs of educational target groups, various abilities and prior knowledge, internal and external conditions of educational institutions and education system development;</i> <i>3. Promote student management and leadership competence by implementing change management;</i> <i>4. Promote student participation and co-responsibility, promoting the formation of a competent, responsible and lifelong learning-motivated personality;</i> <i>5. Promote students' understanding of professional and academic ethical standards and their observance in practical activities.</i>

Results of the study programme	<p><i>Knowledge:</i></p> <ol style="list-style-type: none"> <i>1. Understanding of educational sciences (integrating into them also other sciences related to human life) and their sub-branches, theories and practices, education systems, history, development trends, current research in Latvia, Europe and the world;</i> <i>2. Understanding of the research process, which includes research logic, diverse research methods, interpretation and dissemination of research data;</i> <i>3. Integrated knowledge and understanding of education management, interaction of participants in the educational process at different levels of education, research process, mentoring in education, communication in team work in educational institutions at different levels.</i> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <i>4. Systematically and critically analyse societal processes related to education, theories, research data, educational policies and legal issues in Latvia, Europe and the world;</i> <i>5. Explain and discuss complex or systemic aspects of professional activity of educational sciences and educators, education managers, results of international and local research both with specialists in the field, with non-specialists and the general public, present the results of research to various audiences;</i> <i>6. Independently use theories, methods and problem-solving skills to carry out research activities in educational sciences.</i> <p><i>Competence:</i></p> <ol style="list-style-type: none"> <i>7. Integrate knowledge and skills from different fields in the autonomous decision-making process, contribute to the creation of new knowledge, development of research and professional methods, taking into account the ethical responsibility for scientific results or the potential impact of professional activities on society in the context of sustainable development;</i> <i>8. Encourage and introduce innovative, theoretical and research-based changes into the field of education in the workplace and in the society, responsibly assessing the potential impact of an activity on the relationship between education and society;</i> <i>9. Reflect on their learning process and achieved results, promote further development of their knowledge, skills and competences.</i>
Final examination upon the completion of the study programme	<i>Master's thesis</i>

Study programme forms

Full time studies - 1 years, 3 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>

Amount (CP)	75
Admission requirements (in English)	<i>First-cycle higher education in pedagogy or educational science or an equivalent education in the field of education with a total of at least 160 CP/240 ECTS and an entrance examination.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in educational sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

Full time studies - 1 years, 3 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	3
Language	<i>english</i>
Amount (CP)	75
Admission requirements (in English)	<i>First-cycle higher education in pedagogy or educational science or an equivalent education in the field of education with a total of at least 160 CP/240 ECTS and an entrance examination. For studies in English: knowledge of the English language at least at B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in educational sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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)	120
Admission requirements (in English)	<i>Higher education with a completed study program of at least 120 CP/180 ECTS and an entrance examination.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in educational sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
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Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401
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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)	120
Admission requirements (in English)	<i>Higher education with a completed study program of at least 120 CP/180 ECTS and an entrance examination. For studies in English: knowledge of the English language at least at B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's degree in educational sciences</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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.

Based on the structural changes made in Daugavpils University in 2023, changes were made in the description and appendices of the academic master's study program (hereinafter - AMSP) "Education Sciences", renewing information about structural units, etc.

Since AMSP "Education Sciences" since the start of its implementation in 2020/2021. during the study year, students were matriculated only in full-time studies, it is proposed to implement the study program only in full-time studies by implementing 1) the specialization "Pedagogy" (study duration - 2 years) - the long program form and 2) the implementation of the short program in four specialization directions "Educational Management ", "Human behavior and education", "Teaching and learning for proficiency", "Diversity and inclusion in education" (study duration - 1 year and 3 months).

Since the inclusion of the study program in the study direction, no significant changes were made in the parameters of the study program.

Taking into account the short-term and long-term recommendations for the inclusion of the study program in the study direction, an overview of the changes made will be presented. The content of the recommendations, the description of the university's activities, the results to be achieved and the results already achieved can be viewed in the full version in the appendix " LV_AMSP_DU_Rekomendaciju_Izpildes_Plans_Sasniegtie_Resultati ".

At the time of submitting the report, all recommendations were implemented as far as possible, e.g. international cooperation was expanded - in 2022-2024, foreign specialists from Taiwan, Lithuania, Poland, Switzerland, Finland, Estonia, Great Britain are involved in teaching study courses, in academic discussions, as well as participating in scientific conferences (in the annual DU international conference in 2023, in the international conference " Problems in Music Pedagogy" in September 2022). The implementation of some recommendations does not completely depend on DU, e.g. creation and approval of the new DU development strategy – a new Strategy was created, approved at the DU Council meeting and submitted to the Ministry of Education and Science.

The implementation of the recommendations is also based on the DU "Study Process Development Plan 2022-2028." (approved at the Senate meeting on December 4, 2023; electronic link: https://du.lv/wp-content/uploads/2023/12/Studiju_procesa_attistibas_plans-1.pdf ; available only in Latvian).

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.

Education science *in the development strategy of Daugavpils University* until 2022 was defined as one of the four priority areas of research and is being implemented as a development strategy of the field of study " Education and pedagogy" , based on (1) the policy implemented by the UN Education for Sustainable Development (hereinafter - IIA) on a global scale, on (2) the European Union's strategic documents on IIA, (3) Latvia's Sustainable Development Strategy until 2030, (4) LR Education Development Guidelines 2021-2027 and in the Latvian National Development Plan 2021-2027. for the goals defined for the year - to develop teacher education and continuing education programs and research.

Academic Master's study program (hereinafter - AMSP) "Educational Science" corresponds to the study field since the creation of the study field "Education and Pedagogy" by the study programs related to teacher education included in it. The name of the study program, the degree to be obtained, as well as the compliance of the parameters of the study program in achieving the specified results of the study program are regulated by the regulations of the Cabinet of Ministers (MK) of the Republic of Latvia No. 322 (13.06.2017) [1] on the classification of education in Latvia.

AMSP "Educational Sciences" code 45 142 is in accordance with MK regulations no. 322 "Regulations on Latvian education classification": the first and second code digits of the seventh classification level are "45", which corresponds to the type of educational program "academic education (master's degree)", which can be implemented after obtaining a bachelor's or professional bachelor's degree. The duration of studies in full-time studies is one to two years. The relevant educational subject area is "Teacher Education and Educational Sciences", the third, fourth and fifth code numbers are "142", the educational program group "Educational Science".

The scope of the study program, duration of implementation, parts of the study program and their scope, mandatory content, basic principles and procedure of evaluation and scope of academic practice, principles of implementation, etc. are regulated by the Regulations of the MK 240 "Regulations on the State Academic Education Standard" [2] and it meets the requirements specified in the regulations. All achievable results correspond to the aim and tasks of the study program, which are focused on improving students' professional pedagogical, management and research competence, integrating the latest scientific knowledge and innovative ideas.

After studying AMSP "Educational Sciences" in accordance with the conditions of the short academic program, a master's degree in educational sciences is awarded, which corresponds to the seventh level of the Latvian qualifications framework (7th LKI) and the seventh level of the European qualifications framework (7th EQI) [3].

The 50 CP/75 ECTS short version admits applicants who have a first-cycle higher education in pedagogy or education science or an equivalent education in the field of education with a total of at least 160 CP/240 ECTS and an entrance exam.

The 80 CP/120 ECTS long version accepts applicants who have a higher education with a completed study program of at least 120 CP/180 ECTS and an entrance exam.

For studies in English: knowledge of the English language at least at B2 level

The entrance exam consists of a written and an oral part: the written part - an essay on current events and problems in education in the chosen specialization (300-500 words); oral part - discussions, assessing the candidate's communication and foreign language skills.

Discussions take place in the oral part of the entrance examination: members of the commission ask questions in Latvian and English; during the discussion about current problems in the field of education, the desired specialization of the applicants is clarified.

AMSP "Educational Sciences" corresponds to the trends of the formation of a single European higher education area, or the Bologna process, ensuring that in Latvia it is still possible to obtain higher education in educational sciences in all three study cycles.

AMSP was developed as a second-cycle higher education study program with study results and study content formulated in accordance with the European Qualifications Framework , so that students, supplementing what they learned in the first study cycle,

- acquire in-depth and expanded knowledge and understanding in educational sciences, providing a basis for creative, critical thinking and the development of sound, original research ideas;
- learn the skills of solving industry problems in unfamiliar situations in an interdisciplinary context;
- communicate and reflect on their activities, respecting social and ethical responsibility;
- would have improved learning and research skills in order to carry out highly qualified professional teaching, education manager and research activities in educational sciences, as well as autonomously advance their own development.

This is especially true for areas such as students with special needs, ICT skills for teaching, new technologies in the workplace, individualized learning approaches and teaching cross-curricular skills. The need to acquire these skills equally and consistently has been expressed both in individual countries and throughout Europe, indicating the need for training that would improve the professional skills and pedagogical methods of existing educators.

Trends in European master's level study programs show that the target audience of master's programs (especially in social sciences and humanities) is growing in diversity, so content and organizational solutions are sought and used for the diverse educational needs of the target audience of master's programs, ensuring flexible forms of study, accessible study environment and time. effectively using modern digital solutions as well (because it is during the master's studies that students are most faced with the challenge of combining studies with work).

In several European countries, trends have emerged in recent years that professionals who have obtained their previous education in another field and want to directly acquire pedagogical competence choose master's studies in the field of educational sciences. In some countries, equivalent studies in the master's program of educational sciences are chosen, for example, by the academic staff of higher education institutions (especially those who work as assistants, lecturers in professional or applied higher education or specialists who work as pedagogues in non-formal education, interest education, social sphere, adult education .

AMSP "Educational Sciences" has been developed in accordance with the development trends of the industry in Europe and the world, with special emphasis on the research activity component, as a close unity of study and research should be ensured in the master's degree. In addition, it is important to connect two interrelated directions of research activities in the study process: the study of the activities of professionals in the field of education for practical purposes; orientation towards scientific (fundamental) research and generalization of its results.

The offer of AMSP specializations is based on the European Commission's thematic group "Professional development of teachers" to the collected recommendations on groups of pedagogical competences to be developed for teachers in the process of professional development, as well as taking into account the latest publications in Latvia in connection with Skola 2030 ^{24[4]} current

events, as well as expert-level descriptions of teachers. In general, the "Salzburg (II) recommendations" developed by the Association of European Universities in the Bologna process have been followed in the development of the study content of the master's program^{25 [5]}. On the other hand, the study course materials of the master's program will also be provided in the e-study environment (Moodle), which corresponds to one of the trends in studies in the world.

[1] Rules of the MK No. 322 "Rules on Latvian education classification",
<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju> (in Latvian only)

[2] Regulations of the MK 240 "Regulations on the standard of state academic education",
<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitiba-standartu> (in Latvian only)

[3] Latvian qualifications framework . (2017). <https://www.nki-latvija.lv/en>

[4] Oliņa, Z., Namsone, D., France, I., Čakāne, L., Pestovs, P., Bērtule, D., Volkinštein, J., Lāce, G., Dudareva, I., Logins, J., Butkēviča, A. (2018) Learning for Proficiency. Riga : LU Academic supply (in Latvian only)

[5] European University Association. *European universities' achievements since 2005 in implementing the Salzburg principles*.
<https://eua.eu/downloads/publications/salzburg%20ii%20recommendations%202010.pdf>

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

The activity of DU is oriented towards promoting the development of a sustainable future society by implementing international level scientific research and providing quality education. DU is the largest and most important university in the Eastern Latvian region, whose activities are focused on the development of education, science, culture, innovation and business environment both in the city of Daugavpils, in the municipalities of Latgale and Selia, and in the country as a whole.

In the general education strategy of the city of Daugavpils for 2018-2025, [1] measures are outlined that are aimed at achieving the highest possible level of education quality in all stages of education: preschool, primary school, secondary school, interest education, inclusive education and adult education, thus the study direction "Education and pedagogy" is currently essential to strive for excellence and a high level of educational quality. In the field of education, educators are needed who understand the basic principles of sustainable education and development, are competent, confident, proactive, creative, open, organizers of [2] a human-centered process, innovative and flexible in choosing methods that help students transform information into knowledge and knowledge into life wisdom. AMSP "Educational Sciences" gives students the opportunity to develop competences that are useful in their work, to improve knowledge and skills to conduct research activities, which will definitely help existing and future educators, managers, support staff to create a better, more inclusive work environment.

DU undertakes to provide quality education that meets future challenges and is based on theoretical knowledge and the acquisition of fundamental and applied research skills, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning, as well as developing international level scientific and creative activity,

deepening the integration of scientific and applied research in the study process, engaging in international, national and sectoral research programs, promoting technology transfer and the development of innovations and promoting public understanding of science. Thus, local community, regional and national interests will be respected, creating a unified vision and understanding of the educational system, its goals and content in the educational space of Latvia.

Many graduates of AMSP "Educational Sciences" are employed in the field of education in preschool, primary school, secondary school, professional education, including sports representatives, coaches, managers. Graduates note that during the study process they significantly enriched their knowledge and competences both within the module chosen by the teacher and in scientific work: during their studies they significantly enriched their analytical and research skills, which is an essential result within the study program.

AMSP "Educational Sciences" ensures the entry of highly qualified specialists into the education system, promotes the implementation of the competency approach in the learning process, as employers acquire teacher-researchers who have acquired the knowledge and skills necessary for pedagogical activity and are capable of generating and implementing innovative ideas in the field of education.

[1] Daugavpils general education strategy for 2018-2025

https://www.izglitiba.daugavpils.lv/Media/Default/file/=2012/Normativie_dokumenti/181217_Daugavpils_Izglitibas_Strategija_2018-25_gadam.pdf (in Latvian only)

[2]European Commission (2017). The teaching profession in Europe: practice, self-image and politics.

<https://op.europa.eu/en/publication-detail/-/publication/4b77775b-6d06-11e5-9317-01aa75ed71a1>

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.

AMSP "Educational Science" was started in 2020 and five students were matriculated in the 1st year of study. Table 3.1.4.1 summarizes information about students matriculated in all study years. All matriculated students have budget funding.

Table 3.1.4.1. The number of students matriculated in full-time studies of AMSP "Educational Sciences" in 2020/2021. – 2023/2024

Specialization of students	2020/2021	2021/2022	2022/2023	2023/2024	In total
50 CP/75 ECTS/ 75 ECTS version					
<i>Educational management</i>	3	11	4	8	26
<i>Diversity and inclusion in education</i>	2	3	7	0	12

80 CP/120 ECTS/120 ECTS version	0	3	2	0	5
In total:	5	17	13	8	43

As you can see, the number of students in the 80 CP/120 ECTS program is a total of 5 students, 50 CP/75 ECTS programs option has been more engaging for students and specifically in two specializations "Educational management" and "Diversity and Inclusion in Education".

In May 2024, 2 students are on academic leave (1 student in the 2nd year (80 CP/120 ECTS) and 1 student in the 2nd year (50 CP/75 ECTS).

As can be seen in the table 3.1.4.2, 18 people have graduated from the program, 15 of whom have graduated

short version program (50 CP/75 ECTS) specialization "Educational Management", which AMSP "Educational Sciences" is the most requested.

Table 3.1.4.2. Number of graduates of AMSP "Educational Sciences"

Specialization	2020/2021	2021/2022	2022/2023	2023/2024	In total
50 CP/75 ECTS/75 ECTS version					
<i>Educational management</i>	-	3	7	5	15
<i>Diversity and inclusion in education</i>	-	-	1	-	1
80 CP/120 ECTS/120 ECTS version	-	-	2	-	2
In total:	-	3	10	5	18

The table 3.1.4.3. shows the total number of students who have not completed their studies for various reasons (did not return from academic leave, due to failure, by their own choice and as having not completed the study program).

Table 3.1.4.3. Dropout of students AMSP "Educational Sciences"

Specialization	2020/2021	2021/2022	2022/2023	2023/2024	In total
50 CP/75 ECTS/75 ECTS version	5	4	2		11
-					
80 CP/120 ECTS/120 ECTS version	-	-	1	-	1

In total:	-	5	5	2	12
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Reasons for dropping out of studies:

- in the 2021/2022 study year, in the short version of the program (50 CP/75 ECTS), five students are exmatriculated (2 - did not return from academic leave; 2 - due to failure; 1 - of their own volition);

- in the 2022/2023 study year, in the short version of the program (50 KP/75 ECTS), four students (1 - did not return from academic leave; 2 - by their own choice; 1 - did not complete the study program) are exmatriculated, as well as in the long version (80 KP/120 ECTS) one student is exmatriculated;

- In the 2023/2024 study year, in the short version of the program (50 KP/75 ECTS), two students are exmatriculated (1 did not return from academic leave; 1 - due to failure).

The above-mentioned data, as well as the results of the student survey, show that master's studies require careful organized work on the part of students and lecturers. In this regard, already at the beginning of the 1st semester, there are talks and discussions about the peculiarities of the organization of the study process: the lecturers and the program director try to help the master's students purposefully plan and organize their professional activities and studies in the master's program (balancing individual and group work).

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.

AMSP "Education Sciences" In the distribution of CP, the regulations of the Cabinet of Ministers of May 13, 2014 No. 240 "Regulations on the standard of state academic education".

The scope of **the compulsory part** of the study program :

- The short version (50 CP/75 ECTS) has 34 CP/51 ECTS, of which 20 CP/30 ECTS are master's

thesis development ("Master's thesis development I" and "Master's thesis development II");

- The long version (80 CP/120 ECTS) has 46 CP/69 ECTS, of which 20 CP/30 ECTS are master's thesis development ("Master's thesis development I" and "Master's thesis development II").

The mandatory part of the program includes courses in the field of Education sciences for the study and approbation of theoretical knowledge in the aspect of current problems: "History and philosophy of education in the perspective of the 21st century", "Research I" and "Quality of education". The innovation is the course "Academic Practice in Education Sciences I". These courses are taught simultaneously for both the short and long modules. In addition to the mandatory part of the long program, there are courses: "Introduction to the studies of Education sciences", "Psychology for education", "Research II".

The scope of **the limited elective part** of the study program :

- The short version (50 CP/75 ECTS) has 16 CP/24 ECTS, of which 12 CP/18 ECTS are intended for specialization, and 4 CP/6 ECTS according to the students' limited choice.
- The long version (80 CP/120 ECTS) is 34 CP/51 ECTS, of which 28 CP/42 ECTS are intended for learning basic skills , and 6 CP according to the students' limited choice.

In the short version (50 CP/75 ECTS), the choice of studying in four specializations is offered in the part of limited choice, taking courses in the amount of 12 CP/18 ECTS:

- **In the specialization "Education management"** - "Management and leadership in education", "Organization of Education work and human resources in education" or "Sports policy and social integration (an optional course in the direction of sports is intended for management science students who will choose sports management, the course "Organization of Education work and human resources in education " alternative);
- **In the specialization "Human behavior and education"** - "Psychological aspects of human behavior", "Human behavior in education - evaluation and pedagogical solutions", "Pedagogical consulting and supervision ";
- **In the specialization "Learning and teaching for proficiency"** - "Teaching and learning in the digital age", "Teacher's professional identity and pedagogical mastery", "Education for sustainable development";
- **In the specialization "Diversity and inclusion in education"** - "Solutions of inclusive and special pedagogy for diversity", "Innovative pedagogy in diversity and digital inclusion", "Leadership of diversity".

Within the limited selection, it is possible to study courses in the amount of 4 CP/6 ECTS according to the students' choice (see tab. 3.2.1.1).

Table 3.2.1.1. Limited optional study courses in the short version (50 CP/75 ECTS)

Study course	CP/ECTS
Development of educational materials	2CP/3ECTS
Mentoring in education	2CP/3ECTS
Organization of technology-enriched learning process	2CP/3ECTS
Management psychology	2CP/3ECTS

Critical thinking approach in the learning process	2CP/3ECTS
Social-emotional teaching	2CP/3ECTS
System approach in educational management	2CP/3ECTS
Sociology of education	2CP/3ECTS
Values and human self-image in a cultural context	2CP/3ECTS
Intercultural dialogue in education	2CP/3ECTS
Violence at school	2CP/3ECTS
Assessment and evaluation in modern pedagogy	2CP/3ECTS

In the long version (80 CP/120 ECTS), students who have not previously studied pedagogy take courses of basic pedagogical, management and research competences in the amount of 34 CP/51 ECTS: "Teaching and learning in a transformative pedagogical space", "Teaching and learning technologies", "Communication and pedagogical cooperation", "Modern pedagogy and its sectoral systems", "Expertise in preschool and school pedagogical process", "Expertise in adult and university pedagogy", "Pedagogical management in social transformation processes", "Academic practice in Education sciences II".

Free choice part: selected study courses in the amount of 6 CP/9 ECTS. Within the framework of the free choice part, it is also possible to study the courses together with students of the short version (50 CP/75 ECTS) according to the students' choice (see table 3.2.1.1).

In order to make sure how the study results of the study program will be achieved in the study courses, a mapping of the study program was carried out. In the mapping, it was checked and clearly shown what study results of the study program are achieved in the study courses. After the approval period of the first study year, the lecturers involved in the implementation of the program analyzed and discussed the content of the study courses in the context of the program's achievable results in order to more fully ensure their continuity and mutual complementarity. The mapping results show that the planned results of the study courses included in the study program correspond to the achievable results of the study program. Therefore, it can be concluded that the study program provides an opportunity for students to achieve all study results planned in the study program.

Graduates of AMSP "Education Sciences" acquire competences demanded in the labour market: able to see the education system as part of the global agenda, solve theoretical problems, conduct scientific research, educate society by working with residents of different generations, using information and digital literacy and management skills, develop new methodological materials.

The director and teaching staff of AMSP "Education Sciences" follow the current affairs of the modern labour market and the trends of scientific development, analyzing the latest and current researches of the industry, monographs, educational literature, participating in the development of projects and publications, introducing innovations in the development of the content of study programs and the development of study courses. Every year, the need to make changes in the content of study courses is evaluated (following the proposal of the course lecturer, study program director, employers, etc.). Changes in the content of study courses (before approval) are made and

discussed in the Council of Education and pedagogy of DU. Compliance of study courses with the needs of the industry, the labour market and trends in educational sciences is regularly ensured.

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 awarding of master's degrees is based on achievements and findings in the field of educational sciences: students of the AMSP "Education Sciences" conduct research on current problems in educational sciences, based on the current affairs of the industry and research in accordance with the Cabinet of Ministers' regulations of October 25, 2022 No. 668 "Amendment to the Cabinet of Ministers regulations of April 16, 2013 No. 202 "Procedure in which documents certifying higher education recognized by the state are issued" (<https://likumi.lv/ta/id/336726>, in Latvian only).

The scientific activity of the academic staff of DU fully confirms the high-quality implementation of the content of AMSP "Education Science".

In the defense of the master's theses (thesis topics, see section 3.2.6.), the master's students demonstrate both knowledge and competences in the field of education: they have deeply and comprehensively studied current problems in educational sciences, using various research methods, analyzing research data and results.

The main research directions of AMSP "Education Sciences" at Daugavpils University are sustainable education in school, university, branch pedagogy and didactics of the subject. Publications (monographs or scientific articles) of AMSP "Education Sciences" faculty members are cited in high-level scientific databases (for example, SCOPUS, Thomson Reuter, ERIH plus, etc.), as well as teaching staff involved in the program develop and publish methodical materials and teaching aids.

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 response to common trends in Latvian development planning documents and teacher training in Europe, the AMSP "Education Sciences" is being developed in line with developments in science and practice.

The implementation of the study programme is organised on the basis of a modern teaching and learning model, as well as DU's rich experience in teacher education. The content of the courses is

planned and organised on the basis of a holistic approach, cooperation and participation. The study programme uses a variety of working forms and methods that are appropriate to the objectives of the courses and are student-centred. The study programme uses various methods of contact study: lectures, practical work, seminars, discussions, masterclasses, study projects, case and problem analysis, project development, individual and group work, analysis of audiovisual materials, video, practical workshops.

The study methods are aimed at the development of independent, critical thinking skills. They promote students' interpersonal communication, ability to work in a group, to resolve conflicts, as well as develop respect for human rights, honesty, creative use of knowledge, mastery of scientific methods of inquiry, curiosity, independence in solving work tasks. The aim of using different teaching methods is to maximise the development of cognitive skills, abstract and analytical thinking, development of research competence, and the acquisition of knowledge and skills applicable in professional practice.

Daugavpils University teaching staff regularly improve their qualifications, acquire new teaching methods and apply them in their work. Based on its high competence in the field of pedagogical science, DU develops and approves new teaching methods, is an important centre of support and resources for further education of teachers.

The study programme pays great attention to research and innovation, which is ensured by research study courses, providing a high level of knowledge in methodology and master's thesis development, encouraging students' participation in scientific conferences, scientific seminars.

Special attention is paid to student's independent work - analysis of theoretical literature, preparation of study papers and reports, development of methodological elaborations and teaching materials. Lecturers play the role of organiser, consultant and expert in the process of student's independent work. During the studies, the programme's teaching staff are cooperative and supportive, as evidenced by the individual consultations provided to students.

Students' initiative, independence and cooperation are encouraged, ensuring a student-centred approach. The organisation of the study process and the choice of content are based on the needs and interests of each student, encouraging his/her own conscious and interested activity.

All students are provided with equal treatment and access to the resources necessary for work or studies, while work and study issues are dealt with in accordance with the laws of the Republic of Latvia, regulatory enactments, work and study agreements. A wide range of resources (library, modern study equipment, IT infrastructure) is available. Students have the opportunity to use lecture materials, presentations, assignments and other materials prepared by teaching staff in the e-learning MOODLE environment, thus ensuring the quality of the study programme.

The diversity of the learners is taken into account, e.g. work experience, students with disabilities, etc. The programme management and teaching staff are very supportive in dealing with organisational issues of the learning process. The assessment of students' performance is carried out in accordance with the course examinations and assessment criteria included in the course description, which is fully communicated to all DU students.

Thus, the implementation of the study programme is based on a student-centred approach and the development of positive pedagogical relations, involving students in the evaluation of the study process, providing feedback and improving the study programmes, while encouraging them to be independent and responsible in achieving the results of the study process.

A potential student chooses a specialization already during admission (during the entrance exam). As part of the oral part of the entrance examination, the committee discusses with the potential

student about the desired specialization. During the matriculation process, the student is admitted to the chosen specialization.

In full-time studies, 1 Latvian credit point (CP) corresponds to 40 academic hours, of which 16 hours are contact hours, while 1 ECTS corresponds to 26.7 academic hours, of which 10.7 are contact hours, which is 40% of the intended amount. The remaining part of the amount of study work is the student's independent work. The transition to ECTS is stipulated in the rector's order (see attached *Rector's order on the transition to ECTS*).

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 start of the implementation of AMSP "Science of Education" in September 2020 until January 2024, 18 master's theses have been defended. In the 2021/2022 study year, the first three master's theses were defended in the chosen specialization direction of the program (50 CP/75 ECTS) "Educational Management". In the 2022/2023 study year, 7 master's theses were defended in the chosen specialization of the program (50 CP/75 ECTS) "Educational management" and one thesis in the specialization "Diversity and inclusion in education", as well as the first two theses in the specialization of the program (80 CP/120 ECTS) "Pedagogy". In turn, in the 2023/2024 academic year, 5 master's theses were defended (50 CP/75 ECTS) in the specialization "Educational Management" chosen by the program.

In table 3.2.6.1. the topics of the master's theses defended in Latvian and English have been collected.

Table 3.2.6.1. Topics of defended master's theses in Latvian and English (2022-2024)

Year of defense	Latvian	English
2022	Elementary schools student spiritual well-being during the Covid-19 pandemic at a time	Spiritual well-being of elementary school pupils during the Covid-19 pandemic
	Remote learning in process created consequences 1-3 in classes	Consequences of the distance learning process in Grades 1-3
	Remote learning process influencing factors in 9th grade	Factors affecting the remote learning process in Form 9
2023	Supports systems formation parents Roma child for inclusion minorities of education in programs primary education stage	The creation of a support system for Roma parents to include children in the general educational programs of minorities for primary education
	Schools how to learning organizations approaches manifestations of education in institutions	Manifestations of the school as a learning organization approach in educational institutions
	General education school teacher understanding of global education competence and participation mobility in projects	General education school teachers' understanding of global educational competence and participation in mobility projects
	Training lessons and upbringing process organization for 13-14 years old football player for integration in the professional in football	Organization of training sessions and the educational process to integrate 13-14 year old footballers into professional football
	5-6 years old child skills manage yourself Manifestation preschool in the pedagogical in process	Manifestation of self-management skills of 5-6-year-old children in the preschool pedagogical process
	Figure skater emotional burnout : pedagogical aspect	Emotional burnout of figure skaters: A pedagogical aspect
	14-15 years old young people technical and mental preparations improvement football training lessons	Improvement of tactical and mental development of 14-15 year old youth in football trainings
	Coach competence of elite figure skaters in preparation	Competences of the coach in the preparation of elite figure skaters
	Virtuous upbringing learning programs implementation problems and perspectives in private of education in institution X	Problems and perspectives of the implementation of the moral education in the private educational institution X
	A football player preparations system synergy in Latvia	Synergy of football player preparation systems in Latvia

2024	Parent and preschool of education institutions interaction of the child development for promotion	Interaction between parents and preschool educational institution to promote child development
	Families and preschools institutions cooperation for 5-6 years old child in preparation for school	Cooperation of family and pre-school institution in preparing 5-6 year old children for school
	Inclusive education health and physical activities in hours general education schools secondary schools stage	Inclusive education in health and physical activity classes in mainstream secondary schools
	Preschool pedagogue understanding of inclusive education : casual study	Preschool educators' understanding about inclusive education: the case study
	Mentor support the new one preschool a teacher reflexive skills for development	Mentor's support for the development of reflexive skills of novice preschool teachers

As can be seen, taking into account the situation caused by the Covid-19 pandemic, the topic of the Covid-19 pandemic and the remote learning process dominated in 2022. In the following years, the students chose to study the work environment in which they work and analyze the current problems affecting the learning process in preschool and elementary school. Some selected topics are related to the students' professional activities in the field of sports. Thus, the issues of training of coaches and competence in training of figure skaters, as well as training of football players in Latvia were investigated.

Analyzing the evaluations of defended master's theses, an average grade of 8.5 points was found. This indicates high level of professional and research training of graduates, which will ensure a more successful integration of graduates into the labor market. Also, the acquired academic education will provide opportunities for further studies at the doctoral level.

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.

Study base

The following DU structural units are involved in the implementation of AMSP "Educational Sciences", whose mutual cooperation is determined by the "Regulations on opening and management of study directions and study programs of Daugavpils University" [1](electronic link to the regulations: <http://du.lv/par-mums/dokumenti/> ; <https://du.lv/en/about-us/documents/>)

Lecturers and leading researchers of the Faculty of Humanities and Social Sciences (hereinafter HSZF) Department of Education and Psychology, Department of Law, Management and Economics,

Faculty of Natural Sciences and Health Care (hereinafter DVAF) Sports Department, Department of Environment and Technology and the Institute of Humanities and Social Sciences (HSZI) ensure the teaching of study courses, the conduct of academic practice in educational sciences and the development of a master's thesis. HSZF provide appropriate support staff to administer the program. HSZF and DVAF academic staff are responsible for the quality and evaluation of the study courses of the study program: develop the study course, prepare its description, implement the study course; recommends study literature and periodicals; takes care of maintaining the material base of the program.

HSZF administration and Student Service Center support staff carry out duties related to the preparation of lecturers' workload, data entry and making changes in the Daugavpils University Information System (DUIS) for the elected academic staff, as well as ensure the conclusion of contracts with visiting lecturers and prepare their salary documentation. HSZF records and Student Service Center support staff ensure the circulation of documents and between HSZF and the university's structural units, prepare, issue and register documents, create cases according to the nomenclature of cases, follow the implementation of decisions of the HSZF Council, collect documentation and enter applicants' information into the Daugavpils University Information System (DUIS), prepare drafts of the order for students at DUIS, monitor the signing of study agreements and the fulfillment of student agreement obligations, provide lecturers, students and DU structural units with the necessary information, ensure correspondence with legal and private persons on work issues.

For the implementation of the study direction, a council of the study direction "Education and pedagogy" is established at DU, which is headed by the head of the study direction, who is the director of a corresponding direction program. The functions of the study direction council are:

- develop the study program/ s of the direction ;
- a self-evaluation and analysis of the implementation of the study program of the direction;
- analyze student achievements;
- analyze the academic work of the lecturers involved in the course of study;
- promote the integration of scientific work in the study program.

Proposals of the study direction council are made in writing, submitted to the HSZF council for approval and attached to the annual self-evaluation report of the direction. The academic staff of the study areas is responsible for the quality and evaluation of the study courses:

- develops a study course, prepares its description, implements the study course;
- recommends study literature and periodicals;
- takes care of the maintenance and renewal of the material base of the program.

The director of AMSP "Educational Sciences" ensure the administration and management of the study program in cooperation with the study direction council and head, the Dean of HSZF, the head of the Department of Education and Psychology of HSZF, involving them in the development, implementation, evaluation of the study program, the integration of scientific and study work and the organization of the study process; in matters of collection of scientific and educational literature of DU libraries; financial and accounting parts (FUD) in calculating the cost of the study program.

Director of AMSP "Science of Education" Dr. paed., Professor of HSZF Department of Education and Psychology Jeļena Davidova ensures the administration and management of the study program, in cooperation with the council of the "Education and pedagogy" study field and the head of the study field, leading researcher of HSZI and HSZF acting dean Dr. paed., Mg. psych. Māriņa Kravale-Pauliņa.

Researchers of the Center for Sustainable Education of the **Institute of Humanities and Social**

Sciences (I. Ostrovska), leading researchers (I. Fyodorova, M. Kravale-Pauliņa, E. Oļehnoviča), professors (A. Pipere, Dz. Iliško) provide teaching of study courses, academic practices management in educational sciences and management of the development of master's theses.

Assoc. professor, dr. psych. Aleksejs Ruža of the Department of Education and Psychology of the **Faculty of Humanities and Social Sciences** is involved in providing study courses Research I and Research II; prof. J. Davidova and doc. S. Zariņa provides many study courses in both the short (50 CP/75 ECTS) and the long (80 CP/120 ECTS) version of the program.

Lecturer of the **Department of Environment and Technology of the Faculty of Natural Sciences and Health Care**, Mg. sc. comp., Andris Vagalis teaches the study course "Teaching and learning technologies", "Technology-enriched organization of the learning process" and "Teaching and learning in the digital age".

Teaching staff of the **Sports Department of the Faculty of Natural Sciences and Health Care** (Assoc. Prof. V. Dombrovskis, Assoc. Prof. S. Čapulīš, Assoc. S. Guseva, Assoc. A. Korniševa, Assoc. J. Badjanova) provide several study courses in short program version (50 CP/75 ECTS) in the direction of specialization "Human behavior and education", "Educational management".

In the selection of lecturers involved in the implementation of AMSP "Education Science", the ESF projects SAM 8.2.1 and SAM 8.2.2. included requirements were taken into account for the qualification of lecturers, attracting also professionals who work in general preschools (for example, the head of the 4th special preschool educational institution of Daugavpils, Ekaterina Jankovska), in secondary education institutions (for example, the director of Riga 72nd Secondary School Pāvels Pestovs), as well as specialists from municipalities (for example, Andrejs Zagorskis, head of the Preiļi District Education Board).

The lecturers involved in the implementation of AMSP "Education Science" regularly publish articles in internationally recognized publications, which are included in the Web of Science, SCOPUS, ERICH Plus, EBSCO and other databases. In cooperation with Klaipėda University (Lithuania), Kaunas Vytautas University (Lithuania), Hradec University of Kralove (Czech Republic), University of Eastern Finland, University of Business Turība program director prof. Yelena Davidova has been organizing the international summer doctoral school since 2017, which is focused on the content and super-content of academic writing skills and sustainability competence, on the actualization of topics of interdisciplinary and transdisciplinary approach in higher education, school, university and branch pedagogy, as well as educational management.

An essential criterion for the involvement of study program lecturers was their experience in the implementation of the ESF project "Competence approach in teaching content" (project No. 8.3.1.1/16/I/002), both as experts and also as leaders of expert groups, developing the content of teaching aids for basic education and general secondary education, participating in the activities of programs for improving the professional competence of teachers.

Informative and methodical provision

The methodological support for the implementation of the study program at DU is extensive and prepared according to the specifics of the field of educational sciences (see 2.3.1-2.3.3). In addition to traditional information resources, DU provides access to more than 100,000 subscribed e-resources in various branches of science. Methodical materials are being developed to expand the diversity of the new study courses. The already existing methodical materials in the MOODLE environment have been updated. The principles of the Daugavpils University Information System (DUIS) provide that the study courses of the study programs will be placed in e-studies (in the MOODLE environment), in which, according to the improvement and addition of the course content, the posted materials will be updated, including the latest scientific and methodical literature in the

course descriptions. The e-study environment is also used for student and teaching staff communication, as well as the relevant regulatory acts are available in the DU Information System (DUIS).

Subscribed multidisciplinary e-resources that include materials specific to the master's study program "Educational Sciences"

- **Current normative act changes of education in the field** - monthly e- edition about current affairs normative act changes of education in the field .
- **Cambridge University Press** - humanitarian and social sciences .
- **EBSCO Academic Search Complete** - one of the most valuable scientific information resources in which available information from more like 12,500 full text , including 7,300 scientific ones reviewed magazines . Data base offer chance also view annotations for 12,500 journals and 13,200 books , reports and conferences materials .
- **Education and Culture** - e- newspaper includes information about everything that matters in education , providing informative support university for teaching staff and students , how also schools for working people teachers , management and administration .
- **Letonics** - reference and translation system which the main the aim have got to provide systematized , encyclopedic reference and translation information . Letonics offer search and work With information found in 11 encyclopedias etc inquiry in resources , 13 dictionaries (translating , explanatory , terminologies), as also in collections with 10,000 images , audio recordings and video materials . Data base available also Latvian literature library with 200 full text literary ones works and languages supports storage With auxiliary materials Latvian for the language . Letonika.lv serves how to guide Latvian in culture , history , language , nature and literature .
- **LETA** - news and archive - offer chance operationally to look for published news , photo , video, press releases , articles from Latvia press expenses , statistics and others information .
- **Lursoft** - newspaper library .
- **LV** - current information in the most important ones Latvian in industries .
- **Preschool** - e- magazine about current affairs related With education up to schools progress for initiation : psychologist recommendations , practical preschool experience , methodical materials .
- **ScienceDirect** - publishers *Elsevier* data base humanitarian and social in the sciences , as also natural and technical in sciences , life in sciences and medicine . Data base contains information about several thousands *Elsevier* issued magazines and books . DU available around 2650 magazines filling text issued mainly from 2002 up to to the youngest magazine for the number , how also more than 350 e- books .
- **Schools psychology - e** - magazine about the emotional environment and relationships at school , about contacts questions between for teachers , students and parents , about the child behavior , teacher work , myself getting to know , identifying and understanding .
- **Schools first name** - e- magazine of education institutions managers , teachers and support for staff , contains analytical articles about current affairs of education problems , decisions explanations , school project experience , etc. c. topical information .
- **Scopus** - publishing houses *Elsevier* multidisciplinary scientific publication bibliographic and citations information Database .
- **For parents** - e- magazine intended preschools and primary schools child parents and teachers .
- **Web of Science** - multidisciplinary Database .

Free access resources that include information according to the specifics of the academic master's study program "Educational Sciences".

[Ad Access](#) , [Ancient History Encyclopaedia](#) , [ArXiv.org](#) , [Beazley Archive](#) , [Cambridge Dictionary](#) , [ChemSpider](#) , [Cogent OA](#) , [CogPrints](#) , [Directory of Open Access Books](#) , [Eurostat Data](#) , [IEEE Open](#) , [IMSLP Petrucci Music Library](#) , [Journals for Free](#) , [Language Science Press](#) , [LearnChemistry](#) , [LR Central Statistics Office database](#) , [OAPEN \(Open Access\)](#) , [Old Maps Online](#) , [Online College Classes](#) , [Open Access Research Database \(International Journal of Scientific and Research Publications \)](#) , [OpenGeoscience](#) , [Google Scholar](#) , [Periodika.lv](#) , [Zenodo](#) .

Sufficient numbers of all *Journal of Teacher Education for Sustainability* and *Discourse and Communication for Sustainable Education* volumes and BBCC conference proceedings since publication.

In general, the provision of the study program with teaching and scientific literature can be evaluated as good, the available material and technical provision allows the high-quality realization of AMSP "Education Sciences".

Financial basis

of AMSP "Educational Sciences" are appropriate to the needs of the study program and the conditions of its implementation, the sources of financing the study program are identified and the financial resources will ensure the implementation of the study program to achieve the study results. The financial support provided for the study programs of the DU study direction "Education and pedagogy" includes funding from the state budget and DU's own revenues.

Funding of the science base and funding of scientific activity (performance) is not divided by study areas, but directed to the provision of scientific activity of DU (remuneration of scientific staff, business trip expenses, grant funding, subscription to databases, capital expenses) and scientific institutes.

For the successful provision of the study process, DU uses both state budget grants and private funds.

The costs of the study program are calculated using the DU financial instrument developed by the Finance and Accounting Department of DU for determining the costs of study programs and calculating profitability. The cost calculation of the study program is designed in such a way as to ensure a high-quality study process and ensure a sufficient financial basis for the implementation of the study program.

Material and technical base

The provision of the study process mainly take place in the DU study building at Parades street 1, where the Department of Education and Psychology of the Humanities and Social Sciences, the Department of Sports of the Faculty of Natural Sciences and Health Care and the Department of Law, Management and Economics, the Institute of Humanities and Social Sciences, where the students involved in the study program work on a daily basis teaching staff, as well as the premises located at Parades Street 1 are used. If necessary, the premises located at Vienības Street 13 and DU Sports Complex at Kandavas Street 1 may be used. The auditoriums meet the needs of the study process, they are equipped with the necessary technical equipment. For detailed information, see 2.3.1.-2.3.3.

Auditoriums are equipped with the necessary technical equipment (computers, video projectors, interactive whiteboards, multifunctional devices). In the study process and in the implementation of independent applied research projects, you can use the computer class of DU CISCO System Networking Local Academy with new access technology, computer class with SPSS program package for data processing, technical resources of the Department of Information and Communication Technologies of DU, copying equipment, visual presentation equipment, video

filming equipment, audio equipment.

Infrastructure

The infrastructure of DU allows full implementation of AMSP "Educational Sciences". In cooperation with the supervisors of the master's thesis and the academic staff involved in the implementation of the study program, an opportunity will be provided to conduct in-depth research in the field of educational sciences, based on the available scientific sources in the DU library, getting acquainted with the conducted research and implemented projects.

Students can use various DU rooms: computer classrooms, auditoriums for consultations, meetings, library rooms for literature analysis, preparation of independent and applied research works, as well as specially equipped rooms for organizing conferences, study and extracurricular activities. For example, DU operates computer classes that are provided with the software necessary for learning research methods (MS Office, SPSS, GIS, etc. data visualization tools and apps).

Students and lecturers have video/data projectors at their disposal, which are used both in computer classrooms and in other auditoriums for the presentation of lecture and seminar materials. Students can communicate with teaching staff using e-mail, MOODLE e-study environment or ZOOM, etc. DU has available auditoriums with simultaneous translation booths, which are necessary for provision of guest lectures. Computers available to students use both standard office programs, software for working with the Internet and publishing information on it, and specialized programs for processing research results (for example, SPSS). Programs with multimedia capabilities are installed on the computers, which are used to improve foreign language skills.

Availability of the study environment

In 2015, DU concluded the project "Improving the quality of Daugavpils University study programs and ensuring environmental accessibility", which was co-financed by the European Regional Development Fund (ERDF). Within the framework of the project, the modernization and adaptation of DU infrastructure for persons with special needs was implemented, thereby improving the accessibility of the environment for persons with functional impairments (movement, vision, hearing impairments). The classrooms are accessible to people in wheelchairs - elevators and a lift have been installed, thresholds have been eliminated, the door width is suitable. Information is available for visually impaired and hearing impaired people - installed projection devices, sound amplifying equipment; nursery rooms were created for young studying parents to change and feed their children, and a playroom was created to keep the studying children busy during classes. In 2016, in the nomination Education for all, DU received the Apeiron award, which shows the quality of the accessibility of the university environment.

[1] " Regulations on the opening and management of study directions and study programs of Daugavpils University " ,
<https://du.lv/wp-content/uploads/2024/06/REGULATIONS-FOR-THE-OPENING-AND-MANAGEMENT-OF-STUDY-FIELDS-AND-STUDY-PROGRAMS-OF-DAUGAVPILS-UNIVERSITY-1.pdf>

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).

The financial base and costs of the study program of AMSP "Educational Sciences" are appropriate to the needs of the study program and the implementation conditions, the sources of financing the study program are identified, and the financial resources will ensure the implementation of the study program to achieve the study results. Funding sources are formed within the study direction "Education and pedagogy". The financial support provided for the study programs of the DU study direction "Education and pedagogy" includes funding from the state budget and DU's own revenues.

Funding of the science base and funding of scientific activity (performance) is not divided by study areas, but directed to the provision of scientific activity of DU (remuneration of scientific staff, business trip expenses, grant funding, subscription to databases, capital expenses) and scientific institutes, in turn, academic staff employed in science represent different fields of study.

For the successful provision of the study process, DU uses both state budget grants and private funds. The costs of the study program are calculated using the DU financial instrument developed by the Finance and Accounting Department of DU for determining the costs of study programs and calculating profitability. The cost calculation of the study program is made in such a way as to ensure a high-quality study process and ensure a sufficient financial basis for the implementation of the study program. Full-time face-to-face studies are organized at the expense of the state budget and funds contributed by the students themselves or other legal and natural persons.

A detailed description of study fees and discounts can be found on the DU website: <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/> (only available in Latvian). Study fees for AMSP "Education Sciences" are set as follows:

The short version (1 year 3 months) - 1600 EUR in the 1st study year and 480 EUR in the 2nd study year, 2080 EUR in total;

The long version (2 years) - 1600 EUR per study year, 3200 EUR in total.

Table 3.3.3. Costs per 1 student AMSP Education Sciences

No.	Name	Amount (EUR)
	75 ECTS	

1.	Salary fund per student	1589.54
2.	Employer's GST 24.09% per 1 student	382.92
3.	Cost of missions and missions per student	18.32
4.	Services per 1 student	57.94
5.	Cost of materials, energy, water and equipment per student	63.98
6.	Cost of books and journals per student	14.22
7.	Equipment acquisition and investment costs per student	38.22
8.	Student social security per 1 student	251.98
Total cost for 1 student		2417,12
120 ECTS		
1.	Salary fund per student	3289.14
2.	Employer's GST 24.09% per 1 student	775.91
3.	Cost of missions and missions per student	118.32
4.	Services per 1 student	258.23
5.	Cost of materials, energy, water and equipment per student	463.24
6.	Cost of books and journals per student	118.95
7.	Equipment acquisition and investment costs per student	137.88

8.	Student social security per 1 student	251.98
Total cost for 1 student		5413.65

The minimum number of students in the study program is 5 students, and in the specialization - 3 students.

3.4. Teaching Staff

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

Highly qualified teaching staff, as well as practitioners, are involved in the implementation of the study program, who are able to successfully balance theoretical and practical issues, emphasizing the most essential competencies that are necessary for teachers and other specialists in their professional activities. Practically everyone involved in the program has accumulated rich experience in the development and teaching of various study courses in the field of educational sciences, which is confirmed by the numerous international publications of the lecturers, which are indexed in *Scopus* and *the Web of Science* databases, as well as methodical publications, monographs and textbooks in the field of education and other related sciences. The professional and scientific development capacity of the teaching staff confirms the ability to learn throughout life, thus motivating students with their personal experience and example to take on the role of a leader and agent of change, creating solutions to the challenges of the educational process.

A successful and high-quality study process requires not only knowledgeable teaching staff who keep up with the latest theoretical literature in the field, but also practitioners who orientate themselves in various issues at the school, district, regional and national level. In order to ensure high-quality implementation of AMSP "Science of Education", several criteria are used for the selection of teaching staff to be involved in the program, so that the study courses are conducted by qualified and scientifically prepared lecturers. The most important criteria for the selection of teaching staff were defined as: compliance of the qualification of teaching staff with the requirements set by the regulatory acts; the direction/interests of scientific research correspond to the content of the study program/course; as well as appropriate language skills. In the creative and scientific biographies (CV) of the teaching staff involved in the implementation of the study program, confirmations of the following were found: professional development according to the content of the study program; practical experience gained at work in a school or other educational institution; scientific and practical experience; participation in conferences, research projects, etc.

All teaching staff involved in the program have participated in the implementation of various teacher education programs, accumulating rich experience in the development and teaching of

study courses in the field of educational sciences, as well as in the methodology of subjects in the fields of study. The lecturers involved in the provision of the program improve their qualifications by participating in international conferences, seminars, organizing summer schools, as well as by publishing their research in Scopus and the Web. of In journals and conference proceedings included in Science databases. Improvement of academic and professional competences takes place by engaging in fundamental and applied research projects, publishing research results and presenting them to the scientific community at international conferences. According to the collected data, DU teaching staff purposefully and regularly engage in various professional development activities in university didactics, teaching methodology, as well as in areas corresponding to their scientific interests, both at DU and at other Latvian universities, as well as at foreign universities within the framework of Erasmus + and other projects.

In March 2023, ESF project no. 8.3.6.2. "Creation and implementation of the education quality monitoring system" (project contract number: 8.3.6.2/17/I/001 (No. ESS2022/442)) within the framework of the 2nd round of the LU study "Evaluation of the competences of students in higher education and the dynamics of their development during the study period" , several lecturers (E. Oļehnoviča , J. Badjanova , S. Čāpulis , etc.) participated in the non-formal education program "Using the tool for assessing the competences of students' transitions in the formulation and evaluation of study results". 2023/2024 academic year EM Tschermak 's research grants were approved grant) for teaching staff Dz. Iliško and J. Badjanovai . The teaching staff (E. Oļehnoviča , M. Kravale- Pauliņa , A. Vagali , J. Jankovska, P. Pestovam , M. Rozenfelde , etc.) in addition to their academic work at Daugavpils University, have active practical experience working in general education schools, professional education competence centers, which provide deep understanding of the specifics of the teacher's work, thus ensuring a direct unity of theory and practice in the study process.

Raising the qualifications of the staff involved in the implementation of the program is also related to gaining experience in organizing conferences of various levels, promoting the processes of developing and defending scientific works and the academic mobility of lecturers by participating in the academic mobility of lecturers, raising their qualifications in international programs (Erasmus +) in foreign universities and scientific institutions, learning innovative teaching methods and applying them in academic work. Quite active lecturers participate in the teaching and experience exchange programs offered by the Erasmus + program, which promotes their professional competence and sharing examples of good practice, thus contributing to the co-creation of new ideas for future projects with their scientific knowledge .

Some of the teaching staff involved in the implementation of the program have long-term experience in the practical implementation of sustainable education goals, sustainable development strategy in teacher education, participating in UNESCO /UNITWIN projects (L. Silova, Dz. Iliško , I. Fyodorova, E. Oļehnoviča , J. Badjanova , M. Kravale -Pauliņa, S. Zariņa). It should be noted that DU already has a long experience in popularizing issues of sustainable education and sustainable development, which is also facilitated by cooperation in projects and publishing scientific publications with the UNESCO Chair of DU (founded in 2013).

DU teaching staff have actively participated in the European Social Fund project "Competence approach to learning content" (No. 8.3.1.1/16/I/002) 2.3.-2.5., 5.2. and 6.3. in the implementation of sub-activities (S. Zariņa, E. Oļehnoviča , A. Vagalis , P. Pestovs) and the experience gained in the project, in developing the learning content for teaching materials in the field of languages, in the field of cultural understanding and self-expression in the arts (in literature), in the social and civic fields, is a significant contribution for the provision of study program courses, for example "Development of learning materials".

It can be established that the quality composition of AMSP "Educational Sciences" lecturers complies with the "Law on Universities" and the mentioned requirements. The qualification of the involved academic staff is appropriate to the specifics of the study program and the conditions of implementation. The teaching staff are professionals in their field of science, who have proven their competence in field research and the use of e-environment in the study process, as well as participated in international projects and developed teaching aids and materials. In the implementation of the study program, professionals in their specialty with practical work experience in the relevant field are also involved, for example in the study courses offered in the "Diversity and inclusion in education" specialization ("Leadership of diversity", "Inclusive and special pedagogy solutions for diversity"). For example, the provision of the study course "Academic practice in educational sciences I" and "Academic practice in educational sciences II" includes leading researcher Ilona Fyodorova, who is a member of the scientific journal "Journal of Teacher Education for Sustainability" (included in the Scopus database) editor. Prof. is actively involved in providing study courses. Dzintra Iliško, who is the editor of the scientific journal "Discourse and Communication for Sustainable Editor of "Education" and a member of the editorial boards of many other scientific journals. Prof. Anita Pipere, prof. J. Davidova, doc. S. Zariņa is actively involved in the implementation of scientific projects and the preparation of 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.

During the approval of the study program, the provision of teaching staff was reviewed. Taking into account the fact that the recruitment of teaching staff takes place in accordance with the current needs of the study area, which is determined by the study area council in accordance with the study area development plan, the provision of teaching staff included in the study plan was reviewed. The employment contract is concluded with the lecturers elected in the main job for six years, and the workload includes a wider range of duties than for visiting lecturers, for example the activity of LZP expert, study program or course administration, etc. Visiting lecturers are invited to implement a specific study course, and the company contract is concluded with them for one study year or study semester. Visiting lecturers mostly have additional qualifications or practical experience in the field of activity related to the course of study to be implemented (electronic link to "Regulations for elections in academic positions at Daugavpils University": https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APSTIPRINATAIS.pdf; available only in Latvian).

Teaching staff who have terminated their employment relationship with DU were excluded from the provision of study courses: M. Aleksejevs, who was included in the study course "Civil Defense" (additional study course for those students who did not learn its content in previous studies) and this study course offer was valid until 2023/2024 academic year. Several guest lecturers (D. Nīmante, A. Broks, A. Beļska, A. Stankevičs) were also removed from the provision of study courses.

The number of teaching staff included in the provision of study courses was expanded, for example by including doc. Alyon In the provision of the Kornishevu study course "Pedagogical consulting and supervision". There have also been changes in lecturer positions due to election or obtaining a master's/doctorate degree. For example, in 2023, lecturer Igors Trofimovs was elected to the position of assistant professor, because his doctoral thesis was defended and he was awarded the

scientific doctoral degree Doctor of Science (*Ph . D.*) in law. In 2023, contracts were signed with Pavel Pestova and Liena Valdmāni, who were elected to the position of assistant professor. Both teaching staff defended their dissertations in 2023 and were awarded the Doctor of Science (*Ph . D.*) degree in social sciences. The provision of the study courses "Violence at school", "Inclusive and special pedagogy solutions for diversity", "Expertise in preschool and school pedagogical process" included guest lecturer Ekaterina Jankovska, who has valuable experience in the field of inclusive education. Professor Dzintra Iliško (2022) and assistant professor Jelena Badjanova (2023) were awarded the professional master's degree in psychology (Mg. psych.).

Academic staff with education, scientific competence and qualifications corresponding to the course content were involved in the development of study courses. The lecturers involved in the implementation of the study program simultaneously work in DU's study programs at different levels (bachelor's, master's and doctoral), for example, prof. A. Pipere , prof. J. Davidova , prof. I. Kokina, assoc. prof. S. Chapulis , doc. S. Zariņa, etc

In total, 24 teaching staff and additional 2 teaching staff are involved in the AMSP "Educational Sciences" study program, who provide the study course "State, civil and environmental protection", if it has not been studied in an earlier study cycle (these 2 teaching staff are not included in the total number of the basic provision of the study program) .

Highly qualified teaching staff are involved in the implementation of the study program (4 professors, 4 associate professors, 7 assistant professors, 3 leading researchers, 3 lecturers), as well as 1 associate visiting professor, 2 guest lecturers - practitioners who are able to successfully balance theoretical and practical issues, emphasizing the most important competencies , which are necessary for teachers and other professionals studying the master's program. Practically all teaching staff involved in the program have accumulated rich experience in the development and teaching of various study courses in the field of educational sciences, which is confirmed by the numerous international publications of the lecturers, which are indexed in Scopus and the Web of Science databases, as well as methodical publications, monographs and textbooks in the fields of education and other sciences. The professional and scientific development capacity of the teaching staff confirms the ability to learn throughout life, thus motivating students with their personal experience and example to take on the role of a leader and agent of change, including creating solutions to the challenges of the educational process in the field of inclusive education.

Out of 24 teaching staff, 21 teaching staff have been elected to the main job at DU: 4 – professors, 4 – associate professors, 7 assistant professors, 3 lecturers, 3 leading researchers, of which 18 have a doctor's degree, and 3 have a master's degree.

On the other hand, out of 3 guest lecturers , 1 teaching staff has a doctor's degree (1 associate visiting professor) and 2 are guest lecturers with a master's degree. The proportion of elected teaching staff in the study program is 87.5%. A summary overview of the teaching staff involved in the study program is available in the appendix "Teaching staff involved in the implementation of the Daugavpils University Master's study program "Educational Science", their qualifications and taught courses".

Table 3.4.2.1. Overview of the number of participating teaching staff elected by DU in the 2023/2024 academic year of AMSP "Educational Sciences"

Position	Number and %
Professor	4 (19%)

associated professor	4 (19%)
Docent	7 (33%)
Lead researcher	3 (14%)
Lecturer	3 (14%)

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 management of the Faculty of Humanities and Social Sciences and the director of AMSP "Educational Sciences" prof. Yelena Davidova, together with the teaching staff, cooperates with students to ensure a full-fledged and effective study process. Both lecturers and students actively participate in the study process. Cooperation will be strengthened in the following study years, paying more attention to improving the content of study courses, evaluating the study results to be achieved. DU has close ties with employers and their organizations, it knows the demand of the labor market, develops and implements educational programs that meet the needs of the Latvian

economy. Employers' representatives are also involved in the activity of the "Education and Pedagogy" study direction council, the aim of which is to improve the quality of study programs implemented by DU, observing the development trends of Latvia's economy, education and science, as well as promoting the preparation of competitive specialists.

In 2023, the teaching staff has successfully provided [continuing education for employed persons within the framework of the ESF project "Improving the professional competence of employed persons"](#), **in cooperation with the municipality of Daugavpils. As well as provided** further education in data analysis and report preparation for practicing teachers and researchers; in personal data protection (IT), IT security and other aspects of digital competence; in business and other contexts (for example, M. Kravale-Pauliņa, I. Kokina, Dz. Iliško, J. Badjanova, L. Silova).

In cooperation with the Lifelong Learning Center of DU, the teaching staff was involved in providing further education needs, promoting the professional and personal growth of each individual according to their abilities and wishes (electronic link: <https://du.lv/studijas/muzizglitiba/> ; available only in Latvian).

The incoming mobility of lecturers and students is encouraged. Successful cooperation has been established with Vilnius University Šiauliai Academy, Panevezys University in the field of teacher education, and the lecturers involved in the program increase their competence both by participating in the intensive Erasmus + programs and also by combining teaching and experience exchange program opportunities. DU regularly promotes the interest of teaching staff and students in the opportunities offered by Erasmus +, inviting them to strengthen cooperation with DU's partner universities. The list of agreements concluded in the DU Erasmus + program in the field of educational sciences can be viewed here: <https://du.lv/starptautiska-sadarbiba/sadarbiba/> ; <https://du.lv/en/international-cooperation/collaboration/> .

The teaching staff of the program collaborate:

- deciding on activities related to the organization and management of the study process;
- examining questions about the study content;
- planning and organizing scientific events; cooperating in the research field (conducting joint research within projects, writing joint publications, participating in scientific conferences, etc.).

The content and structure of the courses, the organizational forms of the study process are discussed in the regular meetings of the lecturers in order to promote the growth of the master's students.

At the end of each study year, academic staff workloads for the next study year are planned in structural units. Taking into account the results of the evaluation of the respective study courses of the students of the program and the self-analysis of the academic activity performed by the lecturers, the suitability of the teaching staff for the development and teaching of the specific study courses is evaluated. Approval of academic workloads is carried out in accordance with the "Procedures for recording the workload of academic staff at DU".

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	3.1.2.Diploma and supplement_AMSP Education sciences.zip	3.1.2.Diploma un pielikuma paraugs_AMSP Izglītības zinātnes.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	3.1.4. Statistics on students_AMSP Education sciences.docx	3.1.4. Studejoso statistika_AMSP Izglītības zinātnes.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	3.2.1.Compliance with National standart_AMSP Education sciences.docx	3.2.1.Atbilstība_Valsts_standartam_AMSP Izglītības zinātnes.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	3.2.1.Mapping_of_study_courses_AMSP Education sciences.docx	3.2.1.Studiju_kursu_kartejums_AMSP Izglītības zinātnes.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.4.Study plans_50_80_CP_AMSP Education sciences.docx	3.2.4.Studiju plāni_50_80_KP_AMSP Izglītības zinātnes.docx
Descriptions of the study courses/ modules	3.1.2.Study course descriptions_AMSP Education sciences.zip	3.1.2.Studiju kursu apraksti_AMSP Izglītības zinātnes.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)	STATEMENT_Article 55_AMSP Education Sciences.docx	Apliecinājums par personāla atbilstību MK noteikumu 55.pantam.edoc

Primary School Teacher (42141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Primary School Teacher</i>
Education classification code	<i>42141</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Jelena</i>
Surname of the study programme director	<i>Badjanova</i>
E-mail of the study programme director	<i>jelena.badjanova@du.lv</i>
Title of the study programme director	<i>Dr.paed., docente</i>
Phone of the study programme director	<i>26760050</i>
Goal of the study programme	<i>To ensure the provision of a competitive and high-quality, internationally comparable professional higher education and qualification of teacher by acquiring the necessary professional competencies, which are determined by the standard of the teaching profession, for work in the first stage of primary education.</i>
Tasks of the study programme	<i>1.To provide students with the possibilities to acquire general knowledge and competence necessary for the performance of the key tasks and responsibilities of a teacher's professional activity.</i> <i>2.To ensure the unity of acquisition and implementation of theoretical knowledge and practical activities in pedagogy, psychology and methodology, including openness to the new and innovative field of education, using communication technologies and resources, as well as understanding global and local, socio-political, economic and cultural processes.</i> <i>3.To promote the students' acquisition of professional knowledge and skills in the development of pedagogical competence, which is necessary for the planning, implementation and assessment of learning outcomes.</i> <i>4.To promote students' scientific research activity by integrating the theoretical findings of pedagogy and psychology into practical work, creating awareness of the diversity of research methodology and opportunities for professional and scientific growth.</i> <i>5.To support the development of creative and social activity, to promote the development of students' self-education needs by promoting their self-fulfilment towards lifelong learning.</i>

Results of the study programme	<p>Knowledge:</p> <p>1. understands the basic concepts of educational sciences and the guidelines of a professional activity, knows the techniques of self-analysis and self-evaluation of teacher's pedagogical activity, which are necessary for the performance of the teacher's duties and the improvement of professional competence;</p> <p>2. is familiar with the content of learning areas, principles of its organization and implementation methodology, thorough skills development methodology, understands the principles, forms and methods of planning, implementation and evaluation of the pedagogical process, the possibilities for their use in practical pedagogical activity.</p> <p>Skills:</p> <p>3. can plan and implement learning process adapted for life situations with appropriate goals, activities and achievable learning results;</p> <p>4. evaluates students' learning performance and growth dynamics, respects students' individual development potential, learning and personal growth needs in the educational process;</p> <p>5. independently structures and directs one's learning, analyzes one's activity and purposefully plans one's professional development.</p> <p>Competence:</p> <p>6. independently, responsibly and creatively is planning and implementing pedagogical activities in the primary school, is flexible to the needs of student, socio-cultural situation, current state in the field of pedagogy and psychology;</p> <p>7. independently and jointly with colleagues, regularly and systematically evaluates student's learning results and growth dynamics, helps students to plan the improvement of learning activities, provides all necessary support;</p> <p>8. is aware of and evaluates his/her experience and activity in order to improve professionally by respecting the requirements of professional ethics, while cooperating with other colleagues and participating in the development of educational institutions and the field of education, understands possibilities and responsibility of one's profession in a wider social context;</p> <p>9. carries out research activities and introduces innovations in order to improve pedagogical process, gets involved in planning the development of educational institutions.</p>
Final examination upon the completion of the study programme	Qualification examination and defence of Bachelor's thesis

Study programme forms

Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4

Duration in month	0
Language	latvian
Amount (CP)	240
Admission requirements (in English)	Secondary education, entrance exam. The average yearly mark in the secondary education document in the mandatory subjects is not lower than 7 points (if the average mark in the certificate is lower than 7 points, it is possible to take an additional examination – discussion (oral examination). The lowest average mark threshold is 6 points).
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	professional bachelor's degree in teacher education
Qualification to be obtained (in english)	teacher

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

Part time studies - 4 years, 5 months - latvian

Study type and form	Part time studies
Duration in full years	4
Duration in month	5
Language	latvian
Amount (CP)	240
Admission requirements (in English)	Secondary education, entrance exam. The average yearly mark in the secondary education document in the mandatory subjects is not lower than 7 points (if the average mark in the certificate is lower than 7 points, it is possible to take an additional examination – discussion (oral examination). The lowest average mark threshold is 6 points).
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	professional bachelor's degree in teacher education
Qualification to be obtained (in english)	teacher

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

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.

Changes were made in the description of the study program and in the appendices in connection with the changes in the names of the faculty and department at Daugavpils University. The content of the study program was updated according to modern requirements in education and teacher training. An overview of the changes and/or amendments made and approved is presented in the continuation of the text.

A. Based on the "Study Process Development Plan 2022-2028." (approved at the Senate meeting on December 4, 2023; electronic link: https://du.lv/wp-content/uploads/2023/12/Studiju_procesa_attistibas_plans-1.pdf ; available only in Latvian) and according to the Cabinet of Ministers' 2023 June 13 regulations no. 305 (electronic link to "Regulations on the standard of state professional higher education": <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>; available only in Latvian) in the parameters of the program and the number of credit points was updated and adjusted and the number of achievable study results of the study program was shortened, which also appear in the appendices.

B. One of the four previously approved elective modules was canceled: "Integrative competence: Russian as a mother tongue" (20CP/30ECTS). In this regard, students will be offered the following three elective modules: "Professional competence in preschool methodological work" (20CP/30ECTS); " Diversity competence in inclusive education " (20CP/30ECTS); "Content and learning approaches in the study fields in preschool education " (20CP/30ECTS).

Based on the changes made, the study plan for full-time and part-time face-to-face studies was updated, as well as the study course descriptions were canceled (Excerpt from Daugavpils University Faculty of Education and Management Council meeting protocol No. 27 of September 29, 2022, decision No. 2/ 1. Extract from the minutes of the Daugavpils University Council meeting No. 29 of 2022; decision No. 7/1.). Also, changes were made in the description of the study program and in the appendices.

C. Starting from 2022/2023 year of study, the practice section was added to the full-time and part-time study plan of DU - Practice IV (6CP/9ECTS), Practice elective courses with two new practices (which had not been developed before), according to the content of each elective module (according to the module chosen by the student) (Daugavpils University Study Council meeting minutes No. 28 of November 14, 2022, decision No. 7/1.):

- Practice IV (Pedagogical practice of a preschool teacher) - 6CP/9ECTS, which would be included in the content of the elective module "Content and learning approaches in the study fields in preschool education ".
- Practice IV (Teacher's pedagogical practice in inclusive education) - 6CP/9ECTS, which would be included in the content of the elective module "Diversity competence in inclusive education".

D. By providing graduates of the short-cycle professional higher education study program "Preschool teacher" (41141) the opportunity to obtain a bachelor's degree in teacher education and a teacher's professional qualification over a period of 2-2.5 study years, in the study year 2022/2023, the procedure for recognizing and re-registrating students in the scope of 80CP/120ECTS study courses has been approved and will be implemented in the future.

In accordance with the changes made in the study plans, the sequence of study courses was changed by semesters during 4 study years in full-time face-to-face studies and 4.5 study years in part-time face-to-face studies. Changes in the study plan made it possible to enroll in the short-cycle professional higher education study program " Preschool teacher " (41141) graduates, successfully re-register from the 1st to the 5th semester. Based on the changes in the study plan, learning the content of the elective module "Content and learning approaches in the study fields in preschool education" was planned, starting from the 1st year of study. In the previous versions of the study plans, the learning of the content of the elective module "Content and learning approaches in the study fields in preschool education " was planned starting from the 3rd year of study.

Changes were also made in the sequence of the implementation of Term paper and Professional Qualification Practice in full-time and part-time face-to-face studies. Thus, several study courses were moved according to the stage of learning the content of the mandatory and elective modules:

- In the previous version of the study plan, Term paper 2 (which is included in one of the three mandatory modules) was followed by Term paper 3 (which is included in the content of the elective module "Content and learning approaches in the study fields in preschool education"). According to the new version of the study plan, first the 3rd study paper is planned (which is related to learning the content of the elective module "Content and learning approaches in the study fields in preschool education"). In turn, the 2nd Term paper, which is related to the content of the mandatory modules, will be defended after the 3rd Term paper.
- Practice IV (PRACTICE: Practice elective courses), related to learning the content of the elective module "Content and learning approaches in the study fields in preschool education", will be implemented after Practice I (PRACTICE: Practice mandatory courses), which is related to one of the three mandatory In turn, PRACTICE II (PRACTICE: Practice mandatory courses), which is related to one of the three mandatory modules, will take place after PRACTICE IV. But PRACTICE III (PRACTICE: Practice mandatory courses), which is related to learning the content of mandatory modules, is planned after PRACTICE II (Excerpt from the minutes of the meeting of the Council of Studies of DU No. 17 on June 13, 2022).

E. Based on the students' opinion and the recommendations given (in the focus group discussion and in writing, answering the questions of the questionnaire), based on the analysis of the approbation experience carried out by all teaching staff involved in the approbation, as well as on the opinion of external experts and the approbation experience of the participating teaching staff from LU, LiepU and DU, changes were also made in various sections of the study course descriptions.

F. According to the regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Regulations on the State Standard of Professional Higher Education" [1]), the number of credit points of study modules and study courses was updated and in the 2024/2025 academic year it was planned to:

- to reduce the number of credits of the general education course "Fundamentals of a teacher's professional activity" of part A to 2CP/3ECTS, supplementing the content of part A with the differentiated "Study module for building business professional competence" study course "Entrepreneurship and project development" - in the amount of 2CP/ 3ECTS ;

- to make changes in the content of part B, the mandatory module of the professional specialization of the field "Primary education teacher (grades 1 - 3)" - two study courses "Transversal competences in the field of cultural awareness and self-expression in arts: Movement art" (1CP/1.5ECTS) and "Transversal competences in the field of cultural awareness and self-expression in arts: Movement art. Music" (1CP/1.5ECTS) to combine in one study course "Transversal competences in the field of cultural awareness and self-expression in arts: Movement art. Music" (2CP/3ECTS);

- increase the number of credit points for the Term paper 1 from 1KP/1,5ECTS to 2CP/3ECTS, which is integrated into the content of the Part A study course "Research in Education. Term paper 1";

- increase the number of credit points for the Term paper 2 from 1KP/1,5ECTS to 2CP/3ECTS, which is integrated into the content of the Part A study course "Information technology in education. Term paper 2";

- to increase the number of credit points for the Term paper 3 from 1KP/1,5ECTS to 2CP/3ECTS, which is integrated into the content of the elective module of each branch's professional specialization of part B: "Professional competence in preschool methodological work. Term paper 3"; "Personalized approach in the context of diversity pedagogy. Term paper 3"; "Content and learning approaches of the field of cultural understanding and self-expression in arts. Term paper 3";

- to replace the study course "Bilingual education and CLIL approach" (2CP/3ECTS) of the Module of learning content in fields of studies of Part A with the study course "Integrated language and curriculum acquisition" (2CP/3ECTS);

G. It was planned to move the implementation stages of Part C Free elective courses.

H. A new part A "Study module for the formation of entrepreneurial professional competence" (6KP/9ECTS) was created: deleting the study course "Economics of education and project development" (2KP/3ECTS) from the optional module "Professional expertise in preschool methodical work" (20KP/30ECTS) from part B), a new compulsory study module study course "Entrepreneurship and project development" was created in the scope of 2KP/3ECTS;

I. The amount of credit points for two modules of part B was modified, maintaining the amount of common credit points and content quality of the mandatory modules of the professional specialization of the field (46KP/69ECTS):

- in the module "Primary education teacher (grades 1-3)", the previous total amount of credit points was increased from 20KP/30ECTS to 22KP/33ECTS;

- in the module "Primary education teacher (grades 4-6)", the previous total amount of credit points was reduced from 26KP/39ECTS to 24KP/36ECTS.

The set of changes can be seen in Table 1.

Table 1. Changes made to study course descriptions

Name of the study course, DUIS code	Study course description sections, changes made
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Civil defense, JurZ4015 Environmental protection, VidZ4002 State, civil and environmental protection (DP course), VidZP021	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the content of the study course.
Entrepreneurship and project development	In part A, a new study course was developed and included in part A, in the Study module for building professional competence in entrepreneurship (in accordance with Cabinet of Ministers regulations No. 305 of June 13, 2023 "Regulations on the standard of state professional higher education")
Fundamentals of a teacher's professional activity	The number of credit points was reduced to 2CP/3ECTS, changes were made in all sections of the study course description
Research in Education. Term paper 1	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", the number of credit points was aligned by modifying the study course descriptions and increasing the amount of Term Paper Credits to 2CP/3ECTS.
Information technology in education. Term paper 2	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", the number of credit points was aligned by modifying the study course descriptions and increasing the amount of Term Paper Credits to 2CP/3ECTS.

<p>Organization of the educational process in primary school, IzgIP026</p>	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Study course calendar plan <p>The title of the 4th topic has been added - "Basic conditions for ensuring effective classroom management in the lesson Developing cross-sectional skills, learning through immersion. Self-directed learning process". The title of the 10th topic has been updated - "Current issues of education today. Character education. Civic education".</p> <ul style="list-style-type: none"> - Course content <p>The title of the 4th topic has been added - "Basic conditions for ensuring effective classroom management in the lesson Developing cross-sectional skills, learning through immersion. Self-directed learning process". The title of the 10th topic has been updated - "Current issues of education today. Character education. Civic education".</p> <p>In the context of topic no. 11, the content of the seminar was updated according to the competence approach in education.</p> <ul style="list-style-type: none"> - Mandatory sources of information <p>The number of sources was increased</p> <ul style="list-style-type: none"> - Additional sources of information <p>The number of sources was supplemented and updated</p> <ul style="list-style-type: none"> - Periodicals and other sources of information <p>Supplemented with e-resources.</p>
<p>Teaching and learning, IzgIP025</p>	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Course content <p>In the context of topic 11, the content of the seminar was updated according to the competence approach in education.</p> <ul style="list-style-type: none"> - Additional sources of information <p>The number of sources was supplemented and updated</p> <ul style="list-style-type: none"> - Periodicals and other sources of information <p>Supplemented with e-resources.</p>
<p>Integrated learning of language and curriculum</p>	<p>Was developed and included in the Areas curriculum module of Part A new study course</p>
<p>Social and civic field: Social sciences I, IzgIP030</p>	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Course content <p>In the context of topic 3, the content of the seminar has been changed: Theoretical content - personality as a part of society</p> <ul style="list-style-type: none"> - methods to be used for learning: outline. - Periodicals and other sources of information <p>Supplemented with Digital Platforms and Learning Tools.</p>
<p>Social and civic field: Social studies II, IzgIP030</p>	<p>Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Additional sources of information <p>The list of sources of information was updated, including scientific publications of teaching staff.</p>

Social and civil sphere: History, IzgIP034	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Course docent(s) - Study course calendar plan <p>The reflection of contact hours was adjusted</p> <ul style="list-style-type: none"> - Additional sources of information <p>The list of sources of information was updated, including scientific publications of teaching staff.</p>
Social and civic sphere: Social sciences II, IzgIP033	<p>Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Additional sources of information <p>The list of sources of information was updated, including scientific publications of teaching staff</p>
Transversal competences in the field of cultural awareness and self- expression in arts: Visual arts, IzgIP049	<p>The name of the study course has been corrected, as well as the title in the sections Calendar plan of the study course and Course content; changes were made in the Course docent (s) section.</p>
Transversal competences in the field of cultural awareness and self- expression in arts: Music. Movement art.	<p>The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the content of the study course. The name of the study course has been corrected, as well as the title in the sections Calendar plan of the study course and Course content.</p>
Transversal competences in the field of cultural awareness and self- expression in arts: Visual art. Music. Movement art. (DP course), IzgIP052	<p>Adjusted names of study courses in the sections Study course calendar plan and Course content; changes were made in the Course docent(s) section.</p>
Field of cultural understanding and self- expression in arts: Literature, its teaching methodology, IzgIP032	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - The number of hours of the student's independent work has been corrected - Mandatory sources of information, Additional sources of information and Periodicals and other sources of information <p>The list of sources of information was updated, including scientific publications of teaching staff</p>
Children's and youth literature I, LitZP009	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Mandatory sources of information, Additional sources of information and Periodicals and other sources of information <p>The list of sources of information was updated, including scientific publications and periodicals of teaching staff</p>

Field of natural sciences: Natural Sciences II	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". The 4 parts were combined into two: Field of Natural Sciences: Natural Sciences II (Part 1) and Field of Natural Sciences: Natural Sciences II (Part 2), creating new study course descriptions.
Field of technology: Computer science, IzglP035	Changes were made in the study course description section: - Prior knowledge A study course that does not correspond to the stage of implementation of the study plan has been crossed out - Periodicals and other sources of information (the number of literature and Internet sources was corrected).
Field of mathematics: Mathematics, its methodology I	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the study course description section: - Prior knowledge The study course calendar plan and course content were adjusted.
Field of mathematics: Mathematics, its methodology II	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the study course description section: - Prior knowledge The study course calendar plan and course content were adjusted.
Language field: Latvian, its teaching methodology I	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the study course description section: - Prior knowledge The study course calendar plan and course content were adjusted. - Mandatory sources of information, Additional sources of information, Periodicals and other sources of information. The number of literature and Internet sources was corrected

Language field: Latvian, its teaching methodology II	<p>The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge <p>The study course calendar plan and course content were adjusted.</p> <p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Mandatory sources of information, Additional sources of information, Periodicals and other sources of information <p>The number of literature and Internet sources was adjusted.</p>
Language field: English, its teaching methodology I, PedaP518	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Characteristics of the organization and tasks of students' independent work <p>The independent tasks to be performed have been reviewed and updated, connecting them more with the daily duties of future teachers in the school work environment. Independent work No. 2 has been changed to the task "Development of methodical material for teaching phonetics. Presentation and discussion of methodical material in the e-environment". The task to be performed in independent work No. 5 has been specified, namely "Development of a detailed lesson plan (face-to-face and/or remote) [...]".</p> <ul style="list-style-type: none"> - Mandatory sources of information <p>Revised and updated, latest editions included.</p> <ul style="list-style-type: none"> - Additional sources of information <p>Revised and updated, including the latest publications of study course lecturers in the relevant field.</p> <ul style="list-style-type: none"> - Periodicals and other sources of information <p>Revised and updated.</p>

Language field: English, its teaching methodology II	<p>The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education". Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge <p>The study course calendar plan and course content were adjusted.</p> <p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Characteristics of the organization and tasks of students' independent work <p>The independent tasks to be performed have been reviewed and updated, connecting them more with the daily duties of future teachers in the school work environment. The task to be performed in independent work No. 5 has been specified, namely "Development of a detailed lesson plan (face-to-face and/or remote) [...]".</p> <ul style="list-style-type: none"> - Mandatory sources of information <p>Revised and updated, latest editions included.</p> <ul style="list-style-type: none"> - Additional sources of information <p>Revised and updated, including the latest publications of study course lecturers in the relevant field.</p> <ul style="list-style-type: none"> - Periodicals and other sources of information <p>Revised and updated.</p>
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PRACTICE: Practice mandatory courses:
Practice II, PedaP524
Practice III, PedaP525

Based on the opinion of the students and the recommendations given, as well as on the basis of the analysis of the approbation experience, as well as on the opinion of external experts, changes were made in the regulations of the study program Professional Qualification Practice: the number of final seminars was reduced, the names of the tests were clarified. Changes were made in the study course description section:

- Prior knowledge

Study courses that do not correspond to the implementation stage of the study plan have been crossed out

PRACTICE: Practice elective courses:
Practice IV (Practice on methodological work in preschool), PedaP535
Practice IV (Practice of a primary school teacher), PedaP534
Prakse IV (Pedagogical practice of a preschool teacher), PedaR001
Practice IV (Teacher's pedagogical practice in inclusive education), PedaP542

Elective module "Diversity Competence in Inclusive Education"

Dimensions of diversity pedagogy I, IzgIP057	<p>Changes were made to sections:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p>
Dimensions of diversity pedagogy II, IzgIP058	<p>Changes were made to sections:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p> <ul style="list-style-type: none"> - Characteristics of the organization and tasks of students' independent work <p>Intermediate test no. 6 was supplemented . (Ability to manage the inclusion situation in the classroom environment)</p>
Dimensions of diversity pedagogy (DP course), IzgIP059	<p>Changes were made to sections:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p> <ul style="list-style-type: none"> - Characteristics of the organization and tasks of students' independent work <p>Intermediate test no. 6 was supplemented . (Ability to manage the inclusion situation in the classroom environment)</p>
Personalized approach in the context of diversity pedagogy (Personalized approach in the context of diversity pedagogy. Term paper 3) (DP course), IzgIP044	<p>The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", increasing the amount of Term Paper Credits to 2CP/3ECTS. Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge
Personalized approach in the context of diversity pedagogy I, IzgIP068	<p>The study course calendar plan and course content were adjusted.</p> <p>Deleted study course Personalized approach in the context of diversity pedagogy III, IzgIP070</p>
Personalized approach in the context of diversity pedagogy II	
Elective module "Professional competence in preschool methodological work"	
Philosophy of childhood , PedP527	<p>Changes were made in the study course description sections:</p> <p>Course lecturer(s).</p>
Inclusive support system and multiculturalism in preschool education, IzgIP042	<p>Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p>

Interest education and work with talented children, IzgIP043	<p>Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p>
Economics of education and project development, PedaP528	<p>A course of study was deleted from the content of the elective module</p>
Support system for preschool teacher professional development, PedaP529	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Prior knowledge <p>A study course that does not correspond to the stage of implementation of the study plan has been crossed out</p> <ul style="list-style-type: none"> - Additional sources of information, Periodicals and other sources of information <p>The number of literature and Internet sources was adjusted.</p>
Forms of cooperation in a preschool educational institution and inter-institutional cooperation, IzgIP040	<p>Changes were made in the study course description sections:</p> <ul style="list-style-type: none"> - Study results <p>KNOWLEDGE: Removed point 2 "Diagnoses the needs of the institution" as it is not within the competence of a teacher or student in practice. The entire team, the founder and the advisory board deal with the diagnosis of the institution's needs every year through the self-assessment report and the self-assessment process.</p> <ul style="list-style-type: none"> - Additional sources of information <p>The list of sources of information was updated, including scientific publications of teaching staff</p>
Supervision of preschool education methodological work. Term paper 3.	<p>The number of credit points was adjusted and increased in accordance with the regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", increasing the amount of Term Paper Credits to 2CP/3ECTS. Changes were made in the study course description section:</p> <ul style="list-style-type: none"> - Prior knowledge <p>The study course calendar plan and course content were adjusted.</p> <p>Deleted study course Methodical management of preschool education II</p>
Elective module "Content and learning approaches in the study fields in preschool education"	

Content and learning approaches of the field of cultural understanding and self-expression in arts. Term paper 3	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Regulations on the national standard of professional higher education", creating a new study course description, content and learning approaches in the field of cultural understanding and self-expression in art and increasing the amount of Term Paper Credits to 2CP/3ECTS.
Content and learning approaches in the field of language studies, PedaP550	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", creating a description of new study courses.
Content and learning approaches in the field of mathematics, PedaP549	The number of credit points was adjusted in accordance with the Cabinet of Ministers' regulations of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", creating a description of new study courses.

J. Based on the results of the employer's survey and the expected successful learning of the content of one elective module, in accordance with the requirements set out in the first part of Article 59 of the Law on Higher Education Institutions (electronic link to the Law on Higher Education Institutions <https://likumi.lv/ta/id/37967-augstskolu-likums> ; available only in Latvian) , it was planned to make changes in the content of section 5 of the diploma "Information about qualifications", specifying 5.2. professional status in paragraph: "The right to work in the teaching profession: Primary education teacher at the grade level 1-6 and in one of the chosen specializations (field of inclusive education / preschool methodical work / preschool teacher)".

Analysis of the implementation of recommendations

On July 28, 2022, the Academic Information Center electronically sent the Opinion to Daugavpils University, and on August 2, 2022, the University electronically sent the recommendation implementation plan (paragraph 7 of the Decision of the Study Quality Commission on the inclusion of the study program in the study field "Education, pedagogy and sports", on August 3, 2022). The experts have concluded that the Professional Bachelor's study program "Primary Education teacher" (hereinafter PBSP "Primary Education teacher") fully complies with two of the three MC regulations no. 793 to the requirements specified in paragraph 16 and partially complies with one of the provisions of the Cabinet of Ministers no. 793 for the requirements specified in clause 16. Experts have determined six long-term (improvement) recommendations. The review of the implementation of the recommendations in the professional bachelor's study program " Primary Education teacher " can be viewed in Appendix 2.6.1. *Recommendations implementation plan*.

In the course of implementing the recommendations, the link between theory, practical experience and research was successfully realized and strengthened.

During the study process, three Term papers and a bachelor's thesis are developed and defended, which provide for the development and promotion of students' research skills. Term paper 1, which is developed as part of the study course *Research in Education*; Term paper 2, which is developed within the study course *Information Technology in Education*; Term paper 3, which is developed in one of the three elective modules. The students will have proven their knowledge, skills and competences during the practices, implementing the learning process in the courses/fields and have created a portfolio of practical pedagogical experience. During the studies, 4 professional qualification practices in the amount of 20CP/30ECTS are planned, which are related to the

continuous study of the teacher's and the learner's activity and its reflection in the report documentation. Students continue to develop their research skills within the content of the study program. Students prove their research skills by developing bachelor's theses, as well as presenting the results of the research at the end of practice conferences. Taking into account the specifics of the PBSP "Primary Education teacher", the students already participated in voluntary summer practices within the framework of the Erasmus + project, as well as implemented the mandatory *Practice IV (Pedagogical practice of a preschool teacher)* in one of the three elective modules ("*Content of learning areas and learning approaches in preschool*"): Learning Agreement: Student Mobility for Traineeship, Zarasai preschool educational institution "Lakstingala", Lithuania.

Until 30.04.2023. Center for Cultural Information Systems in collaboration with *Taylor & Francis Group* As part of the "Electronic Publications for Latvian Libraries" program, *Taylor & Francis* offered a free trial of *eBooks resources*. During this period, the *Taylorfrancis.com* platform provided access to a wide range of scholarly e-books in the humanities and social sciences. The resources were made available on the DU computer network: <https://www.taylorfrancis.com/>

It can be confirmed that the use of resources contributed to the students' preparation process for intermediate tests, tests, exams. Positive dynamics can be observed in the results achieved within the framework of various study courses, in the content of study papers and in the level of research skills of students in general.

Within two years, the existing cooperation with partner universities in Latvia was strengthened. Cooperation with foreign universities was promoted within the European Union Erasmus+ project (e.g. KA131-HED combined intensive program (BIP); Erasmus+ (Coalition), Academic staff/teaching staff as learners for inclusive teaching in optimal networks; No. 2022-1-NL01-KA220 - HED-000088497), as well as with foreign educational institutions to promote the exchange of experience. Students' participation in the BIP project "Inclusive Education: Inclusive practices in different cultures" (Šauliai, Lithuania) motivated students to continue developing their professional competences, as well as skills in the field of English. Within the framework of the BIP project, competences in the field of inclusive education were expanded, by researching and independently differentiating achievable results in the stages of inclusive education, based on the diversity of learners, their age and international experience gained within the project. In the future, cooperation with Latvian and foreign educational institutions will be continued, with the aim of further modifying the mentoring quality system at Daugavpils University. Existing cooperation with partner universities in Latvia and foreign experts (Lithuania, Poland, Czech Republic, Germany, Bulgaria, Spain, Estonia) will be maintained and promoted. The mobility of visiting lecturers is planned to promote cooperation with foreign universities within the framework of the European Union's Erasmus + project. Taking into account the specifics of the PBSP "Primary education teacher", which is related to different content of primary education, professional standards in Latvia and abroad, opportunities will be sought to increase incoming mobility in order to ensure the international dimension in the process of preparing future teachers. Different countries have different approaches to the early stage of children's education. In European universities, there is a great diversity in the development, implementation and qualification of teacher education programs, but there is no similar program of PBSP "Primary education teacher".

It can be established that students of the study program participate in events and activities in educational institutions, apply for Grants, participate in BIP projects, popularizing the content of the study program and the relevance of the primary education teacher profession. Over the course of two years, the positive dynamics of students' motivation to learn, their willingness to actively participate in voluntary activities outside of classes, deepening their understanding of the teaching profession can be observed.

^[1]Regulations No. 305 of the Cabinet of Ministers of June 13, 2023.

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>

(only available in Latvian)

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 compliance of the professional bachelor's study program "Primary education teacher" to the field of study has been determined since the creation of the field of study "Education, pedagogy and sports" by the study programs related to teacher education. The name of the study program, the professional qualifications to be obtained, as well as the conformity of the study program parameters to the achievement of the specified study program results are regulated by external regulatory acts, that is, the Cabinet of Ministers (MC) regulations of June 13, 2023 No. 305 "Regulations on the State Standard of Professional Higher Education" [1], MC "Regulations on the Classification of Latvian Education" No. 322 (13.06.2017)[2] on the classification of education in Latvia and the standard of the teaching profession (agreed at the meeting of the tripartite cooperation sub-council of Professional education and employment on June 12, 2020, protocol no. 5) [3]. The title of the study program and the professional qualification correspond to the standard title and qualification requirements of the teaching profession.

The code 42 141 of the professional bachelor's study program "Primary education teacher" is in accordance with the regulations of the MC no. 322, the first and second code digits of the second classification level are "42", which corresponds to the type of educational program "second-level professional higher education (sixth-level professional qualification and professional bachelor's degree) or second-level professional higher education (sixth-level professional qualification), implemented after general or professional secondary education. Duration of studies in full-time studies four years. The corresponding educational subject area is "Teacher Education and Educational Sciences", the third, fourth and fifth code digits are "141", the educational program group "Teacher Education".

The scope of the study program, duration of implementation, parts of the study program and their scope, mandatory content, professional qualifications, basic principles and procedures of evaluation and scope of study practice, implementation principles, etc. are regulated by the Regulations of the MC No. 305 and it meets the requirements set out in the regulations. The choice of study courses, the content and scope of the study courses, as well as the content of practice in accordance with the professional qualification to be obtained in professional bachelor study program "Primary education teacher", are determined in accordance with the Teacher Profession Standard (2020). The content of the PBSP "Primary education teacher" provides a set of knowledge, skills and competence in accordance with the knowledge, skills and competence of level 6 of the Latvian Qualifications Framework [4](6. LKI) and level 6 of the European Qualifications Framework [5](EKI) and level 6 of the Latvian professional qualification (6. PKL).

The study program must clearly define the goals, tasks and stated study results, which are interconnected with the results of the study courses. Formulated goals, tasks and achievable results presuppose the learning of the content of the corresponding study courses and the achievement of the differentiated study results.

By ensuring the acquisition of competitive and high-quality, internationally comparable professional higher education and teacher qualification and by learning the necessary professional competences, the standard content of the teaching profession was observed. In order to achieve the goal, 5 tasks were set for the acquisition of students' professional knowledge and skills in the formation of pedagogical competence and for the successful performance of pedagogical activities in the first stage of basic education and in the context of the content learned in the optional module.

Also, the achievable study results were implemented. The achievable results of study courses are related not only to the standard requirements of basic education, but also to the specific age characteristics of the learners. As a result of studying the study courses, the students will have mastered the learning areas, teaching strategies and will understand how to teach this content to learners of different ages.

The achievable results of the PBSP "Primary education teacher" study courses emphasize the big ideas formulated in the educational standards, implementing content learning with a learning-by-doing approach, analyzing various sources of information, improving specific skills and promoting proficiency.

Teacher's professional standard (2320 01 Vocational education TEACHER, 2330 01 TEACHER of general secondary education, 2341 01 TEACHER of general basic education, 2352 02 TEACHER of special education, 2342 01 TEACHER of preschool education), agreed at the meeting of the Tripartite Cooperation Sub-Council of Vocational Education and Employment of 12 June 2020, Minutes No. 5; the electronic link to the standard of the teaching profession, 2020, available only in Latvian: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>) indicates the required skills and attitudes necessary to carry out basic tasks of the teacher's professional activity, as well as the professional knowledge at the level of understanding and use, and competences.

Based on this document, the content of the PBSP "Primary Education Teacher" that correspond to the following tasks of the teacher's professional activity:

- planning the teaching process;
- implementing learning process;
- evaluation of the learner's performance and growth;
- development of professional competence;
- development of educational institutions and development of the field of education;
- general tasks required to ensure professional activity.

Based on the aforementioned basic tasks, as a result of learning the study program, students develop a set of necessary knowledge, skills and competencies for successful professional activity. Analysis of documents shows that the education system requires educators with a strategic operational vision, responsible, autonomous, proficient and excellence-oriented in their professional activities[6], who understand and implement an individualized approach to learning, acquisition of balanced and future-oriented skills.

The admission conditions for PBSP "Primary education teacher" are in accordance with the purpose, tasks and achievable results of this study program, as well as the admission rules at Daugavpils University[7] and were brought into line with the parameters of the educational program (see Table 1). Admission of applicants takes place in accordance with a previously approved procedure and

criteria published on the DU website. The admission criteria are designed to reveal the applicant's vision of the teacher's mission and professional activity, the ability to discuss current events in education and society, as well as the skills of reflection on one's own activities.

Table 1.Characteristics of the study program, admission requirements and rules

Title of the study programme	<i>Profesionālā bakalaura studiju programma “Sākumizglītības skolotājs”</i>	
Title of the study programme in English	<i>Professional Bachelor Study Programme "Primary education teacher"</i>	
Code of the study programme	<i>42 141</i>	
Type of the study programme	<i>First-cycle professional higher education study program</i>	
Qualification level to be obtained (NQF/EQF)	<i>Level 6 of Latvia's professional qualification and Level 6 of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) (6 NQF/6 EQF)</i>	
Amount of the study programme (ECTS)	240 ECTS	
Form, type, duration and language of implementation		
Types of implementing the study programme	<i>Full-time and part-time</i>	
Forms of implementing the study programme	<i>In-person</i>	
Duration and volume of the study programme	Language of instruction in the study programme	
full-time studies	<i>4 years (8 semesters, full-time studies)</i>	<i>Latvian</i>
part-time studies	<i>4 years and 5 months (9 semesters, part-time studies)</i>	<i>Latvian</i>
Place of implementation	<i>Daugavpils University, 1, 1a Parādes street, 1 Kandavas street, 13 Vienības street</i>	
Degree and professional qualification to be awarded	<i>Professional Bachelor’s degree in Pedagogy and qualification of teacher</i>	
Occupational standard, year of its approval	<i>Occupational standard “Teacher” (2020)</i>	

The final examination envisaged at the end of the study programme	<i>Qualification examination and defence of Bachelor's thesis</i>
Director of the study programme	<i>Jelena Badjanova, Dr. paed., Mg. psych.</i>

Admission requirements

Secondary education, entrance exam. The average yearly mark in the secondary education document in the mandatory subjects is not lower than 7 points (if the average mark in the certificate is lower than 7 points, it is possible to take an additional examination – discussion (oral examination). The lowest average mark threshold is 6 points).

Admission regulations

The total amount of competition points consists of:

- average marks in mandatory subjects, which are attested by a secondary education document – 20%;
- average value of all final marks in CE - 10%;
- assessments in centralized examinations: CE in the Latvian language, CE in mathematics un CE in a foreign language (or International Language Proficiency Test in a foreign language) – 20%;
- entrance examination (education case analysis): written and oral (200– 300 words) – 50%.

Advantages in the entrance examination: opportunity to get extra 2 points. The application of the advantages and the award of additional points are decided by the entrance examination commission.

Characteristics of the entrance examination

1. ENTRANCE TEST – analysis of educational cases (for all applicants)

Reflectors express and justify their opinion in writing (200-300 words) and orally about the educational case, which is selected, researched and submitted to the admission committee one day before the entrance exam.

Criteria for evaluating the candidate's ability to discuss current events in education and society, critical thinking (maximum number of points – 15):

- the ability to orientate and reflect on current affairs in the field of professional activity and related developments in society;
- professional motivation;
- competence in the use of the Latvian language (logic of text presentation, language style and spelling);
- communication skills and speech quality.

In the written part, the assessment is formed summatively and the applicant can get from 0 to 9 points (see table 2).

Table 2. Criteria for evaluating the applicant's performance in the written part of the entrance exams

Points/ criteria	Actualities in the field of professional activity	The logic and language style of the text	Spelling
3	Understanding of the field of professional activity, clear personal attitude, reasoned judgments	The presentation of the text is logical and structured, the work is written in a stylistically correct language (scientific/applied language style is used)	There are no spelling and/or punctuation errors in the work
2	Understanding of the field of professional activity, partly expressed personal attitude, partly reasoned judgments	The presentation of the text is logical and structured, there are some errors in language style (1-4)	The work contains a few (1-4) spelling and/or punctuation errors
1	Understanding of the field of professional activity, but general phrases are used in the presentation of the content. A contradictory personal attitude is expressed, there is no reasoning	The presentation of the text is partially structured, there are many language style errors (5 or more)	The work contains many (5 or more) spelling and/or punctuation errors

In the oral part, the assessment is formed summatively and the applicant can get from 0 - 6 points, see Table 3.

Table 3. Criteria for evaluating the applicant's performance in the oral part of the entrance exams

Points/ criteria	Professional motivation	Communication skills and speech quality
3	Ability to speak convincingly and justify personal opinion and professional motivation	Ability to fit into a conversation and good literary language
2	The ability to present and partially justify personal opinion and professional motivation	The ability to fit into a conversation and detected errors in language style
1	Unconvincing presentation and justification of one's opinion and professional motivation	Difficulty fitting into a conversation and lots of language style mistakes

1. TEST - INTERVIEW (oral test for applicants whose average grade is lower than 7 points . The test is passed if at least 7 points are received.

Criteria for evaluating the applicant's experience and communication skills (maximum number of points – 10, see Table 4):

1) justification for choosing a profession: setting and justification of professional career goals;

Table 4. Criteria for evaluating the applicant's experience and communication skills

4 points	3 points	2 points	1 point
Professional career goals have been set and argued	Professional career goals are set and partially argued	General description and justification of professional career goals	Professional career goals are not specified and reasoned justification is not provided

2) evaluation of cooperation and leadership experience ;

Table 5. Criteria

3 points	2 points	1 point
Evaluation of cooperation and leadership experience is clearly argued	There is a partially reasoned assessment of cooperation and leadership experience	There is no ability to argue personal experience in the areas of cooperation and leadership

3) communication and interaction skills.

Table 6. Criteria

3 points	2 points	1 point
Can fit into a conversation, good literary language, logical and structured answers	Fits into the conversation, there are some mistakes in language style and semi-structured answers	Difficulty fitting into a conversation and lots of language style mistakes

Support for the study program in the context of sustainability was provided by DU projects SAM 8.1.1., 8.2.2. and 8.2.3. within the planned activities:

- systematic improvement of the study content in accordance with the requirements of the labor market and taking into account the latest scientific achievements, especially the introduction of innovations in the study process;
- improving the quality of the study program, using the experience of creating, approving and implementing study programs;
- promotion and implementation of the study program in cooperation with the Ministry of Education, Culture, Sports, Science and Technology, the "Possible Mission" foundation, local governments and educational institutions, i.e. creating a joint nationwide recruitment and selection campaign for applicants and educational institutions;
- activation of attracting guest lecturers, strengthening the composition of professors and

associate professors, selection and preparation of new lecturers for academic work (involvement of doctoral students, post-doctoral students in teaching);

- expanding the variety of study course implementation methods and organizational forms, developing and annually introducing new materials and e-materials to support student learning, as well as updating and modernizing already existing methodical materials in the MOODLE environment.

International cooperation is possible on the basis of agreements concluded in the DU ERASMUS+ program in the field of educational sciences.

A sample of the diploma and its annexes can be viewed in the appendix

(in accordance with Cabinet of Ministers Regulation No. 202 of 16.04.2013 "Procedure for issuing documents certifying higher education recognized by the state": <https://likumi.lv/ta/id/256157-kartiba-kada-izsdres-valsts-atzitus-augstako-izglitiba-apliecinoss-dokumentus>); available only in Latvian).

The content of the study program consists of study courses in the amount of 160CP/240ECTS. The extent of the study program, duration of implementation, mandatory content, scope and principles of implementation of study practices, basic principles and procedure of evaluation, professional qualification to be awarded, etc. are governed by MC regulations no. 305, structuring them into general education courses in the amount of 14CP/21 ECTS and "Study module for the formation of business professional competence" in the amount of 6CP/9ECTS (in total 20CP/30ECTS), in the theoretical courses of the field (professional field of activity) (36CP/54ECTS), in the professional specialization courses of the field (66CP/99ECTS), free choice courses (6CP/9ECTS), practice (20CP/30ECTS), and state tests (bachelor's thesis and qualification exam) (12CP/18ECTS), which are created according to the European Social Fund project "Competence approach in the curriculum" ("School 2030") for the developed learning areas: natural sciences; mathematics; language; technology; in the art of cultural understanding and self-expression; social and civic; health and physical activities. The study content of the professional bachelor's study program "Primary education teacher" includes a set of knowledge, skills and competences in accordance with the level 6 knowledge, skills and competences of the European Qualifications Framework determined in the Latvian education classification and the standard of the teaching profession.

In accordance with the requirements set out in the first part of Article 59 of the Law on Higher Education Institutions (electronic link to the Law on Higher Education Institutions: <https://likumi.lv/ta/id/37967-augstskolu-likums>; available only in Latvian), by studying an accredited higher education program of the relevant cycle, can obtain first cycle higher education:

- a) a bachelor's degree, for which a bachelor's diploma is issued,
- b) bachelor's degree and sixth-level professional qualification, for which a bachelor's and professional qualification diploma is issued,
- c) sixth-level professional qualification, for which a professional qualification diploma is issued.

After completing the Professional Bachelor's study program "Primary education teacher", a sixth-level professional qualification (6th LKI) is awarded, which corresponds to the sixth level of the Latvian qualifications framework (6th LKI) and the sixth level of the European qualifications framework (6th EQI) [8].

The professional bachelor's study program "Primary education teacher" fully complies with the program development priorities of the "Education and Pedagogy" study field defined in the "Daugavpils University Development Strategy for 2022-2028":

- Providing high-quality education that meets the challenges of the future and is based on theoretical knowledge and the acquisition of research skills, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning.
- Deepening the integration of scientific research in the study process, engaging in international, national and sectoral research programs, promoting technology transfer and innovation development.
- DU academic staff will respect and reflect the diversity of students and their needs in the implementation of study programs, promoting flexible approaches to studies, as well as continuing to improve their professional competence.
- The range of learning forms and methods used in the study process and the available support resources (teaching, methodological and didactic materials, etc.) will be supplemented and improved, promoting student involvement in research and projects.
- The study program will be periodically improved in order to ensure its compliance with the needs of students and society, thus contributing to continuous improvement of the program.

DU contributes to Latvia's economic breakthrough with a qualified and educated workforce. By implementing the development strategy and fully fulfilling its functions, DU ensures compliance with legislative requirements, efficient use of resources, satisfaction of students, employees, external customers and partners and continuous improvement in all areas, especially taking into account the wishes and requirements of all interested parties.

[1] Regulations No. 305 of the Cabinet of Ministers dated June 13, 2023.

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu> (only available in Latvian)

[2] Regulations of the Cabinet of Ministers No. 322 "Rules on Latvian education classification",

<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju> (only available in Latvian)

[3] Standard of the teaching profession (agreed at the meeting of the tripartite cooperation sub-council of Vocational education and employment on June 12, 2020, protocol no. 5).

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf> (only available in Latvian)

[4] Descriptions of knowledge, skills and competences corresponding to the level of the Latvian qualifications framework (LKI).

<https://www.nki-latvija.lv/content/files/LKI%20limenu%20aprasktus%20tabula%202017.pdf> (only available in Latvian)

[5] Descriptions of levels of the European Qualifications Framework .

https://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf (only available in Latvian)

[6] Cabinet of Ministers Order No. 436 as of 22 June 2021 "On Guidelines for the Development of Education for 2021-2027" /Ministru kabineta 2021. gada 22. jūnija rīkojums Nr. 436 "Par Izglītības attīstības pamatnostādņēm 2021.-2027. gadam". <https://likumi.lv/ta/id/324332> (only available in Latvian)

[7] DU Admission Rules for full-time and part-time undergraduate studies in 2024

https://du.lv/wp-content/uploads/2024/04/7_1_uznem_not_pilna_nep_laika_pamatstudijam_2024.pdf (only available in Latvian)

[8] Latvian qualifications framework (2017). <https://www.nki-latvija.lv/par-lki> (only available in Latvian)

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

Several problems need to be solved both in Latvia and in many countries of the world - the lack of teachers in certain subjects [1], the aging of teachers [2], a small number of candidates for teaching positions, the abandonment of the teaching profession, which indicates a common topicality in EU countries - the need to promote the attractiveness of the teaching profession. The activity of DU is oriented towards promoting the development of a sustainable society of the future by implementing international level scientific research and ensuring quality education, including the preparation of teachers in the study program. DU is the largest and most important university in the Eastern Latvian region, whose activities are focused on the development of education, science, culture, innovation and business environment both in the city of Daugavpils, in the municipalities of Latgale and Selia, and in the country as a whole. The concept of the study program is oriented towards practice- and research-based studies. All potential employers pointed to the need for such an approach, emphasizing that it allows young specialists to get to know the specifics of work already during their studies and to focus their attention on the current affairs of the industry.

The structure of PBSP "Primary school teacher" provides a module system approach, offering also optional modules, thus creating an opportunity for students to create their own study content, according to their future career orientation and necessary competencies.

The content of the study program provides the opportunity to continue studies for graduates of the short-cycle professional higher education study program "Preschool Teacher", which will significantly increase the competitiveness of graduates in the labour market. Thus, the study program provides a qualified bachelor's level preschool that meets current requirements in education and the labour market and the education of teachers of the first stage of primary education (grades 1-6).

Of the 31 re-registered part-time face-to-face studies of DU PBSP "Teacher" (program code 42141, D139B) in the 8th semester of PBSP "Primary school teacher" in the spring semester of the 2022/2023 study year, 26 students graduated from the study program in the fall semester of the 2023/2024 study year. Including:

- 13 graduates were found to have professional experience as a preschool teacher from 2 to 27 years;
- 5 graduates – in the 1st stage of the teacher's basic education, experience of professional activity from 5 to 23 years;
- 5 graduates – professional experience of 1 to 3 years in the 1st stage of the basic education of a teacher's assistant;
- 3 – professional experience of preschool teacher assistant from 1 to 2 years.

DU undertakes to provide quality education that meets the challenges of the future and is based on theoretical knowledge and the acquisition of fundamental and applied research skills, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning, as well as developing scientific and creative activity of an international level, deepening the integration of scientific and applied research in the study process, engaging in international, national and sectoral research programs, promoting technology transfer and the development of innovations and promoting public understanding of science. PBSP "Primary school teacher" has been developed in accordance with the teaching profession standard in force in Latvia

(electronic link to the teaching profession standard, 2020: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf> ; available only in Latvian), in which special attention is paid to the unity of theory and practice, as well as the implementation of research-based studies, thus expanding the employment and competitiveness of graduates in the labor market, as well as ensuring regional interests. The opportunities of graduates of the study program in the labor market are determined by the demand of educational institutions for teachers of the 1st stage of basic education, who are prepared to work in a diversity education environment. The competitiveness of graduates in the labour market is increased by the opportunity offered by the study program to learn optional modules, which offer to expand the spectrum of acquired competencies. Thus, local community, regional and national interests will be respected, creating a unified vision and understanding of the education system, its goals and content in the education space of Latvia.

[1] TheWorld needs almost 69 million new teachers to reach the 2030 Education goals (2016). <https://unesdoc.unesco.org/ark:/48223/pf0000246124>

[2] EUROSTAT (2017). Teachersinthe EU. <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/EDN-20171004-1?inheritRedirect=true>

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

In the 1st semester of the 2020/2021 study year, based on the applications of full-time students of the DU professional bachelor's study program "Teacher" (program code 42141, D139B), an entrance exam and a student re-registration procedure were organized. At the meeting of the DU Study Council (protocol No. 5-12, February 1, 2021), it was decided to consider those who passed the competition in the professional bachelor's study program "Primary education teacher" (program code 42 141) and to allow the conclusion of agreement for full-time undergraduate studies for the state budget grant funds for 13 students who were re-registered for full-time face-to-face studies in the 2nd semester in the professional bachelor's study program "Primary education teacher". At the same time, the study courses learned in the professional bachelor's study program "Teacher" (program code 42 141, D139B/PAPI) were recognized and CP/ECTS transfer was implemented (see "Regulations on studies at Daugavpils University": https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_DU_2018-1-1.pdf; "Regulations on recognition of competences acquired outside of formal education or professional experience and study results achieved in previous education at Daugavpils University": https://du.lv/wp-content/uploads/2022/06/ENG_Regulations-for-the-recognition-of-study-results-2.pdf).

The growing interest of the respondents in obtaining the qualification of a Primary education teacher is reflected in the statistics of their choice of studies.

A. Analyzing the number of approved applications for 2021, in connection with the admission rules, 18 applicants out of 33 submitted applications have passed the 1st round admission competition in the form of full-time studies; in the form of part-time studies – 4 applicants out of 16 submitted applications. 7 applicants have passed the 2nd and 3rd round admission competition in the form of full-time studies; in the form of part-time studies – 3 applicants.

Analyzing the socioeconomic and family factors of the impact of changes in the number, as well as the impact of the pandemic, it can be concluded that in the 2nd semester of the 2020/2021 study year, two students had to stop their studies; In the 1st semester of the 2021/2022 study year, two students had to stop their studies. In the 2021/2022 academic year, one student from the 2nd year of the 3rd semester of the PBSP "Primary education teacher" (42141) was re-registered at the PBSP "Teacher" (42141, D139B, PAMA-primary education (grades 1-6) and home economics and technology teacher) for the 5th semester of the 3rd year (Order No. 4-7/1570, 10/12/2021). Two students of the PBSP "Primary education teacher" (42141) of the 2021/2022 study year were re-registered from the 1st semester of the 1st year to the 3rd semester of the 2nd year of the PBSP "Primary education teacher" (42141) (order no. 4-7/1585, 20 /12/2021; order no. 4-7/1559, 06/12/2021).

B. Analyzing the number of approved applications for the 1st round (19 applicants), 2nd round (17 applicants) and 3rd round (20 applicants) of 2022, 19 applicants have passed the admissions competition in the form of full-time studies; 12 applicants in part-time study form. In the winter semester, the re-registration of graduates of the short-cycle professional higher education study program "Preschool Teacher" (41141) was organized, which is stipulated in the content of the study program, providing them with the opportunity to obtain a professional bachelor's degree in teacher education.

The implementation of the study program "Primary education teacher" provides for the possibility to recognize the studied courses in previous education, professional higher education bachelor's study programs. Therefore, in the fall semester of the 2022/2023 study year, re-registration of students for full-time face-to-face studies was organized also from other higher education study programs due to the student's personal choice to study in this study program. In the spring semester, 31 students were re-registered for part-time face-to-face studies of the 2022/2023 academic year in the 8th semester in the professional bachelor's study program "Primary education teacher" from the professional bachelor's study program "Teacher" of DU (program code 42141, D139B). However, analyzing the socio-economic and family factors of the change in the number of students, it can be concluded that 4 students had to stop their studies.

C. Analyzing the number of approved applications for the 1st round (29 applicants), 2nd round (13 applicants) and 3rd round (8 applicants) of 2023, 22 applicants have passed the admissions competition in the form of full-time studies; in the form of part-time studies 19 applicants. In the winter semester, the re-registration of graduates of the short-cycle professional higher education study program "Preschool Teacher" (41141) was organized, which is stipulated in the content of the study program, providing them with the opportunity to obtain a professional bachelor's degree in teacher education. The implementation of the study program "Primary education teacher" provides for the possibility to recognize the studied courses in previous education, professional higher education bachelor's study programs. Therefore, in 2022/2023 in the winter semester of the study year, re-registration of students for full-time and part-time face-to-face studies was organized also from other higher education study programs due to the student's personal choice to study in this study program (see summary in table 1).

Table 1. Number of students of PBSP "Primary education teacher" (summary)

The total number of students of PBSP "Primary education teacher". (2020/2024 academic year)		
Study year, course	Full-time studies (budget funding)	Part-time studies (personal funding)

2020/2021	11	-
	2 - on academic leave	
2021/2022	17	7
	4 - on academic leave	
2022/2023	30	43
	6 - on academic leave	1 - on academic leave
January of the 2023/2024 academic year	49	63: 26 graduates
	7 - on academic leave	1 - on academic leave
April of the 2023/2024 academic year	44	36
	9 - on academic leave	3 - on academic leave
	Studying together: 53	Studying together: 39

Analyzing the number of approved applications for the years 2021-2023, it can be recognized that the PBSP "Primary education teacher" is popular and in demand in Latvian society, as the number of admitted applicants has increased. It can also be recognized that the number of graduates of the short-cycle professional higher education study program "Preschool Teacher" (41141) increased, as well as the number of applicants with previously acquired higher education. However, starting from 2021, students were identified who did not return after a study break, and some were also dismissed from the study program due to failure. Starting from 2021, the number of students who broke the agreement of their own will was also determined. Analyzing the socio-economic and family factors of the impact of changes in the number, it can be concluded that there are still conditions when students emigrate or look for other opportunities in Latvia due to financial difficulties. It can be recognized that some students have re-registered for the short-cycle professional higher education study program "Preschool teacher" (41141), realizing their abilities and talents. In the implementation of the study program, it will be planned to continue motivating the graduates so that, continuing their studies after completing the short-cycle professional higher education study program, the opportunity to obtain a professional bachelor's degree in teacher education is ensured.

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

Daugavpils University professional higher education bachelor's study program "Primary education teacher" (program code 42141) licensed on October 13, 2020 (license No. 04041-101) within the framework of implementation ESF project "Daugavpils University study field "Education, pedagogy and sports" modernization of Latvian education system for sustainable development" (project No. 8.2.1.0/18/I/005).

In Latvia, according to the informational report of the Ministry of Education and Science approved by the Cabinet of Ministers "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education" [1], the development of new teacher education study programs is being implemented in order to restart teacher education in a new quality. Thus, PBSP "Primary education teacher" has been developed by evaluating the situation in Latvia and taking into account the experience of the European Union and the countries of the world in teacher education, as well as based on the following documents:

- Regulations of the Cabinet of Ministers No. 27 "Activity programs "Growth and employment" 8.2.1. the implementation rules of the first and second round of selection of project submissions of the specific support goal "Reduce the fragmentation of study programs and strengthen the sharing of resources"";
- Informational report of the Ministry of Education and Science "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education";
- Daugavpils University (hereinafter DU) study program development concept "Education, pedagogy and sports", DU orders and regulations that regulate the study process, as well as educational content and organizational trends in the European Union;
- ESF project "Modernization of Daugavpils University study field "Education, pedagogy and sports" for the sustainable development of the Latvian education system", No. 8.2.1.0/18/I/005;
- DU teacher education development plan 2018-2023 for the year;
- The requirements set by the European Commission's guidelines and the Latvian education reform project "School 2030" for the teacher, who must become a leader in ensuring sustainable education both in Latvia and Europe;
- Strategic goals of Latvian higher education (Education Development Guidelines 2014-2020; Science, Technology Development and Innovation Guidelines 2014-2020) ;
- Level 6 requirements of the European Qualification Framework (EKI) and the Latvian Qualification Framework (LKI);
- Teacher's professional standard (232001Vocational education TEACHER, 233001 TEACHER

ofgeneralsecondaryeducation,234101 TEACHER ofgeneralbasiceducation,235202 TEACHER of specialeducation,234201 TEACHER ofpreschooleducation),agreed at the meetingof the TripartiteCooperationSub-CouncilofVocationalEducationandEmployment of 12June2020,Minutes5; the electroniclinktothestandardof the teachingprofession,2020,availableonlyinLatvian:

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>);

- Standards and guidelines for quality assurance in the European Higher Education space (electronic link to ESG, 2015: http://www.aic.lv/portal/content/files/AIC%20ESG2015%20int-1_2.pdf).

The structure of PBSP "Primary education teacher" provides a module system approach, offering four mandatory and three elective modules. The modules are arranged in terms of content and volume, ensuring sharing of resources and reducing the fragmentation of study programs.

The study program and its modules are based on ^[2]the recommendations compiled by the thematic groups "Schools" and "Promotion of Common Values and Inclusive Education" of the European Commission on the main priorities in teacher training and pedagogical competences to be developed for future teachers. The program was developed by evaluating the situation in Latvia and the needs in teacher education.

The content courses of the learning areas are designed according to the learning areas developed by the project "Competence approach in the learning content" ("School2030"): language, social and civic, cultural understanding and self-expression in the arts, technology, natural sciences, mathematics, health and physical activity and the results provided for in them (Regulations of the MC No. 716) [3].

The study program was created in accordance with the Cabinet of Ministers' regulations of June 13, 2023 no. 305 "Regulations on the standard of state professional higher education" [4]. The compliance of the study program with the national education standard can be seen in Appendix. The study program is compared with the profession standard of teacher (2020). Compliance of the study program with the profession standard of teacher (2020) can be viewed in Appendix.

The content of the study program consists of study courses in the amount of 160CP/240ECTS (Regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Regulations on the State Professional Higher Education Standard" (electronic link to the Regulations: <https://likumi.lv/ta/id/342818-rules-on-state-professional-higher-education-standard>; available only in Latvian). It consists of:

- general educational courses in the amount of 14CP/21ECTS and a study module for the formation of business professional competence in the amount of 6CP/9ECTS (in total 20CP/30ECTS),
- basic theoretical courses of the field (field of professional activity) and information technology courses – 36CP/54ECTS: Basic theoretical courses of the field of professional activity in the amount of 22CP/33ECTS and the mandatory module Module of learning content in fields of studies in the amount of 14CP/21ECTS;
- professional specialization courses of the field, which include: Primary education teacher (grades 1-3) mandatory module 22CP/33ECTS, Primary education teacher (grades 4-6) mandatory module in the amount of 24CP/36ECTS, one of the three elective modules (Professional competence in preschool methodical work, Diversity competence in inclusive education, Content and learning approaches in the study fields in preschool education) in the amount of 20CP/30ECTS - in total 66CP/99ECTS;
- four practices in the amount of 20CP/30ECTS;

- free elective courses in the amount of 6 CP/9 ECTS;
- state exam in the amount of 12CP/18ECTS (bachelor thesis and qualification exam).

See Tables 1 and 2 for the distribution of study courses and modules.

Table 1. The content framework of PBSP "Primary education teacher"

Study program planning, total number of credit points: 160CP/240 ECTS	
Part A	68CP/102ECTS
General educational study courses	14CP/21ECTS
Study module for building business professional competence	6CP/9ECTS
Basic theoretical courses of the field (field of professional activity) and information technology courses:	36CP/54ECTS
Basic theoretical courses of the field of professional activity	22CP/33ECTS
Module of learning content in fields of studies	14CP/21ECTS
State examination	12CP/18ECTS
Part B	86CP/129ECTS
Professional specialization courses of the field	66CP/99ECTS
Mandatory modules of the professional specialization of the field (two modules):	46CP/69ECTS
Primary education teacher (grades 1-3)	22CP/33ECTS
Primary education teacher (grades 4-6)	24CP/36ECTS
Elective modules of the professional specialization in the field (one of three modules):	20CP/30ECTS
Elective module "Professional competence in preschool methodical work"	20CP/30ECTS
Elective module "Diversity competence in inclusive education"	20CP/30ECTS
Elective module "Content and learning approaches in the study fields in preschool education"	20CP/30ECTS
Practice	20CP/30ECTS
Part C	6 CP/9 ECTS

Table 2. Combinations of PBSP "Primary education teacher" modules

1 st combination of modules	2nd combination of modules	3rd combination of modules
Module of learning content in fields of studies (14CP/21ECTS) (partially studied together with PBSP Teacher	Module of learning content in fields of studies (14CP/ 21ECTS) (partially learned together with PBSP Teacher	Module of learning content in fields of studies (14CP/ 21ECTS) (partially learned together with PBSP Teacher
Primary education teacher (grades 1-3) (22CP/ 33ECTS)	Primary education teacher (grades 1-3) (22CP/ 33ECTS)	Primary education teacher (grades 1-3) (22CP/ 33ECTS)
Primary education teacher (Grades 4-6) (24CP/ 36ECTS)	Primary education teacher (Grades 4-6) (24CP/ 36ECTS)	Primary education teacher (grades 4-6) (24CP/ 36ECTS)
Professional competence in preschool methodical work (20CP/30ECTS)	Diversity competence in inclusive education (20CP/30ECTS)	Content and learning approaches in the study fields in preschool education (20CP/ 30ECTS) (PBSP "Primary education teacher" teaches together with the short-cycle professional higher education study program "Preschool teacher" part B of the Field professional specialization study courses)

Overview of the modular system approach

In accordance with the requirements set out in the first paragraph of the second part of Article 56 of the University Law, the study modules were created for the structuring of the study program, transparency, the creation of flexible study paths and the professional orientation of students, ensuring its planning in a way that is also suitable for lifelong learning (electronic link to the University Law <https://likumi.lv/ta/id/37967-augstskolu-likums>; available only in Latvian) .

Mandatory study module of part A for the formation of business professional competence envisages learning the content of the relevant study courses and achieving the differentiated study results, based on a common goal: to promote the students' professional competence, based on knowledge of the regulation of labor relations, the basics of business, project development and human resources management, including the creation of social dialogue in society. The corresponding

study courses and study results are provided for the study module:

- Knowledge:
- knows the methods of self-analysis and self-evaluation of the teacher's pedagogical activity for the improvement of professional competence, using communication technologies and resources, as well as understanding global and local, socio-political, economic and cultural processes;
- understands the perspective goals and development directions of the education system and the connection with economic processes and financial resources planning, as well as understands the specifics of business.
- Skills:
- able to cooperate with colleagues, industry specialists, other institutions to ensure positive interaction in various social environments, which ensures compliance with the rights defined in regulatory acts;
- knows how to independently structure and direct his learning, analyze his activity in order to improve professionally.
- Competencies:
- carries out independent, purposeful and responsible planning, organization and management of pedagogical activities to improve the pedagogical process, in accordance with social needs and current needs of educational science and practice;
- carries out research and innovative activities for the improvement of the pedagogical process, strategically implements the improvement of his professional activity, gets involved in the development planning of the educational institution, understands the place of his profession in a wider social context;
- independently and responsibly analyzes various problem situations and defines possible solutions in planning and managing the pedagogical process and business.

The mandatory modules of Part B Primary education teacher (Grades 1-3) and Primary education teacher (Grades 4-6) are created by including the subjects/fields defined in the compulsory curriculum of the primary education standard: language, social and civic, cultural awareness and self-expression, technology, natural sciences, mathematics, health and physical activity areas and their intended outcomes. The content of the mandatory modules Primary education teacher (grades 1-3) and Primary education teacher (grades 4-6) is harmonized with continuity and dynamic transition based on the requirements of the basic education standard. The content of field study courses is designed in accordance with the so-called big ideas or main insights defined in the basic education standard in each field of study, in connection with which the learner must achieve the defined achievable results. In the field study course descriptions, when planning the study result to be achieved, knowledge, skills and competences are determined, which correspond to the requirements of the professional standard of teacher (2020).

Part A is mandatory for in-depth theoretical learning of the content of the study areas Module of learning content in fields of studies in the amount of 14CP/21ECTS. Students studying in this module will be able to deepen their theoretical knowledge in the fields of mathematics, Latvian language and literature, English, and natural sciences. The Module of learning content in fields of studies is related to the Primary education teacher (grades 4-6) module, in which students will learn the methodological work skills of the relevant fields.

The corresponding study courses and study results are provided for the mandatory modules:

- Knowledge:
- knows the techniques of self-analysis and self-evaluation of the teacher's pedagogical activity, which are necessary for carrying out of the teacher's duties and the improvement of

professional competence;

- knows the content of learning areas, the principles of its arrangement and implementation methodology, the methodology of interwoven skills development, understands the principles, forms and methods of planning, implementation and evaluation of the pedagogical process, the possibilities of their use in practical pedagogical activity.
- Skills:
- plans and implements a learning process adapted to life situations with appropriate goals, activities and achievable learning results;
- in the educational process, evaluates the students' learning performance and growth dynamics, respects the students' individual development potential, learning and personal growth needs.
- Competencies:
- independently plans and implements pedagogical activity in primary school, flexibly applies it to the student's needs, the socio-cultural situation, current affairs of the field of pedagogy and psychology;
- independently and in cooperation with colleagues, regularly and systematically evaluates the student's learning results and growth dynamics, helps students plan the improvement of learning activities, provides the necessary support;
- is aware of and evaluates his experience and activity in order to improve professionally, gets involved in the development planning of the educational institution.

Students of the PBSP "Primary education teacher" have the opportunity to learn one of three elective modules:

- elective module Professional competence in preschool methodical work – 20CP/ 30ECTS;
- elective module Diversity competence in inclusive education – 20CP/ 30ECTS;
- elective module Content and learning approaches in the study fields in preschool education – 20CP/30ECTS.

The system of elective modules provides for the free choice of each student's specialization, for which the corresponding study courses and study results are provided:

- Knowledge:
- understands the purpose and place of the field of specialization in the educational content, regularities and basic principles of learning;
- understands the content of the learning areas and the forms and methods of learning them.
- Skills:
- demonstrates the ability to plan a pedagogical process, develop teaching materials, evaluate the performance of learners, provide feedback and reflect on their own and colleagues' performance;
- identifies their professional development needs by keeping up with current events and innovations in the field of specialization.
- Competencies:
- is able to independently plan and implement the pedagogical process, choosing the integrated learning content and methods in accordance with the nature of the competence approach;
- able to responsibly organize the evaluation and self-evaluation of the learner's results, providing feedback to the learner, respecting his individuality and needs;
- able to plan and organize events using acquired theoretical foundations and skills.

Development of Term papers

During the study process, three term papers will be developed and defended: 1st study paper, which

will be developed as part of the study course Research in Education; 2nd term paper, which will be developed within the study course Information Technology in Education; 3rd term paper, which will be developed in one of the three elective modules (Professional competence in preschool methodical work, Diversity competence in inclusive education, Content and learning approaches in the study fields in preschool education).

Succession of Term papers

- In the first year of study, students get acquainted with current events in the field of education in the European Union and the world countries, formulate the topics of term papers, learn to justify their relevance while working in groups, develop research projects within the study course Research in Education.
- In the second year of study, students, working individually, analyze scientific literature, including scientific publications available in international databases, and study the theoretical aspects of the chosen topic; learn to develop data collection instruments for empirical research. Collects and analyzes methodical materials and IT technologies within the study course Information Technology in Education. Working in groups, research projects are developed in the context of the content of the elective As well as in the context of the previously chosen topic, students collect, adapt and independently develop methodological materials.
- In the third and fourth year of study, independently developed methodical material is approved within Practice II and Practice III, as well as by conducting research on the chosen topic. Thus, gradually creating the content of the future bachelor thesis.

Starting from the first year of study, in the process of developing term papers, each student will be individually assigned one lecturer/supervisor, who evaluates each term paper with a grade and who will not only provide essential support to the student, but will promote the quality of the work being developed and will be an excellent example of cooperation for future teachers. The lecturers/supervisors may be different, which are approved by the director of the study program according to the content and provision of the study work. Therefore, each study work appears in the study plans as a separate study course (divided course, assessment with a grade).

When developing a Bachelor's thesis, students use the theoretical and methodological part of the term papers, improving and supplementing according to the innovations in the field of education, develop the empirical research design, conduct the research, collect the obtained data. Approbation of the methodological developments included in the bachelor thesis and presentation of the results obtained in the research at the scientific conference is desirable.

Practices are related to study courses and arranged sequentially. They were created by accepting the goals and content of the PBSP "Primary education teacher":

1. The first practice of the professional qualification (Practice mandatory courses): Practice I (2CP/3ECTS) allows students to practically get to know the learning process, mainly by observing and analyzing it.
2. Second professional qualification practice (Practice mandatory courses): Practice II (6CP/9ECTS) – students practically implement the knowledge acquired in the Primary education teacher module (grades 1-3) in the learning process at school.
3. Third professional qualification practice (Practice mandatory courses): Practice III (6CP 9ECTS) – students test their theoretical knowledge in practice, improve the planning and organization skills of the pedagogical process in the learning areas of primary school grades 4-6 in classes (Latvian, literature, English, mathematics).
4. Fourth professional qualification practice (Practice elective courses): Practice IV (6CP/ 9ECTS) – students either continue to improve their skills in the fields of study in grades 4-6 of primary

school (science, social and civics, technology) or practically apply the theoretical knowledge learned in elective modules in educational institutions.

At the end of the study program, there is a State final exam - qualification exam and defense of the bachelor's thesis.

The internal evaluation of the results of the study program will take place in the final examinations, when the students will take the qualification exam and defend the developed bachelor theses. The academic staff from DU and employers or their representatives will participate in the state examination commission. Students' performance in these tests will be evaluated in the context of the study results included in the study program descriptor. In the state examinations, students will prove their professional competence as a teacher in accordance with the standard requirements of the teacher profession (2020).

Planning and progress of the qualification exam:

- 4 weeks before the mid-term exam, each student draws one of the proposed topics that corresponds to the areas of the field learned in the theoretical study courses and in practice;
- each student draws the name of one classmate who will provide feedback on the developed topic electronically/or by posting it in the MOODLE study environment;
- students prepare methodological developments of topics using intersubject links, practice portfolios and practical experience;
- two weeks before the qualification exam, the students' reflection on the developed topics takes place: students send electronically to the dean's office of the faculty/or place in the MOODLE study environment the portfolio of the prepared teaching materials, and also sends it to one of the classmates (determined by lottery) for feedback;
- one week before the qualification exam, feedback on the student's performance is sent to: the dean's office of the faculty and the student - to the author of the portfolio of teaching methodical materials;
- qualification exam - defense of practice portfolio. A student's performance in the qualification exam is assessed by the State Examination Commission, in which Daugavpils University lecturers, employers and practicing teachers participate.

At the same time, questions and a sample set of topics for the qualification exam were developed, which will be updated and/or supplemented every academic year in the Department of Education and Psychology of the Faculty of Humanities and Social Sciences of DU.

A description of the qualification exam requirements and organization procedure can be found in the study course description and in Appendix.

The student will develop the bachelor's thesis as a scientific study on a specific topic. Appendix contains recommendations for the development of a bachelor's thesis.

It is necessary to obtain a positive (successful) assessment for learning all the content contained in the PBSP "Primary education teacher". The professional bachelor's degree in teacher education is awarded and the diploma of professional higher education is issued to a student who has fully mastered the study program and has passed the state exam with a positive evaluation.

The standard of the teacher profession states that the teacher's qualifications meet for the fourth and fifth levels of professional qualifications (4th PKL and 5th PKL) or the sixth level of the Latvian qualifications framework, including the competencies of the fifth level of the Latvian qualifications framework (5th LKI and 6th LKI) ("Teacher Profession Standard", 2020). Future teachers learn fifth-level competencies in the short-cycle professional higher education study program "Preschool teacher". Therefore, the acquired competencies are equated, and students can enroll in the

professional bachelor's study program "Primary education teacher" in the 3rd year of study, where they learn the sixth level competencies (see Table 3).

Table 3

Opportunities for graduates of the short-cycle professional higher education study program "Preschool Teacher" (41141) to continue their studies at the PBSP "Primary education teacher" (42141)

1st and 2nd year of study - 78CP/117ECTS in total
Part A (36CP/54ECTS)
General educational study courses and study courses of the Study Module for the formation of entrepreneurial professional competence (20CP/30ECTS)
Basic theoretical courses of the field of professional activity (16CP/24ECTS)
Part B (20CP/30ECTS)
Content and learning approaches in the study fields in preschool education (20CP/30ECTS)
Practice (14CP/21ECTS)
Qualification thesis (8CP/12ECTS)
3rd and 4th year of study - 82CP/123ECTS in total
Continuing studies in a professional bachelor's study program "Primary education teacher"
Part A (16CP/24ECTS)
Basic theoretical courses of the field (field of professional activity) and information technology courses (16CP/ 24ECTS)
Information technology in education. Term paper 2 (2CP/3ECTS) - 2CP/3ECTS are equivalent Module of learning content in fields of studies (14CP/21ECTS)
Part B (44CP/66ECTS)
Mandatory modules of the professional specialization of the field (42CP/63ECTS)
Mandatory module of the professional specialization of the field: Primary education teacher (grades 1-3) (18CP/27ECTS)*
* Transversal competences in the field of cultural awareness and self-expression in arts: Visual arts. Movement art. Music - 4CP/6ECTS are comparable.

Mandatory module of the professional specialization of the field: Primary education teacher (grades 4-6)
(24 CP/36 ECTS)

Practice (12CP/18ECTS)

State examinations (12CP/18ECTS)

TOTAL: 160CP/240ECTS

A combination of the three mandatory modules of the program (partially matched*)

Primary education teacher (grades 1-3) (18CP/27ECTS*)

Primary education teacher (grades 4-6) (24CP/ 36ECTS)

Module of learning content in fields of studies (14CP/21ECTS)

Thus, in order to improve the competences determined by the sixth level of the Latvian qualification framework and to continue their studies in the professional bachelor's study program "Primary education teacher", graduates of the short-cycle professional higher education study program "Preschool teacher" need to learn and pass (82CP/123ECTS):

1. Basic theoretical courses of the field (field of professional activity) and information technology courses, which are part of the professional bachelor's study program "Primary education teacher", but are not included in the content of the short-cycle professional higher education study program (16CP/24ECTS, part A):
 - Information technology in education. Term paper 2 – 2CP/3ECTS;
 - Module of learning content in fields of studies – 14CP/21ECTS.
2. mandatory modules of the professional specialization of the field (42CP/63ECTS, part B)
 - mandatory module "Teacher of primary education (grades 1-3)" (18CP/27ECTS, part B);
 - mandatory "Teacher of primary education (grades 4-6)" (24 CP/ 36 ECTS, part B).
3. Practice II and Practice III (PRACTICE: Practice mandatory courses) (12CP/18ECTS)
4. State tests (12CP/18ECTS):
 - Bachelor thesis development I – 2CP/3ECTS;
 - Bachelor thesis development II – 8CP/12ECTS;
 - Qualification exam – 2CP/3ECTS.

Different study courses, which are PBSP "Primary education teacher", but are not included in the short-cycle professional higher education study program "Preschool Teacher", will be equated according to the required amount of study program content learning (78CP/117ECTS):

Part A:

- Introduction to education for sustainable development - 2CP/3ECTS are comparable;
- Educational management – 2CP/3ECTS are comparable;
- Legal aspects of the pedagogical process - 2CP/3ECTS are comparable;
- Psychology for teachers – 4CP/6ECTS are comparable;
- Research in education. Term paper 1 – 4CP/6ECTS are comparable;
- Fundamentals of a teacher's professional activity - 2CP/3ECTS are comparable;
- Entrepreneurship and project development – 2CP/3ECTS are comparable;
- State, civil and environmental protection - 2CP/3ECTS are comparable;

- Inclusive and special education – 4CP/6ECTS are comparable;
- Term paper 2 (Information technologies in education. Term paper 2) – 3 ECTS are comparable;
- Organization of the educational process in primary school - 6CP/9ECTS are comparable;
- Teaching and learning – 6CP/9ECTS are comparable;
- Socio-emotional learning – 2CP/3ECTS are comparable.

Part B:

- mandatory module "Primary education teacher (grades 1-3)": Transversal competences in the field of cultural awareness and self-expression in arts: Visual art. Movement art. Music – 4CP/6ECTS are equivalent;
- Elective module "Content and learning approaches in the study fields in preschool education" - 20CP/30ECTS are comparable (including the Term paper 3 in the amount of 2CP/3ECTS).

Part C: Elective courses - 6CP/9ECTS are equivalent.

Practice:

- Practice I – 2CP/3ECTS are comparable;
- Practice IV – 6CP/9ECTS are comparable.

The content of the study program is designed respecting the professional knowledge, skills and attitudes, competences defined in the standard of the teaching profession. During the study process, the following dimensions of creating a supportive and inclusive study environment and ensuring the quality of the learning process will be observed for the implementation of the interaction between theory and practice:

- cognitive (knowledge, theory);
- pedagogical (didactic pedagogical technologies, study process organization);
- social (interpersonal and pedagogical relations);
- innovative (transformation of approved knowledge and acquired skills in pedagogical practice);
- research (integration of research skills).

A description is created for each study course, which indicates the number of contact hours corresponding to the credit points, which are planned accordingly for lectures, seminars, practical, laboratory works and a certain number of hours for independent work.

The accounting unit of the student's workload is a credit point/ECTS, which corresponds to a study week or 40 academic hours of workload. Of these 40 hours, 16 academic hours (full-time studies) are intended for work under the guidance of a lecturer (or contact hours – lectures, seminars, practical and laboratory work, practice). The remaining part is the student's independent work (1 ECTS corresponds to 26.7 academic hours, of which 10.7 are contact hours).

The study program will be offered in full-time and part-time face-to-face study forms - full-time face-to-face 4 years and part-time face-to-face 4.5 years (electronic link to the Law on Higher Education Institutions, second part of Article 57: <https://likumi.lv/ta/id/37967-university-law> ; available only in Latvian) . The content of study courses/modules does not differ in full-time and part-time studies:

Full-time studies – a type of study that corresponds to 40CP/60ECTS in the academic year and no less than 40 academic hours per week. The academic year at DU begins on September 1. It has two semesters (winter and spring). The duration of the semester is 20 weeks.

Part-time studies – a type of study that corresponds to less than 40CP/60ECTS in the academic year and less than 40 academic hours per week. In part-time studies, contact hours are 30% of the

planned full-time number (1 CP – 6–8 contact hours or 1 ECTS – 9–12 contact hours).

Part-time face-to-face studies will take place according to an approved study schedule. 4 sessions (2 sessions in each semester) are planned in one study year. Each session lasts one week or 10 working days: the duration of intensive studies depends on the amount of study content in each semester. Meanwhile, between sessions, the study materials will be placed in the MOODLE environment, and the support of the program lecturers will be available using IT resources. Academic hours can be planned as lectures, seminars, practical and laboratory works according to the specifics of learning the content and methodology of each field. The student can change the type of study by passing the necessary tests in case of differences in the study plan and fulfilling other obligations according to the study contract.

The students will have proven their knowledge, skills and competences during the practice, implementing the learning process in the subjects/areas and created a portfolio of practical pedagogical experience. During the studies, 4 teaching practices are planned - in the amount of 20CP/30ECTS, which is in accordance with the regulations of the Cabinet of Ministers of June 13, 2023 no. 305 "Rules on the standard of state professional higher education" [5]).

Graduates of the study program "Primary education teacher" get the right to work as a teacher of primary education (grades 1-6). And also in the profession of a preschool teacher, if the appropriate elective modules in this field of education have been learned.

After completing the study program, graduates have the opportunity to continue their studies in master's degree and professional programs designed for studies on the basis of higher professional education.

The content of the study program was updated; versions of study plans for full-time and part-time face-to-face studies were updated and approved (Extract from Daugavpils University Faculty of Education and Management Council meeting protocol No. 27 of September 29, 2022, decision No. 2/1.).

Study plans for full-time and part-time face-to-face studies can be found in Appendix.

Completed and/or updated, as well as newly developed study course descriptions for full-time and part-time studies and the mapping of study courses for achieving the study results of the study program can be viewed in Appendices.

[1]Ministry of the Interior (2018). Informative report "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education".
<https://www.izm.gov.lv/lv/informativais-zinojums-priekslikumi-konceptuali-jaunas-kompetences-bals-titas-izglitibas-prasibam-atbilstosas-skolotaju-izglitibas-nodrosinasanai-latvija> (only available in Latvian)

[2]European Education Area. Quality education and training for all.
https://education.ec.europa.eu/policies/european-policy-cooperation/et2020-working-groups_en

[3]Rules of the MK No. 716 (2018). Regulations on national preschool education guidelines and sample preschool education programs.
<https://likumi.lv/ta/id/303371-rules-for-state-preschool-education-guidance-and-preschool-education-program-samples>

[4]Regulations No. 305 of the Cabinet of Ministers of June 13, 2023.
<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>

(only available in Latvian)

^[5]Regulations No. 305 of the Cabinet of Ministers dated June 13, 2023.

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>

(only available in Latvian)

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

Not applicable.

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

The study program is designed in accordance with the European Commission's report "School development and excellent teaching - a great foundation for life" [1]. Initial teacher education is effective when pedagogical theory is combined with subject/domain knowledge and sufficient practice in an educational institution. Future teachers must be ready for collaboration and professional development, be able to work with different children in the classroom and confidently use digital technologies. Compliance of the study program with industry trends in the countries of the European Union and in the world:

- basic competencies of learners;
- linking learning with life experience;
- collaborative learning environment, use of diverse learning methods, modern technologies and open educational resources;
- using digital technologies to promote learning;
- providing support to learners and identifying their needs;
- eradication of bullying, violence in schools;
- promotion of cooperation with local services, organizations, companies;
- development of skills for teachers to work and learn in teams with other teachers and with external partners;
- teachers' media literacy, promoting the responsible use of social media for students;
- implementation of sustainable education so that future teachers achieve excellence in their profession and become leaders in the development of education.

(see European Commission (2017). School development and excellent teaching - a great foundation for life: <http://ec.europa.eu/transparency/regdoc/rep/1/2017/LV/COM-2017-248-F1-LV -MAIN-PART-1.PDF> ; Education and Training 2020 Working Groups: https://education.ec.europa.eu/sites/default/files/document-library-docs/education-training-et2020-working-groups-2016-2017_en.pdf)

Referring to the common trends in Latvian development planning documents and teacher training in Europe, the proposed study program is developed and improved in accordance with development trends in science and practice, requirements for teachers' professional competence and the experience of the "Possible Mission" foundation, preparing teachers in practice-based learning. Practice-based learning has been put forward as one of the priorities in the country, as more and more labour markets demand practical skills rather than theoretical knowledge.

The process of practical implementation of the study program "Teacher of Primary Education" is organized according to the modern teaching and learning model, as well as DU's experience in teacher education. The content of study courses is planned and organized based on a holistic approach, observing the principles of cooperation and participation at all stages of study course planning and study implementation.

Various work forms and methods are used in the study program, which are suitable for the objectives of the study course and aimed at integrating the principles of student-centered education. Diverse pedagogical methods are used according to the circumstances. The study program uses various study methods of contact classes: lectures, practical classes, creative seminars, role-playing games, discussions, master classes, study projects, exercises, analysis of cases and problem situations, project development, individual and group work, analysis of audiovisual materials, practical workshops, simulations, open lectures by experienced professionals, guest lectures by foreign specialists within the framework of the Erasmus + project (2022-2023 study year - mobility of 9 guest lecturers: Poland, Pope John Paul II State School of Higher Education in Biala Podlaska; Spain, University of Castile - La Mancha (uclm.es); Lithuania, Vilnius University Šiauliai Academy).

Study methods are aimed at developing students' independent, critical thinking skills. They promote the student's communication, the ability to work in a group, to overcome conflicts, as well as develop patriotism, humanistic ideas, respect for human rights, honesty, creative use of knowledge, learning scientific methods, curiosity, independence in solving work tasks. The purpose of applying different teaching methods is to maximally promote the improvement of cognitive skills, abstract and analytical thinking, as well as the acquisition of knowledge and skills to be applied in professional practice. DU especially emphasizes the potential competence of teachers-in-training, based on the principles of practice and practical learning provided during studies.

Daugavpils University teaching staff regularly raise their qualifications, learn new teaching methods and apply them in their work. Based on the high competence in the field of pedagogic science, DU develops and approves new teaching methods, it is an important center of continuing education support and resources for educators.

Special attention is paid to the student's independent work - the analysis of theoretical literature, the preparation of study papers and reports, the creation of methodological developments and teaching materials. Lecturers play the role of organizer, consultant and expert in the student's independent work process. During studies, the teaching staff of the program are welcoming and cooperative, which is confirmed by the individual counseling provided by the teaching staff to the students.

Students' initiative, independence, and cooperation are encouraged, ensuring a student-centered

approach. The organization of the study process and the choice of content is based on the study of the needs and interests of each student, aimed at learning the profession of a teacher, promoting his own conscious and interested activity.

The study program provides support for research and innovation, which is provided through research study courses, providing high-level knowledge in methodology and bachelor thesis development, promoting student participation in scientific conferences and publishing scientific articles in Latvia and internationally. Thus, the creation of the study program "Primary school teacher" meets the challenges of the future and is based on the acquisition of theoretical knowledge and research skills, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning.

Students have the opportunity to freely choose a supervisor for their bachelor's thesis, taking into account research interests and the field of scientific research activity of the teaching staff. The students' initiative in choosing the topic of the bachelor thesis is supported by the teaching staff.

All students are provided equal treatment and access to the resources necessary for work or studies, while work and study issues are resolved in accordance with the laws of the Republic of Latvia, regulatory enactments, work and study contracts. A wide range of resources is available (library, modern study equipment, IT infrastructure). Students have the opportunity to use study course lecture materials, presentations, tasks and other materials prepared by teaching staff in the MOODLE environment of e-studies, thus ensuring the quality of the study program.

The diversity of students is taken into account, for example, work experience, part-time studies, students with special needs, etc. The management and teaching staff of the program are very welcoming to students working in education. When solving the organizational issues of the learning process, much attention is paid to students' opportunities to participate in the learning process in person, in cases where the student cannot attend contact classes for various reasons (coincidence of study and work schedule, traffic peculiarities, health condition, etc.), the student together with the teaching staff agrees on another the way of learning the unlearned material (distance learning methods, independent work in the e-study environment).

Students' success is evaluated in accordance with the study course tests included in the description of the specific study course and their evaluation criteria, of which every DU student is fully informed.

Thus, the implementation of the study program is based on a student-centered approach and the creation of positive pedagogical relations, involving students in the evaluation of the study process, providing feedback and improving the study programs, while encouraging them to be independent and responsible in achieving the results of the study process.

Practice IV (6KP/9ECTS) corresponds to the specialization of each selected module and was implemented in the corresponding educational institution. In the first week of September, a meeting was organized in which the program director informs the students of the first year of studies about the possibility to choose freely optional courses, as well as the specialization corresponding to the content of each optional module. During one day, students write electronic applications to the program director in free form. After collecting the received information, the program director informs the Head of the Study Department about the number of students in each optional module, submitting the name of the selected module and the list of students. The study of each optional module will be implemented if no less than 5 students have applied for one of the three modules.

In the process of learning the content of the three optional modules "Professional competence in preschool methodical work", "Diversity competence in inclusive education" and "Content and

learning approaches in the study fields in preschool education", students attend classes and complete study courses for specific specializations in three differentiated groups. By balancing the list of lessons with the planned study courses of parts A and B in accordance with the study plans, an individual list of lessons is drawn up for each differentiated group of students, in advance coordination with the teaching staff who implement the teaching of the study courses. In the process of learning the content of the elective module "Content and learning approaches in the study fields in preschool education", students must attend classes and take the prescribed study courses together with students of the short-cycle professional higher education study program "Preschool Teacher" (Part B of the short-cycle professional higher education study program "Preschool Teacher" industry professional specialization study courses). After successfully achieving the study results in this module, the students of PBSP "Primary Education Teacher" are fully prepared to work in preschool educational institutions as well, because they learned the content of 7 learning areas in the field of preschool education. When evaluating the approval stage of the study program, it was found that most students choose modules in the field of preschool education. After the work, I called the focus groups, in the pilot study in the spring semester of the 2024 study year, it was concluded that during the professional qualification practice stages, the students developed competitiveness, genuine interest in their profession, creativity and the ability to adapt in the organization and implementation of the learning process. Thus, the strengthening, development and improvement of the primary education teacher education study program is essential in planning the long-term development of the Latvian education system. As a result of learning the content of one of the three optional modules, the students have developed professional competences, which are confirmed by job titles after the implementation of the professional qualification practice and immediately invited the students to work.

[1]European Commission (2017). School development and excellent teaching are a great foundation for life.

<http://ec.europa.eu/transparency/regdoc/rep/1/2017/LV/COM-2017-248-F1-LV-MAIN-PART-1.PDF>

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).

Based on the regulations of the Cabinet of Ministers of June 13, 2023 No. 305 "Regulations on the standard of state professional higher education" [1](electronic link to the Rules on the standard of state professional higher education: <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu> ; available only in Latvian language), it is ensured that the practice is at least 30 credit points, and by observing the specifics of the PBSP "Primary school teacher" practice according to the three optional modules (Professional competence in preschool methodical work; Diversity competence in inclusive education; Content and learning approaches in the study fields in preschool education) content.

The professional qualification practice for the students of the study program "Primary school

teacher" is organized in accordance with the Regulation on professional qualification practice at Daugavpils University, which was approved at the Senate meeting.

Professional qualification practice outside Daugavpils University takes place in the primary education educational institution. Pedagogical practice is planned to be implemented in pre - school educational institutions if one of the three optional modules in the field of pre - school education is selected - "Content and learning approaches in the study fields in preschool education" (20CP/30ECTS).

The planning and content of the practices included in the study plan ensure respect for the principle of succession during all 4 practices. The implementation of practice goals ensures the transition from semi-independent professional activity to independent professional activity, as a result of which students' research, self-evaluation and self-reflection skills are improved, as well as the skills to analyze the learning process and obtain research data for studies and the development of a bachelor's thesis:

- Practice I (2CP/3ECTS) allows the student to get to know the learning process practically, mainly by observing and analyzing it;
- In practice II (6CP/9ECTS), the student practically implements the knowledge acquired in the module "Primary school teacher (grade 1-3)" in the learning process at school;
- In practice III (6CP/9ECTS), the student tests theoretical knowledge in practice, improves the planning and organization skills of the pedagogical process in the learning areas of primary school grades 4-6 (Latvian language, literature, English language, mathematics);
- In practice IV (6CP/9ECTS), a student either approves/improves skills in learning areas of primary school grades 4-6 (science, social and civic, technological field); or tests and practically applies the theoretical knowledge learned in the Elective modules in grades 1-3 of primary school or in a preschool educational institution.

Professional qualification practice can be viewed in the versions of the study plans for full-time and part-time face-to-face studies in Appendix 8, in the Daugavpils University study schedule for the academic year 2023/2024 (electronic link: https://du.lv/wp-content/uploads/2023/11/DU_STUDIJU_grafiks_2023_2024_06.11.2023.pdf; available only in Latvian) and in Table 1.

Table 1. Compliance of practices with study content and achievable results

Practice, scope	Aim, objectives	Characterization, results	Mandatory/optional module name
MANDATORY PRACTICE COURSES			

Practice I, 2CP/3ECTS	<p>The purpose of the practice is to give students the opportunity to develop the professional competence of the teacher's qualification in the first stage of basic education, by observing the teachers' lessons, to analyze the pedagogical process, according to the competence approach.</p> <p>Practice tasks: 1) to understand the pedagogical goals, progress, planning and management of learning subjects/fields for students of the primary education stage; 2) observe teachers' lessons and analyze the pedagogical process and facts; 3) assist and help the teacher to organize and manage lessons and the pedagogical process; 4) conduct a lesson in one of the fields and evaluate the learning process; 5) analyze your activity and perform a self-assessment.</p>	<p>Knowledge</p> <ol style="list-style-type: none"> 1. On planning, organizing and evaluating the learning process. <p>Skills</p> <ol style="list-style-type: none"> 2. Analyzes, synthesizes and evaluates his observations about the pedagogical process. 3. Analyze the observed lessons. 4. Evaluates the effectiveness of teaching work. 5. Evaluates his observations, feelings and reflections and interprets them in relation to the learned theory. 6. Presents the knowledge gained during practice. <p>Competence</p> <ol style="list-style-type: none"> 7. Self-analysis of the results of one's activity and development of an improvement plan. 	Compulsory Primary school teacher (Grades 1-3) module
Practice II, 6CP/9ECTS	<p>The purpose of the practice is to build the teacher's professional competence - to test theoretical knowledge in the fields of study in accordance with the competence approach, to improve the planning and organizing skills of the pedagogical process in primary school grades 1-3.</p> <p>Practice tasks: 1) to understand the learning process in grades 1-3 of primary education; 2) understand the pedagogical goals, planning, management of learning subjects/areas of primary education in grades 1-3 pupils; 3) plan, organize, manage and evaluate the learning process in the lessons; 4) evaluate pupils' learning achievements and their dynamics; 5) analyze your activity and perform a self-assessment.</p>	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understanding of the planning, organization and evaluation of the learning process of subjects/fields. <p>Skills</p> <ol style="list-style-type: none"> 2. Create lesson plans and use the necessary methodical didactic materials in the subjects of the fields corresponding to the lessons in primary education grades 1-3 stage. 3. Evaluates students' learning achievements and dynamics in field subjects. 4. Promotes the development of students' cognition and social skills. 5. Evaluates the effectiveness of teaching work and improves the teaching process. 6. Observes and documents observations in the practice diary. 7. Evaluates his observations, feelings and reflections and interprets them in relation to the learned theory. 8. Presents the knowledge gained during practice. <p>Competence</p> <ol style="list-style-type: none"> 9. Able to perform a self-analysis of the results of his activity and the development of an improvement plan. 	Compulsory Primary school teacher (Grades 1-3) module

Practice III, 6CP/9ECTS	<p>The purpose of the practice is to build the teacher's professional competence - to test the theoretical knowledge in practice, to improve the planning and organization skills of the pedagogical process in the learning areas of primary school grades 4-6.</p> <p>Practice tasks:</p> <p>1) to improve the pedagogical goals, planning, management of learning subjects/areas of primary education for pupils of grades 4-6 in the study subjects/areas learned in the methodology courses of the study program: Latvian language, literature, English language, mathematics;</p> <p>2) improve the skills of practical and independent work by planning, organizing, managing and evaluating the learning process for pupils of grades 4-6 (Latvian language, (literature), English language, mathematics;</p> <p>3) to improve the competence to use appropriate and varied teaching methods and technologies in teaching work, to create and use teaching materials and tests;</p> <p>4) evaluate pupils' learning achievements and their dynamics;</p> <p>5) to improve the ability to analyze one's activity and perform self-assessment.</p>	<p>Knowledge</p> <p>1. Understanding of the planning, organization and evaluation of the learning process of subjects/fields.</p> <p>Skills</p> <p>2. Creates lesson plans and selects or develops the necessary methodical didactic materials for the lessons in the subjects of the fields corresponding to the lessons in grades 4-6 of primary education (Latvian language, (literature), English language, mathematics).</p> <p>3. Creates tests, administers them and evaluates students' learning achievements and dynamics in subject areas.</p> <p>4. Promotes the development of students' cognition and social skills.</p> <p>5. Evaluates the effectiveness of teaching work and improves the teaching process.</p> <p>6. Observes and documents observations in the practice diary.</p> <p>7. Evaluates his observations, feelings and reflections and interprets them in relation to the learned theory.</p> <p>8. Presents the knowledge gained during practice.</p> <p>Competence</p> <p>9. Able to perform a self-analysis of the results of his activity and the development of an improvement plan.</p>	<p>Compulsory Field Curriculum module</p> <p>Compulsory Primary school teacher (grades 4-6) module</p>
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PRACTICE ELECTIVE COURSES

Practice IV, 6CP/9ECTS Primary school teacher practice	<p>The purpose of the practice is to improve the teacher's professional competence - to test theoretical knowledge in practice, to improve the planning and organization skills of the pedagogical process in the learning areas of primary school grades 4-6 in accordance with the theoretical knowledge, skills, competences learned in the module, as well as in accordance with the theoretical knowledge learned in optional modules, to improve the competence of future teachers, to practically implement the learning process, developing the ability to evaluate and interpret.</p> <p>Practice tasks: 1) to improve the pedagogical goals, planning, management of learning subjects/areas of primary education in grades 4-6: natural sciences, social and civic, technological field; 2) to create a deeper understanding of future pedagogues according to the specialization learned in the optional module; 3) to improve the professional competence of future teachers in the practical implementation of theory in the learning environment; 4) improve the skills of practical and independent work by planning, organizing, leading and evaluating the learning process for pupils of grades 4-6 (in the field of natural sciences, social and civics, technology); 5) improve the competence to use appropriate and varied teaching methods and technologies in teaching work, to create and use teaching materials and tests; 6) to improve the skill of planning and modeling the teaching content and process, to evaluate the achievements of students/children, as well as to choose appropriate methodological techniques; 7) analyze your activity and perform a self-assessment.</p>	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understanding of the planning, organization and evaluation of the learning process of subjects/fields. 2. Understanding the possibilities of practical application of the theoretical knowledge learned in optional modules. <p>Skills</p> <ol style="list-style-type: none"> 3. Creates lesson plans and selects or develops appropriate methodical didactic materials for lessons in the subjects of the corresponding fields in grades 4-6 of primary education (science, social and civic, technology). 4. Creates tests, conducts them and evaluates the learning achievements and dynamics of students in the subject areas: natural sciences, social and civic, technology. 5. Promotes the development of pupils'/children's cognition and social skills. 6. Evaluates the effectiveness of teaching work and improves the teaching process. 7. Observes and documents observations in the practice diary. 8. Analyze your observations, feelings and thoughts and interpret them in relation to the learned theory. 9. Presents the knowledge gained during practice. <p>Competence</p> <ol style="list-style-type: none"> 10. Able to perform a self-analysis of the results of his activity and the development of an improvement plan. 	<p>Compulsory Field Curriculum module</p> <p>Compulsory Primary school teacher (grades 4-6) module</p> <p>-</p>
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Practice IV, 6CP/9ECTS Preschool methodical work practice	<p>The purpose of the practice is to improve the skills of organizing the preschool pedagogical process, as well as to independently plan, manage and evaluate the methodological work of preschool education.</p> <p>Practice tasks:</p> <ol style="list-style-type: none"> 1) define your individual practice goal in promoting the creation of the professional identity of a preschool teacher; 2) to analyze the methodological and administrative work documentation and methodological material of the preschool educational institution; 3) perform an analysis of the methodological work of the preschool educational institution according to its results, plan and organize the methodological work for the improvement of the pedagogical skills of preschool teachers; 4) develop targeted criteria for observing and analyzing the teacher's activity, perform an analysis of the preschool pedagogical process; 5) to improve the ability to analyze one's own activity and make a constructive self-assessment. 	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understands the specifics of the methodological and administrative work documentation and methodological material of the preschool educational institution. 2. Understands the planning, organization and evaluation of preschool methodical work. 3. Understands the specifics of planning and organization for the implementation of the preschool pedagogical process. <p>Skills</p> <ol style="list-style-type: none"> 4. Defines his individual practice goal for the development of the professional identity of a preschool teacher. 5. Implements its pedagogical methodical approach to the improvement of preschool teachers' pedagogical skills. 6. Evaluate your observations, feelings and thoughts, interpreting them in relation to the learned theory. 7. Presents the knowledge gained during practice. <p>Competence</p> <ol style="list-style-type: none"> 8. Able to perform a self-analysis of the results of his activity and the development of an improvement plan. 9. Proposes further tasks for the development of the improvement of one's professional activity by carrying out a constructive self-analysis of the pedagogical activity . 	Elective module Professional expertise in preschool methodical work
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Practice IV, 6CP/9ECTS Pedagogical practice of a preschool teacher	<p>The purpose of the practice is to promote the future teacher's ability to observe, plan and organize the pedagogical process in preschool, promoting children's development and proficiency in all learning areas.</p> <p>Practice tasks:</p> <ol style="list-style-type: none"> 1) define your individual practice goal; conduct a study of the child's literacy, analyze the obtained research results, use them for planning the learning process; 2) develop the ability to plan the learning process (formulate the main message relevant to the topic, specific and understandable to the child, choose complex achievable results in all learning areas, promoting the acquisition of interwoven skills and the development of habits based on values), carry out a self-analysis of one's pedagogical activities; 3) organize and manage the pedagogical process in preschool, respecting the needs, interests and achievable results of children; 4) analyze your activity and perform a self-assessment. 	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understands the specifics of planning for conducting children's organized playtime. 2. Understands the principles of developing children's pedagogical and psychological characteristics. 3. Understands the peculiarities of children's independent activity. <p>Skills</p> <ol style="list-style-type: none"> 4. Defines his individual practice goal for the development of the professional identity of a preschool teacher. 5. Integrates educational content into the preschool pedagogical process. 6. Analyzes the process of upbringing and learning in a preschool educational institution. <p>Competence</p> <ol style="list-style-type: none"> 7. Analyzes the data of pedagogical observations for the development of the pedagogical-psychological characteristics of an individual child and the entire group. 8. Implements its pedagogical methodical approach to promoting the proficiency of preschool children. 9. Proposes further tasks for the development of the improvement of one's professional activity by carrying out a constructive self-analysis of the pedagogical activity . 	Elective module Content and learning approaches in the study fields in preschool education
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Practice IV, 6CP/9ECTS Teacher's pedagogical practice in inclusive education	<p>The purpose of the practice is to promote the future teacher's ability to observe, plan and organize professional activity in a multicultural and inclusive education environment, based on the four basic values of an inclusive teacher profile.</p> <p>Practice tasks:</p> <p>1) to develop future pedagogues' understanding of the educational institution's methodological and administrative documentation in the context of diversity, learning about the planning, organization and evaluation of the educational process;</p> <p>2) build the skills of future teachers to plan, organize and implement teaching and upbringing work in a multicultural and inclusive education environment, implementing support in the context of inclusive education;</p> <p>3) analyze the learning and upbringing process in the context of diversity and perform a self-assessment.</p>	<p>Knowledge</p> <p>1. There is an understanding of the educational institution's methodological and administrative documents, planning, organization and evaluation of the educational process.</p> <p>2. Understands aspects of the concept of diversity education in an inclusive educational environment.</p> <p>3. Knows the socio-normative conditions of inclusive education implementation models and their implementation possibilities.</p> <p>Skills</p> <p>4. Skills to improve pupils' personal competence in connection with the diversity of the social environment, developing pupils' tolerance, socialization skills, readiness for life in a diverse, multicultural society.</p> <p>5. Skills to choose diverse teaching and learning strategies that support diversity and individual needs and interests of learners.</p> <p>6. The ability to develop an individual educational program learning plan for students, based on the observation of individual needs.</p> <p>7. Skills to develop an attitude that inspires respect for the different and diverse.</p> <p>8. Ability to argue, explain one's opinion, critically analyze the situation.</p> <p>Competence</p> <p>9. Able to independently plan and create an inclusive, intellectually stimulating and emotionally safe, cooperative learning environment that meets the learning and development needs of the learner.</p> <p>10. Able to provide support in the educational process, critically evaluating and interpreting manifestations of diversity in the educational environment, as well as argumentatively discussing the nature of diversity processes.</p> <p>11. Able to demonstrate personal and social responsibility, respecting the individuality and cultural context of learners.</p> <p>12. Able to critically reflect on the experience gained in practice and analyze the growth of professional competence.</p>	Elective module Diversity competence in inclusive education
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Daugavpils University, the educational institution and the trainee conclude a tripartite training practice agreement, which determines the place of practice, the rights and obligations of the university and the intern, the duration of the practice, conditions for termination of the contract and other important issues.

Profesionālās kvalifikācijas prakses nolikums un līgumu paraugi pilna un nepilna laika studijām apskatāmi pielikumā.

Professional qualification practice documentation – practice tasks, methodological and other materials for students and practice leaders – have been developed in the Department of Education and Psychology of the Faculty of Humanities and Social Sciences of DU. Specific practice tasks are indicated in the study course descriptions. They provide for the student's participation in introductory seminars (introductory conferences), mid-seminars and the final seminar of the practice, performing daily work duties at the school, which includes planning and conducting lessons, evaluating and analyzing the learning achievements of the students, reflecting on their work and evaluating its results, using theoretical knowledge in pedagogy, in psychology and in the methodology of the corresponding field of study. During the pedagogical practice, an essential task is to plan and organize research for the development of a bachelor's thesis at the final stage of studies for obtaining a teacher's qualification. The content of the study courses is planned in such a way that, within the framework of work-based studies, the student receives support for what is most relevant at the specific stage of pedagogical practice (planning of learning content, effective lesson planning, subject methodology and use of teaching methods, support in classroom management, assessment in the learning process, achievement analysis, differentiation of the

learning process, etc.).

There is a unified approach to the implementation of each practice. The practice begins with a joint introductory seminar (introductory conference). The practice introductory seminar (introductory conference) is led by the practice leader, introducing the students to the general rules of the practice organization, the organization of the practice, the practice documentation and the content of the practice.

Inter-practice seminars (also remote) are also planned for each practice. Practice seminars are led by practice supervisors, as needed - in cooperation with teacher-mentors.

During practices, students get to know the practical implementation of the competence approach in the fields of study, observing and conducting lessons and receiving an assessment of them. Thus, students can apply theoretically acquired knowledge about specific fields of study, as well as observe and analyze the experience and activity of the practice manager at the school, perform a self-analysis of their activities in order to improve the achieved practical results.

During the practice, students prepare review documents (portfolio of practice materials) on the tasks performed in the practice, which are presented at the final seminar (final conference). The final conference is chaired by practice managers. Problem situations are analyzed and solutions are sought for the improvement of the pedagogical process, as part of the final conference, a mutual exchange of experience gained in practice is planned, which would promote professional growth and application in future practices. At the final seminar of the practice, the student presents the results of the practice, their evaluation is carried out by the practice supervisor. In practice seminars, a very important place is reserved for the exchange of students' experiences, because the study group is at the same time a mutual support and learning group and it can be a valuable emotional and professional support during the study process and during the start of a career.

The overall evaluation of the practice consists of both the evaluation of the practice leader and teacher-mentor in the educational institution regarding the planning, management and analysis of the daily pedagogical process, as well as the evaluation of the student's individually developed practice material portfolio, self-analysis and presentation at the final seminar.

Samples of professional qualification practice manuals for full-time and part-time studies can be viewed in Appendix.

The practice planning strategy envisages the involvement of practicing teachers and teacher-mentors. In order to improve the knowledge, skills and competences of pedagogical and field methodology, students receive individual support from a teacher-mentor at the educational institution and the support of the practice manager at Daugavpils University during the practice. DU closely cooperates with employers, students are offered practices, and students can also find an educational institution where they can do practice. Employers and field organizations will be involved in the improvement of the study program, taking into account the development trends of the labor market and industry. Feedback was implemented between practice supervisors and employers. Every year after the practice, it is evaluated and improved according to the feedback received from the students and practice supervisors: discussions, surveys, seminars, focus group.

^[1]Regulations No. 305 of the Cabinet of Ministers of June 13, 2023.

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>
(only available in Latvian)

3.2.5. Evaluation and description of the promotion opportunities and the promotion

process provided to the students of the doctoral study programme (if applicable).

Not applicable.

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

In the spring semester of the 2022/2023 study year, 31 students were re-registered for part-time face-to-face studies in the 8th semester in the PBSP "Primary school teacher" from the PBSP "Teacher" of DU (program code 42141, D139B). The re-registered students already developed the topics of their bachelor's theses in the previous years of study.

In January 2024 (in the 9th semester), 26 students who were re-registered from Daugavpils University's PBSP "Teacher" graduated from the PBSP "Primary school teacher" in the following specializations:

- preschool and primary education (grades 1-3) teacher (program code 42141, D139B/PIPA) – 20 students;
- primary education (grades 1-6) and preschool teacher (program code 42141, D139B/PAPI) – 6 students.

In connection with the specifics of the specializations mentioned above, the topics of the final bachelor's theses are mostly aligned with one of the optional modules of the PBSP "Primary school teacher" "Content and learning approaches in the study fields in preschool education" in the scope of 20CP/30ECTS. Specifically, for the peculiarities and actualities of the pedagogical process in the 1st, 2nd and 3rd stages of preschool education (20 graduates).

However, 6 graduates successfully defended their bachelor's theses, which reflect the current problems of the 1st stage of modern basic education in connection with the development of self-directed learning skills of 1st grade pupils; development of reading skills in Latvian language classes; cooperation between parents and teachers for the development of pupils' literacy; promotion of pupils' understanding of healthy lifestyles; building pupils' understanding of virtues and values and improving students' performance skills. It can be recognized that nowadays it is very important for teachers to realize how to promote and improve the teaching and upbringing process in order to ensure a student-centered approach. As well as to ensure the meaningful responsibility of teachers, students and their parents in planning learning goals and implementing learning strategies, which is consistent with the content of the School2030 project and the standard of the teacher profession.

Analyzing the evaluations of the defended bachelor theses, an average grade of 9 points was found. This indicates a high level of professional training of graduates, which will contribute to the inclusion of new teachers in the labour market.

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.

Study base

The following DU structural units are involved in the implementation of the professional bachelor study program "Primary education teacher", the mutual cooperation of which is determined by the "Regulations on opening and management of study fields and study programs of Daugavpils University"[1] (electronic link to the regulations: <https://du.lv/par-mums/dokumenti/>; <https://du.lv/en/about-us/documents/>)

The lecturers and researchers of the Faculty of Humanities and Social Sciences (hereinafter HSZF), the Faculty of Natural Sciences and Health Care (hereinafter DVAF) and the Institute of Humanities and Social Sciences will provide teaching of study courses, management of pedagogical practices, management of study and bachelor theses development. HSZF will provide the appropriate support staff program administration. HSZF and DVAF academic staff are responsible for the quality and evaluation of study courses of the study program:

- develops a study course, prepares its description, implements the study course;
- recommends study literature and periodicals;
- takes care of maintaining the material base of the program.

HSZF administration and the support staff of the Student Service Center will carry out duties related to the preparation of lecturers' workload, data entry and making changes in the information system DUIS for selected academic staff and concluding agreements with guest lecturers, as well as preparing their salary documentation.

HSZF administration and the supporting staff of the Student Service Center will ensure the circulation of documents and between the HSZF faculty and the structural units of the University, prepare, issue and register documents, create cases according to the nomenclature of cases, follow the implementation of decisions of the HSZF Faculty Council, collect documentation and enter applicant information into the information system DUIS, prepare draft orders to students in DUIS, will monitor the signing of agreements for studies and the fulfillment of the obligations of student contracts, will provide lecturers, students and DU structural units with the necessary information, will ensure correspondence with legal and private persons on faculty work issues.

HSZF administration and the support staff of the Student Service Center, in cooperation with the dean of the faculty, program director(s), will enter student evaluations into the DUIS system, prepare student diplomas and diploma supplements using DUIS, fill out progress logs, prepare grade sheets for tests and fill out student study cards, using DUIS, will inform students about the study progress, coordinate study plans with the director of the study program, enter the evaluations of the studied courses in the DUIS system, record the progress of the state examination, collect the electronic versions of the defended bachelor's theses and create their database, transfer the defended bachelor's theses to the DU library.

For the implementation of the study field, a council of the study field "Education and pedagogy" is established at DU, which is headed by the head of the study field, who is the director of one of the programs of the relevant direction. The functions of the study field council are:

- develop the study program/s of the direction;
- a self-evaluation and analysis of the implementation of the study program of the direction;
- analyze student achievements;
- analyze the academic work of the lecturers involved in the course of study;
- promote the integration of scientific work in the study program.

Proposals of the study field council are made in writing, submitted to the HSZF faculty council for approval and attached to the annual self-evaluation report of the direction. The academic staff of the study areas is responsible for the quality and evaluation of the study courses:

- develops a study course, prepares its description, implements the study course;
- recommends study literature and periodicals;
- takes care of the maintenance and renewal of the material base of the program.

The director(s) of PBSP "Primary education teacher" will ensure the administration and management of the study program in cooperation with: the Department of Studies, the Dean of HSZF, the Head of the Department of Education and Psychology of HSZF, involving them in the development, implementation, evaluation of the study program, the integration of scientific and study work and the study in organizing the process; in matters of collection of scientific and educational literature of DU libraries; financial and accounting parts (FUD) in calculating the cost of the study program.

Informative and methodical provision

The methodological support for the implementation of the study program at DU is extensive and prepared according to the specifics of the field of educational sciences. In addition to traditional information resources, DU provides access to more than 100,000 subscribed e-resources in various fields of science. Methodical materials are being developed to expand the diversity of new study courses. The already existing methodical materials in the MOODLE environment were updated. The principles of the Daugavpils University Information System (DUIS) provide that the study courses of the study programs will be placed in e-studies (in the MOODLE environment), in which, according to the improvement and addition of the course content, the posted materials will be updated, including the latest scientific and methodical literature in the course descriptions. The e-study environment is also used for student and teaching staff communication, as well as the relevant regulatory acts are available in the DU Information System (DUIS).

The teaching staff of PBSP "Primary education teacher" regularly develop and prepare for publication not only the results of their scientific research, which are cited as monographs or scientific articles in high-level scientific databases, but also develop and publish methodological materials and teaching aids.

The following significant contribution to the methodological support of the study program can be highlighted:

Monographs

- Martinson , K., & Piper , A. (Eds.) (2021). Methodology of scientific work: an interdisciplinary perspective. Riga: RSU publishing house.

Development of study programs, books and teaching aids

- Ozola, G., Zariņa, S. (2021). Digital learning material for diaspora students aged 8-10 . Latvian language agency.
- Mickeviča , S., Feklistova , M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian language in minority school in 1st grade, part II. Textbook. Latvian Language Agency,

87 pages.

- Mickeviča , S., Feklistova , M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian language in a minority school in the 1st grade, part I. Work book. Latvian Language Agency, 71 pages.
- Mickeviča , S., Feklistova , M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian language in minority school in 1st grade, part II. Work book. Latvian Language Agency, 64 pages.
- Mickeviča , S., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2021). Latvian language in minority schools. 1st class. Teacher's book. Latvian Language Agency, 67 pages.
- Andrejeva, A., Mickeviča , S., Zariņa, S. (2021). Latvian language and literature in minority schools 1.-3. for the class. Learning tool. Published in the skola2030 learning resource repository, (2nd and 3rd grade learning resources, 234 pages)
- Andrejeva, A., Bohāne , I., Hitrova , I., Narmonta , I., Mickeviča , S., Valdmāne, L., Zariņa, S. Latvian language and literature in minority schools 1.-3. for the class. Learning tool. Published in the skola2030 learning resource repository, (5th and 6th grade learning resources, 179 pages)
- Mickeviča , S., Narmonta , I., Zariņa, S. (2020). Latvian language and literature in educational institutions implementing minority education programs, 1.-9. for the class Sample curriculum of the study subject. Riga: VISC, 302 pages.
- <https://mape.skola2030.lv/resources/320>
- Andrejeva, A., Birzgale, E., Jaks, A., Kavrusa , S., Krastiņa, K., Laiveniece , D., Pošeiko , S., Stikute, E., Teilāne, I. b, Vaivade, V. , Vīduša , I., Zariņa, S. (2020). Latvian language 1.-9. for the class Sample curriculum of the subject. Riga: VISC, 291 pages. Available:
- <https://mape.skola2030.lv/resources/318>
- Mickeviča , S., Feklistova , M., Zariņa, S., Krastiņa, L., Valdmāne, L., Vaivade, V. (2020). Latvian language in the minority school in the 1st grade, part I. Textbook. 104 pages
- Andrejeva, A., Zariņa, S. (2020). Teaching and methodological tools in the subject "Latvian language (for minority schools)" for the 1st grade. Published in skola2030 learning resources repository, 79 pages.
- Mickeviča , S., Zariņa, S. (2020). Teaching and methodological tools in the subject "Latvian language (for minority schools)" for the 4th grade. Published in skola2030 learning resources repository, 117 pages. etc

In the course of the development of the study program, support materials (manuals) were created for students for the development and analysis of pedagogical practice, support material for practice managers, as well as guidelines for the development of a bachelor's thesis.

The created didactic materials contributed to the students' in-depth understanding of the competences of the teaching profession in general, as well as the modern methodology for the successful learning of the content of the fields of study for students. The didactic materials, scientific articles and participation in projects created by the teaching staff enriched not only the content of the study courses of parts A and B, but also the students' practical experience: researching and conducting a comparative analysis of sources and resources; flexibly use modern methods, techniques and technologies during the Practice implementation stage; create an inclusive learning environment; to differentiate the learning process according to the peculiarities and needs of the age stages of the learners; use the opportunity to gain experience in foreign universities and internships; to improve their professional competence.

Free access resources that include information according to the specifics of PBSP "Primary education teacher"

[Ad Access](#), [Ancient History Encyclopedia](#) , [ArXiv.org](#), [Beazley Archive](#), [Cambridge Dictionary](#),

[ChemSpider](#), [Cogent OA](#), [CogPrints](#), [Directory of Open Access Books](#), [Eurostat Data](#), [IEEE Open](#), [IMSLP Petrucci Music Library](#), [Journals for Free](#), [Language Science Press](#), [LearnChemistry](#), [LR Centrālās Statistikas Pārvaldes datu bāze](#), [OAPEN \(Open Access\)](#), [Old Maps Online](#), [Online College Classes](#), [Open Access Research Database \(International Journal of Scientific and Research Publications\)](#), [OpenGeoscience](#), [Google Scholar](#), [Periodika.lv](#), [Zenodo](#).

The free access resources were used not only for studying parts A, B and C of the course, but also for the development of three Term paper and bachelor's theses.

Material and technical base

Ensuring the study process will mainly take place in the DU study building at Parades Street 1, where the Faculty of Education and Management is located and the lecturers involved in the study program work on a daily basis, as well as the premises located at Parades Street 1A, Vienības Street 13, DU Sports Complex at Kandava Street 1. Auditoriums meet the needs of the study process, they are equipped with the necessary technical equipment.

In the study process and in the implementation of independent applied research projects, you can use: DU CISCO System Networking Local Academy computer class with new access technology; technical resources of the DU Multimedia Center; technical resources of the Information Technology Center of DU, as well as computer classrooms (all computers have an Internet connection and it is possible to use the SPSS program package for data processing); copying machines; visual presentation equipment; video filming, video editing equipment, audio equipment, as well as the laboratories of the Faculty of Natural Sciences and Health Care and the Institute of Life Sciences and Technologies.

At Vienības str. 13, auditoriums with adequate technical support are available for students: aud. 301 and 302. (video conference room, 2 computers, stationary microphone, 2 portable microphones, 2 TVs, screen, interactive whiteboard, projector, document camera, simultaneous translation booth); aud. 308 (cinema/conference hall, simultaneous translation in 2 languages); aud. 309 (computer, projector, screen, audio, VHS, DVD); aud. 310 (computer, projector, screen, audio, VHS, DVD; the Oral History Center is located in this auditorium, which is equipped with computer equipment, video and audio equipment, digital sound recording equipment and a computer projector with a screen, which are used in research work, in the approbation of its results and in learning study courses); aud. 312 (computer, projector, audio); aud. 313 (computer, projector, screen, audio sound, interactive whiteboard); aud. 326 (computer class, 10 computers, audio sound, Trados software (10 licenses)). The quality of the study process will also be ensured by the book storage resources available to students: the DU scientific library, where about 36 thousand items - history and cultural history books - are available. Students also have access to prof. J. Weinberg Library (mostly books on ancient history) and other private gifts. Also available here is a 2007 gift from the Chancellery of the President of the Republic of Latvia - 20 volumes of articles of the Latvian Commission of Historians and other books purchased as part of the project. Students have access to books from the faculty's private libraries. The library funds of the Latgale Research Institute (LPI) (2600 titles), the database "Latgales dati", electronic publications on the LPI website (<http://lpi.du.lv>), as well as Latvian archives and museums, collections, libraries are used in the study and research process. The established library of the Oral History Center is one of the best libraries in Latvia for oral history, which is used for learning study courses and developing research papers.

Language study courses will be provided at Parades Street 1 (rooms 201, 202, 203, 215), as well as at Vienības Street 13 with modern material and technical equipment, incl. using the language cabinet. Synchronous translation equipment available at DU (with equipment for 60 people and the possibility of translating in three languages) and video conference equipment, aud. 101, 301, 307,

313 are equipped with an interactive whiteboard (7 computers are available in room 101; room 301 has a simultaneous translation device (with equipment for 60 people and the possibility of translation in three languages).

The study process of PBSP "Primary education teacher" in the field of social and civic learning will be provided at Parades Street 1 and Vienības Street 13. At Parades Street 1, there are auditoriums that are adequately equipped with a computer, projector, blackboard, and a wireless Internet connection is available (228, 230, 234, 301, 302 aud.). The DU CISCO System is used in the study process and in the implementation of independent research projects Networking Local Academy 's computer classroom with new access technology, as well as the technical resources of the DU Multimedia Center.

The study process in the field of cultural understanding and self-expression will be provided at Parades Street 1 and Vienības Street 13.

- 110, 203, 215, 417, 418 and the large concert hall (Parades 1) for lectures, practical lessons (musical creative activity, movement art and organization of events), the following musical instruments are available: 2 pianos, 5 staves, 1 bagpipes, 2 kokles, 2 electronic musical instruments (Yamaha PSR 520, Yamaha PSR 640), as well as 5 percussion Latvian folk instruments, as well as more than 35 homemade sound tools. Homemade props, puppets and costumes are available for theater production.
- There is a sound library (Units 13) (450 CDs, 200 audiocassettes, 50 video films, several hundred audio discs). The DU library fund offers 15,756 sheet music collections and 27,885 book items related to music literature, history, theory, methodology, pedagogy, psychology and sheet music materials.

The study process in the field of natural sciences will be provided at Parades Street 1, 1A (rooms 113, 118, 130, 223, 224, 304, 306, 307, 308).

The study process of mathematics study courses will be provided at Parades Street 1: premises and equipment of specialized laboratories (rooms 113, 118, 222, 233, 237, 304, 306)

The study process of technology study courses will be provided at DU Vienības iela 13 (rooms 206, 207, 209, 210, 212) and Parades iela 1 (room 209).

- To ensure the study process, equipped classrooms and suitable equipment are available, relevant computer programs for design, such as Coreldraw and Photoshop , have also been purchased . To ensure the study process, equipped classrooms and suitable equipment are available, relevant computer programs for design, such as Coreldraw and Photoshop, have also been purchased: rooms 206, 207, 209, 210, 212 (Vienības iela 13), which have available 3 whiteboards (one portable), bulky equipment - guillotine; it is possible to connect a laptop and projector, copier, printer (black and white, color), scanner, 3 projectors, 3 stationary computers, 20 easels, interactive whiteboard;
- 209 (Parades iela 1), in which are available refrigerators – 1; sewing machines – 4; overlooks – 1; electric stove – 1; number of electrical sockets – 10; microwave oven – 1; dishes for cooking and tasting; Rooms 403, 407, 427, 433, 226 – computer classes.

The study process in the field of health and physical activity will be provided:

- Parades iela 1 (rooms 201, 203, 101, 102, 103, 105, 110, which are equipped with a multimedia projector, screen, magnetic board; screen; stationary computer and projector, white board, paper tray board, exercise mats; set of exercise sticks; balance training pads, etc.);
- in the main sports base - DU training and sports complex (Kandavas 1), which includes: a

sports hall (36 x 18 m) - training classes and competitions take place; gymnasium (18 x 9 m) - gymnastics, aerobics, artistic gymnastics, sports and folk dances, rhythmic classes are held; closed swimming pool (25 x 7.5 m, three lanes) - swimming lessons, aqua aerobics, movement games in water, competitions are held. Sauna - intended for body restoration and rehabilitation procedures for students and lecturers.

The technical provision stimulated the students' cognitive interest and effort to deepen their theoretical knowledge and skills by learning the theoretical basic courses and information technology courses of the sector (professional activity) of part A and the study courses of the compulsory modules of the professional specialization of the sector B; helped the students to learn in depth the content of optional modules as well.

Availability of the study environment

In 2015, DU concluded the project "Improving the quality of Daugavpils University study programs and ensuring environmental accessibility", which was co-financed by the European Regional Development Fund (ERDF). Within the framework of the project, the modernization and adaptation of DU infrastructure for persons with special needs was implemented, thereby improving the accessibility of the environment for persons with functional impairments (movement, vision, hearing impairments). The classrooms are accessible to people in wheelchairs - elevators and a lift are installed, thresholds have been eliminated, the door width is suitable. Information is available for visually impaired and hearing impaired people - installed projection devices, sound amplifying equipment; nursery rooms were created for new parents who are studying - to rewinding and feed the baby, and a playroom - to occupy the studying children during classes. In 2016, in the nomination Education for all, DU received the Apeiron award, which shows the quality of the accessibility of the university environment.

For two years, the children's room and recreation rooms at Parades Street, 1 have been actively used.

[1] "Regulations on the opening and management of study directions and study programs of Daugavpils University",
<https://du.lv/wp-content/uploads/2024/06/REGULATIONS-FOR-THE-OPENING-AND-MANAGEMENT-OF-STUDY-FIELDS-AND-STUDY-PROGRAMS-OF-DAUGAVPILS-UNIVERSITY-1.pdf>

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

Not applicable.

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

ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

The financial base and the costs of the study program of the professional bachelor's study program "Teacher of Primary Education" are appropriate to the needs of the study program and the conditions of implementation, the sources of financing the study program are identified, and the financial resources will ensure the implementation of the study program to achieve the study results. Funding sources are formed within the study direction "Education and pedagogy". The financial support provided for the study programs of the DU study direction "Education and pedagogy" includes funding from the state budget and DU's own revenues.

Funding of the science base and funding of scientific activity (performance) is not divided by study areas, but directed to the provision of scientific activity of DU (remuneration of scientific staff, business trip expenses, grant funding, subscription to databases, capital expenses) and scientific institutes, in turn, academic staff employed in science represent different fields of study.

For the successful provision of the study process, DU uses both state budget grants and private funds.

The costs of the study program were calculated using the DU financial instrument developed by the Finance and Accounting Department of DU for determining the costs of study programs and calculating profitability. The cost calculation of the study program is designed in such a way as to ensure a high-quality study process and ensure a sufficient financial basis for the implementation of the study program (Table 3.3.3.).

Table 3.3.3. Costs per 1 student PBSP Primary school teacher

No.	Name	Amount (EUR)
1.	Salary fund per student	3816.15
2.	Employer's GST 24.09% per 1 student	900.23
3.	Cost of missions and missions per student	146.15
4.	Services per 1 student	825.46
5.	Cost of materials, energy, water and equipment per student	742.15
6.	Cost of books and journals per student	185.79
7.	Equipment acquisition and investment costs per student	408.24
8.	Student social security per 1 student	251.98
Total cost for 1 student		7276.15

Full-time face-to-face studies are organized at the expense of the state budget and funds contributed by the students themselves or other legal and natural persons. Part-time face-to-face studies are paid from the funding of individuals or legal entities. The base funding of the study place of the study program will ensure a high-quality study process and a sufficient financial basis

and profitability for the implementation of the study program on the condition that at least 11 students will be admitted to the professional bachelor's study program "Primary school teacher" for full-time studies and 11 students for part-time studies.

The amount and order of tuition fees is presented for each study year separately and is included in the study agreement, which the student for the entire period of study in the professional bachelor's study program concludes with DU. The tuition fee for the professional bachelor's study program is set at 1,600 EUR per academic year (full-time) and 1,500 EUR (part-time). Tuition fee discounts for matriculated students are also provided. See the detailed description of study fees and discounts on the website: <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/> (only available in Latvian)

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 successful and high-quality study process requires not only knowledgeable teaching staff who keep up with the latest theoretical literature in the industry, but also practitioners who orientate themselves in various issues at the school, district and national level. It is necessary to ensure that lecturers are ready to introduce students to competence education, improve their skills, and create a common understanding of competence education.

In order to ensure high-quality and innovative implementation of the PBSP "Primary education teacher", several criteria are used for the selection of teaching staff to be involved in the program, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists in a certain field of study, who use modern approaches in their work.

The most important criteria for the selection of teaching staff were defined as:

- conformity of the qualifications of the teaching staff with the requirements set by the regulatory enactments;
- the direction/interests of scientific research correspond to the content of the study program/course;
- appropriate language skills.

The additional criteria mentioned below was found in the creative and scientific biography (CV) of the teaching staff involved in the implementation of the study program:

- professional development according to the content of the study program;
- practical work experience at a school (or other educational institution);
- scientific/practical experience in school pedagogy, inclusive education;
- participation in conferences, research projects;
- participation in the project of the European Social Fund "Competence approach in the

curriculum";

- creative activity in the field of artistic creativity.

One of the most important quality assurance factors of the study program is the teaching staff, who are highly qualified specialists in the relevant fields of science, including the theoretical principles of educational sciences.

Practically all teaching staff involved in the program have so far participated in the implementation of various teacher education programs, accumulating rich experience in the development and teaching of study courses in the field of educational sciences, the methodology of subject areas, and in the management of pedagogical practice.

The lecturers involved in PBSP "Primary Education Teacher" improve their qualifications by participating in international conferences, seminars, organizing summer schools, as well as by publishing their research in journals and conference proceedings included in the Scopus and Web of Science databases: for the 2021/2023 academic year, more were published more than 200 studies in Scopus and Web of Science databases, as well as more than 100 publications indexed in other publications. Improvement of academic and professional competences takes place by engaging in fundamental and applied research projects, publishing research results and presenting them to the scientific community at international conferences.

As shown by the collected data, DU teaching staff purposefully and regularly engage in various professional development activities in university didactics, teaching methodology, as well as in areas corresponding to their scientific interests, both in DU and other Latvian universities, as well as in foreign universities.

In March 2023, in the framework of ESF project no. 8.3.6.2. "Creation and implementation of the education quality monitoring system" (project contract number: 8.3.6.2/17/I/001 (No. ESS2022/442)) within the framework of the 2nd round of the LU study "Evaluation of the competencies of students in higher education and their development dynamics during the study period", several lecturers (E. Olehnoviča, O. Perevalova, J. Badjanova, S. Čapulīš and others) participated in the informal education program "Using the tool for assessing the competences of students' transitions in the formulation and evaluation of study results"

In 2023/2024 E.M. Tschermak's grant for research was approved, not only for teaching staff (Dz. Iliško, J. Badjanova), but also for the study work research of the 3rd year student of PBSP "Primary Education Teacher".

The teaching staff (S. Dimante, O. Perevalova, A. Vagalis, J. Jankovska, K. Ivancova, J. Azareviča, P. Pestovs, M. Rozenfelde and others) in addition to their academic work at the university, have active practical experience working in general education schools, inclusive education in the field, which provides a deep understanding of the specifics of the teacher's work, thus ensuring a direct unity of theory and practice in the study process, actualizing current teaching and educational work issues in the pedagogical practice for the students during the study process.

The contribution of many teaching staff in the field of education has been appreciated with special awards and honors (S. Dimante has been awarded the Daugavpils City Council's Silver Medal of Honor).

Raising the qualifications of the personnel involved in the implementation of the PBSP "Primary education teacher" is also related to gaining experience in organizing conferences of various levels, promoting the processes of developing and defending scientific works and the academic mobility of lecturers by participating in the academic mobility of lecturers, raising their qualifications in international programs (ERASMUS+, NORDPLUS) in foreign universities and in scientific institutions,

learning innovative teaching methods and applying them in academic work.

For example, in 2022-2023 approximately 23 lecturers provided in the study program participated within the Erasmus + program with the aim of increasing their professional competence and, conversely, sharing their practical and scientific experience with colleagues from other EU countries.

Some of the teaching staff involved in the implementation of the program have long-term experience in the practical implementation of sustainable education goals, sustainable development strategy in teacher education, participating in UNESCO/UNITWIN projects (L. Silova, Dz. Iliško, I. Fyodorova, E. Olehnoviča, J. Badjanova, M. Kravale -Pauliņa, S. Zariņa).

Especially important for the introduction of new educational content at the level of primary and general secondary education is the experience of the teaching staff who, since the end of 2016, have participated and/or continue to participate in the European Social Fund administered by DU, both as experts in the development of curriculum for teaching aids and as leaders of expert groups 2.3.-2.5., 5.2. of the project "Competence approach in teaching content" (No. 8.3.1.1/16/I/002) and 6.3. in the implementation of sub-activities (S. Zariņa, R. Rinkeviča, E. Olehnoviča, A. Vagalis, P. Pestovs). The experience gained in the project by the teaching staff of DU, in developing the teaching content for teaching aids in the field of languages, in the field of cultural understanding and self-expression in the arts (literature), in the social and civic fields, is a significant contribution to the quality implementation of the study program. In 2023, the teaching staff has successfully provided continuing education for employed persons within the framework of the ESF project "Improving the professional competence of employed persons", in cooperation with Daugavpils city municipality. As well as provided continuing education in data analysis and report preparation for practicing teachers and researchers; in personal data protection (IT), IT security and other aspects of digital competence; in business and other contexts (for example, M. Kravale-Pauliņa, I. Kokina, Dz. Iliško, J. Badjanova, L. Silova).

In cooperation with the DU Lifelong Learning Center (MC), the teaching staff was involved in providing continuing education needs, promoting the professional and personal growth of each individual according to their abilities and wishes (electronic link: <https://du.lv/studijas/muzizglitiba/>; available only in Latvian).

Providing the academic staff involved in the study program requires a strong orientation to innovations in the field of education, ensuring the linking of theory and practice in order to effectively stimulate the acquisition of the teacher's professional competence in the study process. Academic staff with education, scientific competence and qualifications corresponding to the course content were involved in the development of study courses. The lecturers involved in the implementation of the study program simultaneously work in DU's study programs at different levels (bachelor's, master's and doctoral).

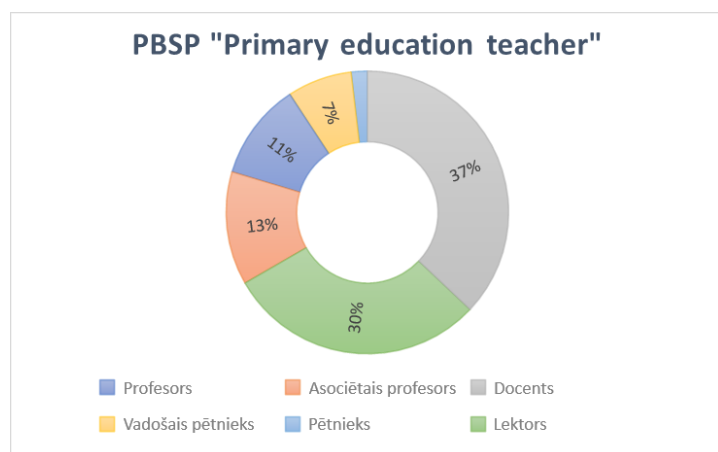
It can be established that the quality composition of the lecturers of PBSP "Primary education teacher" meets the "Higher Education Law" and the mentioned requirements. The qualification of the involved academic staff is appropriate to the specifics of the study program and the implementation conditions. The teaching staff are professionals in their field of science, who have proven their competence in field research and the use of e-environment in the study process, as well as participated in international projects and developed teaching aids and materials. In the implementation of the study program, professionals in their specialty with practical work experience in the relevant field are also involved - mainly in those study courses related to subject methodologies and pedagogical practice.

In total, 46 teaching staff are involved in the study program:

Of the 38 elected teaching staff, 5 are professors, 6 associate professors, 14 docents, 9 lecturers, 3 leading researchers, 1 researcher, of which 29 have a doctor's degree, and 9 have a master's degree.

On the other hand, out of 8 non-elected teaching staff, 7 are guest lecturers with a master's degree, 1 teaching staff has a doctorate degree (1 visiting associate professor).

The proportion of elected teaching staff in the study program is 81.8%. An overview of the number of participating teaching staff can be seen in Figure 1.



*

Position	Number of
Professor	5 (11%)
Associated professor	6 (13%)
Docent	14 (37%)
Leading researcher	3 (7%)
Researcher	1 (2%)
Lecturer	9 (30%)

Figure 1. *Overview of the number of participating teaching staff in the 2022/2023 academic year

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.

Recruitment of teaching staff takes place in accordance with the current needs of the study area, which is determined by the study area council in accordance with the study area development plan. With full-time or elected lecturers, the employment agreement is concluded for six years, and the workload includes a wider range of responsibilities than guest lecturers, for example the activity of

LZP expert, study program or direction administration, etc. Visiting lecturers are invited to implement a specific study course, and the enterprise agreement with them is concluded for one study year or study semester. Visiting lecturers mostly have additional qualifications or practical experience in the field of activity related to the course of study to be implemented (electronic link to "Regulations for elections in academic positions at Daugavpils University": https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APSTIPRINATAIS.pdf ; available only in Latvian).

Changes in the teaching staff

1. Excluded from provision of study courses due to termination of employment with DU:

Associate Professor, lecturer Baiba Felce; dr. geol., associate professor Juris Soms; Associate Professor, Assistant Professor Gatis Ozoliņš

1. Included in the provision of study courses in connection with the mentioned in point A., but also in the prevention of DU short-cycle and first-cycle professional higher education study program overlapping, as well as optimizing existing resources and sharing them :

- Philosophy of childhood (2CP/3ECTS) – PhD, leading researcher Ilona Fjodorova; Dr.paed., Mg. psych., docent Jeļena Badjanova (Extraction from the minutes of the DU Study council meeting No. 26, October 24, 2022).
- Transversal competences in the field of cultural awareness and self-expression in arts: Visual art (2 CP/3ECTS) - art., guest lecturer Aurika Jelinska (Extraction from the minutes of the DU Study council meeting No. 18, November 13, 2023).
- Field of natural sciences: Natural Sciences I, Field of natural sciences: Natural Sciences II - D., leading researcher Eridiana Olehnoviča (Extraction from the minutes of the DU Study council meeting No. 8, March 21, 2022).
- Practice IV (Pedagogical practice of a preschool teacher) (6CP/9ECTS) - paed., Mg. psych., docent Jeļena Badjanova; Dr.paed., docent Sandra Zariņa; PhD., Mg. psych., professor Dzintra Iliško; Dr.paed., leading researcher Eridiana Olehnoviča; Dr.paed., Mg. psych. Leading researcher Mārīta Kravale-Pauliņa; PhD., leading researcher Ilona Fjodorova (Extraction from the minutes of the DU Study council meeting No. 3, January 30, 2023).
- Practice IV (Teacher's pedagogical practice in inclusive education) (6CP/9ECTS)- paed., Mg. psych., docent Jeļena Badjanova; PhD., Mg. psych., professor Dzintra Iliško; Dr.paed., leading researcher Eridiana Olehnoviča; Dr.paed., Mg.psych., leading researcher Mārīta Kravale-Pauliņa; PhD., leading researcher Ilona Fjodorova (Extraction from the minutes of the DU Study council meeting No. 3, January 30, 2023).

1. Increasing qualifications – the position of teaching staff is included in all study course descriptions and annexes to which it is applicable :

- Lecturer Igor Trofimov was elected to the position of docent. The thesis was defended. I. Trofimov was awarded the scientific doctoral degree Doctor of Science (*Ph . D.*) in law.
- An agreement was signed with guest lecturer Kristina Ivancova (Extraction from the minutes of the DU Study council meeting No. 26, October 24, 2022) .
- Agreements were signed with Pavel Pestovs and Liena Valdmāne, who were elected to the position of docent. Doctoral theses were defended: P. Pestovs and L. Valdmāne were awarded the degree of doctor of science (Ph .D.) in social sciences.
- The study course "Inclusive support system and multiculturalism in preschool education" included a practitioner with practical experience in the field of inclusive education in full-time and part-time face-to-face studies: Mg. add., guest lecturer Ekaterina Jankovska (Extraction from the minutes of the DU Study council meeting No. 26, October 24, 2022).

- PhD ., professor Dzintra Iliško and PhD docent Jeļena Badjanova: the Professional master's degree in psychology (Mg. psych.) was awarded.

Over the course of two years, international mobility was improved, which contributed to the quality of the study process as a whole, especially by organizing the flexible inclusion of the diversity of learning approaches for the successful and more modern study of study courses. The professional competence, growth and skills of the teaching staff in the areas of specialization were improved, which deepened the students' theoretical knowledge and understanding of the basic tasks of the pedagogical activity of the general education course of part A, the theoretical basic course of the professional activity; Part B in the process of learning the content of the compulsory modules of the professional specialization of the sector and the optional modules of the professional specialization of the sector.

Based on the recommendations of the teaching staff, changes were made to the study course descriptions for the quality and modification of the content of the study program in order to ensure its compliance with the needs of students and society.

The changes made contributed to students' acquisition of research skills; understanding of the basic principles of sustainable development and the diversity of methods for learners' proficiency.

Thanks to the support of guest lecturers for the successful completion of study courses, during two years students were offered the opportunity to test individually developed activities or didactic material not only as part of the Practice, but also by participating in events at educational institutions on their own initiative. Guest lecturers periodically organize play lessons, events, pedagogical observation of lessons and leading a fragment of a lesson, offering students to voluntarily participate in the organization of the learning process, encouraging students to continue developing their competences and strengthening theoretical knowledge in practical activities. The changes made contribute to the students' dedication to becoming highly competent and motivated teachers.

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

Not applicable.

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

Provide information on the reporting period (if applicable).

Not applicable.

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

The management of the Faculty of Humanities and Social Sciences and the director of the study program "Primary education teacher" together with lecturers cooperate with students to ensure a full-fledged and effective study process. Both lecturers and students actively participate in the study process. When developing the PBSP "Primary education teacher" study courses, special attention was paid to the meaningful formulation of study results, thus promoting students' understanding and co-responsibility for their learning, self-evaluation and the received performance evaluation. Studies take place in interaction between lecturers, trainees, students and study content. The personality of the student is important in the study process. The quality management policy of Daugavpils University includes student participation in the evaluation and improvement of the study process.

A meeting of lecturers and researchers of the Faculty of Humanities and Social Sciences, the Faculty of Natural Sciences and Health Care and the Institute of Humanities and Social Sciences was organized every semester, within which the results of study courses were discussed. Over the course of two years, changes were made in the study course descriptions, modifying the content of students' independent work and mid-term exams (a detailed description of the changes can be seen in Table 1 of Chapter 3.1.1). During the meeting, various aspects were discussed and various issues of everyday activities for updating the content of the study program were resolved. If necessary, working groups were organized for the development of changes and further implementation in the study process. At the review stage, the following were discussed:

- the opportunity to develop supplementary materials for successful study of study courses and include them in the MOODLE e-environment if possible and in accordance with the legal framework;
- systematic use of diverse teaching methods and modern technologies and possible improvement of the technical base according to industry trends in European Union countries and the world;
- providing support to students and identifying their needs, for example, if the opinion of several supervisors or an expert's opinion is necessary in the process of developing study papers or bachelor's theses;
- discussed questions about the quality of the content of study theses and bachelor's theses and compliance with the trends in the field of modern education.

DU has close ties with employers and their organizations, it knows the demand of the labour market, develops and implements educational programs that meet the needs of the Latvian economy. Employers' representatives are also involved in the activity of the study field council, the purpose of which is to improve the quality of study programs implemented by DU, observing the

development trends of Latvia's economy, education and science, as well as promoting the preparation of competitive specialists.

The implementation of the study program is also ensured by the employers, who are invited to participate in joint meetings to discuss with the academic staff and researchers the recommendations for the implementation of the practical tasks and the report on the work done, as well as the current changes in the first stage of basic education, preschool education and inclusive education in order to update the study courses descriptions and would use newly created auxiliary materials, teaching aids and resources to update the content of the study program.

Study Quality Assessment Center, Administration of the Faculty of Humanities and Social Sciences, representatives of the study field and the director of PBSP "Primary education teacher" cooperated successfully with the teaching staff, systematically organizing faculty and department meetings: the results of student surveys were evaluated, a survey of potential employers and social partners was conducted with the intention of clarifying what requirements employers set for future teachers as employees.

In the winter semester of the 2023/2024 academic year, the combined intensive program (BIP) for future Primary education teachers "Training and competence development of future teachers focused on sustainability and cultural literacy" was organized and implemented (Vilnius University Šiauliai Academy, Lithuania; Pope John Paul II State Higher Education school Biala in Podlaska, Poland; University of Castile - La Mancha (uclm.es), Spain) (see electronic link: <https://du.lv/aktualitates/du-istenota-kombineta-intensiva-programma-bip-competence-development-of-future-teachers-for-sustainability-and-cultural-literacy/>, only in Latvian). With the cooperation of Daugavpils University teaching staff (Dz. Iliško, J. Badjanova, V. Dombrovskis, S. Čapulis), the team of researchers and teaching staff formulated the content of the implemented project and organized the exchange of international experience of the study program students.

By theoretically and empirically evaluating the cultural literacy of future teachers on an international scale, an exchange of practical experience was carried out in Daugavpils educational institutions: K. Ivancova, the principal of Draudzīgā aicinājuma secondary school, and E. Zdanovska, the principal of Daugavpils Vienības elementary school, which also ensures the implementation of the study program, organized the cooperation of the project participants, analyzing the professional development needs and continuing education motivation of the practicing teachers in the focus group.

Teaching staff involved in the implementation of the study program cooperate in the publication of scientific articles and the implementation of outgoing mobility. Also, within the framework of the Erasmus+ project, joining working groups in leading lectures and conducting international cooperation with cooperation partners. After the mobility, teaching staff share their experiences with their colleagues and students. Within two years, cooperation was strengthened and agreements were concluded with educational institutions in order to continuously update and modify the content of the study program for the sustainable development of the professional competence of future teachers.

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	3.1.2.Diploma and supplement example_Primary Education Teacher_FT_PT.zip	3.1.2.Diploma un pielikuma paraugs_Sakumizgl skol_PL_NPL.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	3.1.4. Statistics on students_Primary School Teacher_EN.docx	3.1.4. Statistika par studentiem_Sakumizgl skol_LV.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	3.2.1_Compliance with the state education standard_Primary Education Teacher_EN.docx	3.2.1.Atbilstība valsts izglītības standartam_Sakumizgl skol_LV.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)	3.2.1. Compliance with professional standards_Primary School Teacher_EN.docx	3.2.1.Atbilstība profesijas standartam_Sakumizgl skol_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2.1.Compliance with the specific regulation_Primary education teacher_EN.docx	3.2.1.Atbilstība specifiskajam regulejumam_Sakumizglītības skolotājs_LV.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1_Mapping of study courses_Primary School Teacher_EN.xlsx	3.2.1_Studiju kursu kartējums_Sakumizgl skol_LV.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1.Study plans_Primary Education Teacher_EN.zip	3.2.1.Studiju plāni_Sakumizgl skol_LV.zip
Descriptions of the study courses/ modules	3.2.1.Study course descriptions_Primary Education Teacher_EN.zip	3.2.1.Studiju kursu apraksti_Sakumizgl skol.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.Description of practice_Primary School Teacher_EN.zip	3.2.4.Prakses apraksts_Sakumizgl skol_LV.zip
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)		

Teacher (42141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Teacher</i>
Education classification code	<i>42141</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Aļona</i>
Surname of the study programme director	<i>Korniševa</i>
E-mail of the study programme director	<i>alona.korniseva@du.lv</i>
Title of the study programme director	<i>Dr. psych., docente</i>
Phone of the study programme director	<i>26219848</i>
Goal of the study programme	<i>To provide professional bachelor's studies in teacher education, promoting the development of the teacher's general and professional competence in accordance with the professional standard "Teacher" in the fields of study chosen by the student.</i>
Tasks of the study programme	<i>1. To develop the teacher's professional competence for the performance of pedagogical activity in the chosen fields of study and the implementation of educational programs in accordance with the requirements of the labor market.</i> <i>2. Promote students' skills to integrate the content of educational sciences and learning areas into practice.</i> <i>3. Involve students in applied research, creating a basis for further studies in master's study programs in Latvia and abroad.</i> <i>4. Promote students' responsible, permanent and independent improvement of professional skills.</i> <i>5. To offer opportunities for the further development of students' personalities.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Understands the most essential concepts, regularities and specifics of the field of educational sciences in the context of the teacher's professional activity in various levels and types of education. 2. Understands the content, core competencies and intermediate competencies of the chosen field of study. 3. Knows the teaching process learning - teaching methodology, principles of planning, implementation and evaluation. <p>Skills:</p> <ol style="list-style-type: none"> 4. Evaluates the learner's individual development, learning and personal growth needs in order to formulate learning goals, activities and achievable results. 5. Chooses appropriate pedagogical approach, methodology, teaching tools and resources for the implementation of goals and the results to be achieved. 6. Evaluates learner learning performance and growth. Collaborates with learners, those involved in the pedagogical process and industry specialists in planning the pedagogical process. <p>Competence:</p> <ol style="list-style-type: none"> 8. Responsibly plans the pedagogical process, based on the learner's needs for individual development, learning and personal growth, observing the principles of planning, organizing, and managing pedagogical activities, the actualities of educational policy, knowing the content and competencies of the teaching. 9. Conducts research activities to improve the pedagogical process. 10. Independently plans and structures their learning, improves their personality and professional competence, implements collegial support, promoting mutual further learning of themselves and colleagues in accordance with the development of society, education, culture and science.
Final examination upon the completion of the study programme	Qualification exam and defense of bachelor's thesis

Study programme forms

Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	240
Admission requirements (in English)	Secondary education and entrance exam
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional bachelor's degree in teacher education

Qualification to be obtained (in english)	<i>Teacher</i>
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Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

Part time studies - 4 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education and entrance exam</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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, since the inclusion of the first-cycle professional higher education bachelor's study program "Teacher" in the accreditation page of the study direction (included on June 7, 2023, decision No. 2023/03-SPI), the following changes were made to the parameters of the study program :

1. Based on the regulations of the Cabinet of Ministers of June 13, 2023 No. 305 " Regulations on the standard of state professional higher education " instead of the study program type "Bachelor study program of professional higher education" the name "Bachelor study program of the first cycle of professional higher education" is used .
2. Based on the structural changes of DU (entered into force on 01.08.2023 in accordance with the decision of the DU Council) and the merging of faculties, changes have been made to the place of implementation of the study program, indicating " Daugavpils University Faculty of Humanities and Social Sciences " (Daugavpils, Vienības iela 13, Parades iela 1).
3. Due to the alignment of KP with ECTS credit points, the number of credit points in some study courses was revised. The scope of the study program was not changed.

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 compliance of the first-cycle professional higher education bachelor's study program "Teacher" with the field of study is determined by the need for program development and implementation, which is justified by the strategic specialization areas of Daugavpils University and the field of study "Education and pedagogy", increasing the quality of studies and ensuring studies based on practice and research. In the direction of studies, teachers are prepared who are able to implement a paradigmatic change of approach from information transfer to competence acquisition, based on the guidelines of the ESF project "Competence approach in learning content" and the State Educational Content Center's initiative Skola2030, creating high-quality teacher education study programs and preventing their fragmentation and consolidating existing resources in an institutional and inter-institutional context.

The name of the study program, the professional qualifications to be obtained, as well as the

compliance of the parameters of the study program with the field of study are regulated by several regulatory acts, such as MK no. 305 (13.06.2023) "Regulations on the standard of state professional higher education " (in Latvian only: <https://likumi.lv/ta/id/342818>), MK regulations no. 322 (13.06.2017) " Rules on Latvian education classification" (in Latvian only: <https://likumi.lv/ta/id/291524>) , Teacher profession standard (agreed on by the tripartite cooperation sub-council for professional education and employment on 12.06.2020. (in Latvian only: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>).

The title of the study program and the professional qualification correspond to the standard title and qualification requirements of the "Teacher" profession. The classification code 42141 of the professional bachelor's study program "Teacher" is in accordance with MK regulations no. 322 "Rules on Latvian education classification" (in Latvian only: <https://likumi.lv/ta/id/291524>), according to which the first and second code numbers of the second classification level "42" correspond to the type of educational program " First cycle (second level) professional higher education (fifth level professional qualification and professional bachelor's degree), applicable after general or vocational secondary education. The duration of studies in full-time studies is four years " and for the thematic field of education - "Teacher education and educational sciences". The third, fourth and fifth digits of the code "141" correspond to the group of educational programs "Teacher Education".

The extent of the study program, duration of implementation, mandatory content, scope and principles of implementation of study practices, basic principles and procedures of evaluation, professional qualification to be awarded, etc. are regulated by the Regulations of the MK No. 305 "Regulations on the standard of state professional higher education " and it meets the requirements specified in the regulations. The professional qualification of the assigned teacher corresponds to the 6th level of the Latvian professional qualification (6. PKL), the 6th level of the framework structure of Latvian qualifications (6.LKI) (in Latvian only: <http://www.nki-latvija.lv/content/files/LKI%20limenu%20aprasktus%20tabula%202017.pdf>) and for level 6 of the European Qualifications Framework (6th EQI) (in Latvian only: http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf).

The study program has clearly defined goals, tasks and stated study results, which are in accordance with the goal and tasks of the study direction and are interconnected with the results of the study courses. The achievable results of the study program are formulated in accordance with the European qualifications framework (EKI) and the 6th level of the Latvian Qualifications Framework (LKI) and the standard of the teaching profession .

The goals, tasks and achievable results of the study program have been respected when setting admission requirements for applicants - secondary education and entrance exam, taking into account a successful assessment in the centralized exams in Latvian, the first foreign language, mathematics, the average assessment in profiling subjects, which must be no lower than 7 points, except , if the CE has been taken in this subject and a passing grade has been obtained.

The annual average grade of the secondary education document required for admission to the study program in the profile subjects of the chosen field of study is calculated from the following secondary education subjects:

- computer science teacher: year mark in informatics or computer science, or digital design, or robotics, or programming;
- science teacher (physics): year mark in physics;
- mathematics teacher: year grade in mathematics (or average grade in algebra and geometry);
- design and technology teacher: year grade in home economics or visual arts or computer

science;

- social and civics teacher: year grade in Latvian and world history or social studies and history;
- health and physical activity teacher: year mark in sport or sport and health;
- music teacher: year grade in music or culture and arts (music);
- English teacher: year mark in English;
- science teacher (teacher of biology or physics or geography or chemistry): year grade in biology or physics or geography or chemistry;
- teacher of Latvian language and literature: annual grade in Latvian language and literature.

The total amount of points in the competition is formed from: the average grade in the subjects profiling the chosen field of study, which is confirmed by the secondary education document - 25%; the average value of all CE evaluations – 10%; for assessments in centralized exams: in Latvian, mathematics and a foreign language (or STIP in a foreign language) – 15%; entrance exam (reasoning for choosing the teaching profession): oral and written - 50%. For persons who received secondary education up to 2004 (not including), in foreign countries or persons with special needs, based on successful grades of the secondary education document, the evaluation of the competition is determined according to the formula for calculating the evaluation, which takes into account the annual average of the subjects specified in the secondary education document grade.

The admission criteria for the study program are designed to reveal the applicant's vision of the reasons for choosing the teaching profession, professional motivation, the teacher's mission and professional activities, the ability to discuss current events in education and society.

Admission of students to the study program in accordance with Article 46, Part 3 of the Law on Higher Education Institutions takes place on the basis of the competitive procedure, based on the results of the centralized exams, but the evaluations in the centralized exams do not fully reflect the preparation and motivation of the applicants for studies at PBSP "Teacher", therefore, as an additional admission criterion to the program, an entrance exam is determined, in which the applicant's professional suitability for the teaching profession, motivation for studies in the teacher education program, as well as the previous skills and experience that might be necessary in the work of a teacher are evaluated. The purpose of the entrance examination is to maintain quality criteria in the selection of applicants for teacher education studies in order to educate highly qualified and motivated teachers, as well as to increase the attractiveness and prestige of the teaching profession in society.

The entrance exam consists of two parts:

1. Reason for choosing the teaching profession (written part)
2. Reasons for choosing the teaching profession (oral part - discussions).

Part 1 – rationale for choosing the teaching profession (written part) (duration 30 minutes).

Reflectors answer five questions in writing about the choice of the teaching profession, goals, their skills and abilities, social activities, experience in working with people, research activities and projects.

1. Why did you choose to become a teacher? Justify own choice .
2. Name and justify three the main ones goals that you how to the teacher would like to achieve .
3. What ones skills and abilities (talents) do you have ? Justify how they (they) could come in handy Yours of the future in the profession ?
4. What have got Yours experience at work With for people (nannies obligation fulfillment , work children / youth in the camp , youth in organizations , Sundays school , public the event

organization , creative workshop management , etc.). Write down the 3 most important ones jobs .

5. Which ones research ones jobs you are developed by / use and in which in projects (creative , scientific etc.), in the Olympics you are participated .

Part 2 – the teacher professions choices justification (discussion) (duration 5 minutes).

The commission asks applicants questions about:

- study programs choice ;
- previous learning experience ;
- current events in education and culture ;
- readiness for studies .

Commission evaluate applicant answers after the following evaluation criteria (on a scale from 0 to 10; max obtainable point number – 1000):

1. Reasons for choosing the profession of reflective teacher.
2. Your main goal evaluation .
3. A reflective skill to evaluate one's abilities and talents.
4. Public activity, experience in working with people.
5. Research activities and projects .
6. Professional motivation .
7. Understanding the industry .
8. Ability speak out .
9. Contacts skills and speeches quality .

Advantages admission yes given Latvian Republic and international Olympiads 1-3 place winners , students scientific and creative work competition laureates secondary schools class in the group , DU students discovered scientific and creative work competition (A. Valtnera Latvian student competition " You know own organisms " , DU Olympiad in business in informatics " Pascal wheel " , Latgales of the region scientifically research work competition for students , DU Music and Arts faculties " School youth creativity work competition in music and art in management ") for 1st-3rd place winners last 3 years during , if participates in the competition in profiling study programs in subroutine ; Latvian Republic and international music and art 1.-3. of the competition place winners last 3 years during , if participates in the competition in profiling study programs in the subroutine and is DU confirmation received ; JA-YE Latvia (" Junior Achievement - Young Enterprise Latvia ") competition winners if participates in the competition professional bachelor's degree study in the " Teacher " sub-program of the " Social knowledge and history " .

of the study program are in accordance with the goals, tasks, achievable results of the program and study direction, as well as the admission rules at Daugavpils University, where the admission of students takes place in accordance with the approved procedure and criteria, which are published on the DU website (in Latvian only:

https://du.lv/wp-content/uploads/2024/04/7_1_uznem_not_pilna_nep_laika_pamatstudijam_2024.pdf). The study program, as well as the content of internships, in accordance with the professional qualification to be obtained, are determined in accordance with the standard of the teaching profession (2020) and MK n regulations no. 305 "Rules on the standard of state professional higher education" (in Latvian only: <https://likumi.lv/ta/id/342818>) .

The content of the study program is successively structured in study courses, practices, which ensure the gradual acquisition of competence. The study content is focused on the integration of theoretical and practical experience. The evaluation of study results is determined by the

evaluation criteria and examination forms specified in the study courses. In the final examinations of study courses, the emphasis is placed on the integration of theory in the practice of primary education and general secondary education.

The content of the study program is made up of study courses in the amount of 160 CP (MK regulations No. 305) , structuring them in general education and business professional competence building study courses (30 ECTS), industry theoretical and information technology study courses (30 ECTS), industry professional specialization study courses (123 ECTS), internships (30 ECTS), state exams: bachelor's thesis development (15 ECTS) and qualification exam (3 ECTS) , and free choice courses (9 ECTS) , created according to the European Social Fund (ESF) project "Competence approach curriculum" (" *School 2030* ") developed and in the state basic education (MK regulations No. 747 (27.11.2018); in Latvian only: <https://likumi.lv/ta/id/303768>) and general secondary education standard (MK regulations No. 416 (03.09.2019); in Latvian only: <https://likumi.lv/ta/id/309597>) defined learning areas: language, social and civic, cultural understanding and self-expression in the arts, technology, natural sciences, mathematics, health and physical activities .

of the study program " Teacher" is fully implemented time in face-to-face studies (4 years) and in part-time face-to-face studies (4 years 6 months). The content and scope of the study program, as well as the evaluation of achievements in full-time and part-time face-to-face studies are the same and comply with the regulations of the Ministry of Education No. 305 "Rules on the standard of state professional higher education " . The content of the study program is implemented in 4 semesters of full-time studies and 5 semesters of part-time studies, which allows you to evenly plan the workload of students during the academic year. For full-time face-to-face studies, 60 ECTS are planned per academic year (30 ECTS per semester – fall and spring; semester duration – 20 weeks) and no less than 40 academic hours per week. For part-time face-to-face studies planned 24-27 ECTS per semester and less than 40 academic hours per week. Part-time studies are carried out according to an approved study schedule in 4 sessions per academic year (2 sessions per semester). Each session lasts 7-10 working days and its duration depends on the amount of study content in each semester.

The workload of the students for learning the study program is planned in accordance with the number of contact hours in the content of the study courses. The description of the content of each study course indicates the number of contact hours corresponding to credit points, which are planned accordingly for lectures, seminars, practical work and independent work. In part-time studies, the number of contact hours corresponds to 30% of the number planned for full-time studies. In addition to students, learning materials are available in the e-learning environment MOODLE. The part-time form of study will become more and more relevant for those working, studying and living in the remote regions of Latvia or outside of Latvia.

When planning the part-time study process, students who live in remote regions of Latvia or are outside of Latvia during the session are offered combined forms of study, providing the opportunity to participate in lectures and seminars online together with students in the audience, using the e-learning environment Moodle. In practical lessons, students use demonstrations of completed tasks, prepared presentations, video materials, presenting them or posting them in the e-environment and receiving feedback from lecturers and other students. In the organization of the study process, the Cabinet of Ministers Regulation of February 8, 2022 No. 111 (in Latvian only: <https://likumi.lv/ta/id/329849>), without reducing the quality of studies. Students are provided with the necessary materials for the study process (presentations, methodological materials, regulatory acts, etc.) in the e-learning environment Moodle and individual consultations of lecturers.

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

Along with the national-level changes in the teacher education system, the question of creating new teacher education study programs is being brought up in the education policy of the Republic of Latvia in order to reduce the fragmentation of study programs and create study programs that prepare teachers uniformly at the national level throughout Latvia.

the study program "Teacher" is justified by the goal of the education policy of the Republic of Latvia, updated in the "Education Development Guidelines 2021-2027". for the year" (22.06.2021) (in Latvian only: <https://likumi.lv/ta/id/324332>) and which is based on "a modern, high-quality educational offer oriented towards the development of skills highly valued in the labor market".

The created study program provides students with the opportunity to obtain a professional bachelor's degree in pedagogue education and a teacher's qualification, by learning in integrated studies the knowledge, skills, attitudes and competences necessary to fulfill the tasks of a teacher's professional activity in accordance with the professional standard "Teacher" and the content of the student's chosen subject area in accordance with the Latvian education reform project " *School2030* " requirements for the teacher.

In the modern education system, several problems became actualized - the lack of teachers in certain subjects, the aging of teachers, the small number of candidates for teaching positions, the abandonment of the teaching profession, which indicates a common reality: the main way to enter the teaching profession is to obtain an initial quality pedagogical education. The study program "Teacher" has been developed as a basic study program for applicants with previously acquired secondary education.

The "Teacher" study program undertakes to provide quality education that meets the challenges of the future and is based on theoretical knowledge and the acquisition of fundamental and applied research skills, preparing specialists who are competitive in the international labor market, developing their abilities and motivating lifelong learning, as well as developing international level scientific and creative activity, deepening the integration of scientific and applied research in the study process. The study program has close ties with employers and their organizations, it responds to the demand of the labor market and implements the content of the study program corresponding to the educational needs of Latvia.

The professional bachelor's study program "Teacher" has been developed by evaluating Latvia's situation and needs in teacher education. The implementation of the study program in practice-based studies is a part of ensuring the quality of teacher education, because employers provide students with part-time jobs during their studies, but after the end of their studies, graduates have the opportunity to continue their professional activities in specific educational institutions. Therefore, employers are also interested in creating cooperation to attract new teachers. The concept of the study program is oriented towards studies based on the work environment, which allows young specialists to get to know the specifics of the work already during their studies and to focus their attention on the current affairs of the industry.

The study program envisages an integrated approach to the development of study content in the fields of study, preventing fragmentation and the dominance of individual sciences. The achievable results of the study courses emphasize the learning of the big ideas and content formulated in the

educational standards - the courses have a practical orientation, oriented towards learning by doing and analyzing various sources of information, improving specific skills and promoting expertise.

This integrated model in teacher education, in which future teachers integrate and simultaneously acquire knowledge in the subjects to be taught, pedagogy and psychology courses and carry out several internships, is recognized as an example of good practice in the preparation of teachers in accordance with the requirements of the labor market and society.

Ptogramma offers students a wide choice of fields of study and the opportunity to obtain a teacher's qualification in the subjects of several fields of study.

After completing the study program, graduates are also provided with the opportunity to continue their education in the second cycle of study programs and obtain a master's degree in education.

The number of students studying the study program shows the attractiveness and relevance of the study program in obtaining quality education for applicants from several regions of Latvia. After graduating from the study program, Daugavpils University organizes graduate surveys (available in other annexes, in Latvian: <https://aptaujas.du.lv/index.php/764263/lang-lv>), within which information is collected about the employment of graduates, evaluation of the study program, as well as recommendations for their improvement . The data obtained in the surveys, their analysis and interpretation are used in the improvement of the study program, providing the opportunity to track and evaluate the quality of the study courses and their compliance with the goals and tasks of the program. The results of the graduate survey show that more than half of graduates work in an education-related industry.

2023/2024 in the winter of the study year, the first 12 part-time students graduated from the program - health and physical activity teachers, more than half of them work in general education institutions.

In the "Teacher" study program, studies are viewed as a continuous and ongoing process, where suitable continuing education opportunities are important. The study program also contributes to the retraining of young specialists, taking into account the needs of the labor market of the given period and the lack of teachers of various subjects in educational institutions, offering the opportunity to assimilate previously acquired education and obtain the qualification of a teacher of another specialization in a shorter period of time.

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.

Bachelor study program of the first cycle of professional higher education " Teacher" is implemented in full-time and part-time studies. In full-time studies, the number of study places financed by the state budget is determined by the Ministry of Education and Science (hereinafter - Ministry of Education) and Daugavpils University budget grants.

During the reporting period, the number of students in the " Teacher" study program has remained relatively stable, referring to DU data on the number of students enrolled in the study program and the total number of students.

Based on the statistical data of the students, the start of the program in 2021/2022. 52 students

were enrolled in the study year, including 41 full-time students (5 students in the specialization " Mathematics" , 4 - " Music" , 32 - "Health and physical activity ") and 11 - part-time studies in the specialization "Health and physical activity " .

2022/2023 in the study year, the number of students was 88 students, matriculated - 64 students, of which 52 students - for full-time studies (5 students in the specialization " Computers and Mathematics" , 9 students - " Design and Technologies and Computers" , 3 students - " Music" , 35 - "Health and physical activity ") and 12 - for part-time studies (specialization "Health and physical activity "). 2022/2023 In April of the year of study, due to the closure of PBSP "Teacher" (D139B), 16 students were re-registered in the program for full-time studies for the 6th semester, 7 students for part-time studies for the 6th semester, 14 students for part-time studies for the 8th semester in the specialization "Health and Physical activity". 2022/2023 in June of the study year, due to the closure of PBSP "Music", 3 students were re-registered in the program for full-time studies in the specialization "Music".

2023/2024 in the study year, the number of students was 172 students, matriculated - 66 students, of which 56 students - for full-time studies (7 students in the specialization " Latvian language and literature" , 7 - " Mathematics" , 42 - "Health and physical activity ") and 10 - for part-time studies (specialization "Health and physical activity ").

Since the beginning of the implementation of the program, there has been a trend that the number of students in the study program has increased, marking the trend that full-time studies with places financed by the state budget are more in demand.

During the reporting period, there is also a dropout of students - 45 students, of which 34 are full-time students and 11 are part-time students. Analyzing student dropout rates, it should be concluded that most students stop their studies during the first year of study. The largest dropout is made up of students who study with state budget funds. This is also affected by the employment of students, as full-time students choose to start working at the end of the first year of study, combining them with studies. Students often give personal reasons for terminating the study contract (for example, family circumstances, health problems, financial difficulties, inability to combine studies with work). In order to reduce student dropout, students are offered support in the study process, including individual counseling, so that they can achieve study results and successfully pass exams. DU also operates the Social Support Program of the Student Council (SP), within the framework of which successful full-time students have the opportunity to receive a discount on the rent of the service hotel.

During the reporting period, the study program shows stability in the number of students. Based on the publicity and attractiveness of the study program, it is planned to increase these indicators by accepting students in other specializations as well. Considering the increase in the interest of potential students, it is planned to offer a wider range of informative events to introduce potential students to the offered specializations, such as scientific events (conferences, seminars), Open Door Days, within the framework of which students of the program conduct educational and attractive activities for all interested parties and introduce the program content and specifics, Informative days and exhibitions, Scientists' night, where students lead various creative workshops and master classes, etc. In order to support students living in cities and counties and increase the number of future teachers, many municipalities offer students municipal scholarships based on high success rates.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the

development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The professional bachelor's study program "Teacher" is a conceptually new quality study program for the implementation of teacher education. The specificity of the teachers' labor market and the dynamics of changes are related to many factors (demographic, economic, social, legal). These changes in the program correspond to the principle of flexibility - the program is designed in such a way that the students obtain an extended qualification that will allow them to implement full-time work.

The study program envisages an integrated approach to the learning of study content in the study field in accordance with the requirements of basic education and general secondary education standards. The achievable results of the study program emphasize the mastery of the big ideas and content formulated in the educational standards, which is based on a practical orientation oriented to learning by doing, improving specific skills and promoting expertise, taking into account the development trends of the labor market and industry.

The content of the study program is structured in the following specializations / fields of study:

Areas of study	Specializations		
	82 CP / 123 ECTS	50 CP / 75 ECTS	32 CP / 48 ECTS

Natural sciences		Biology teacher	Biology teacher
		Geography teacher	
		Chemistry teacher	
		Physics teacher	Nature science teacher (nature science and physics or chemistry or geography teacher)
math	Mathematics teacher		Mathematics teacher
Social and civic	Social and civics teacher		
Technology		Computer teacher	Computer teacher
		Design and technology teacher	Design and technology teacher
Language	Latvian language and literature teacher	English language teacher	English language teacher
			German language teacher
Cultural understanding and self-expression in art	Music teacher		
Health and physical activity	Health and physical activity teacher		

Students in field specializations can learn the content and methodology of one or more subjects.

The program provides a flexible approach to combining the content and teaching methodologies of two or more subject areas by choosing certain combinations (see Figure 3.2.1): Latvian language and literature; mathematics; social studies and history; music, health and physical activity (82 CP/123 ECTS) or by combining 50 CP/75 ECTS specialization: English language; design and technology; computer science; biology, geography; physics, chemistry with any 32 CP/48 ECTS specialization: mathematics, English language; German language; design and technology; computer science; biology or 32 CP/48 ECTS specialization: natural sciences; physics; chemistry, geography (in any combination of the two).

By learning the content of 82 KP/123 ECTS and 50 KP/75 ECTS specializations, one acquires the competence to teach the content learned in the specialization at the general, optimal and highest level according to the national general secondary education standard; while learning 32 CP/48 ECTS gives the competence to teach the learned content at the general level according to the national

basic education standard.

7 areas of the study program are implemented in full-time face-to-face studies: Natural Sciences, Mathematics, Technology, Social and Civic, Languages, Health and Physical Activities, and Cultural Understanding and Self-Expression in Art (Music) (82 CP/123 ECTS).

In part-time face-to-face studies, the field of Cultural understanding and self-expression in art (Music) is not implemented (82 CP/123 ECTS).

82 CP / 123 ECTS		50 CP / 75 ECTS + 32 CP / 48 ECTS	
82 CP/123 ECTS	50 CP/75 ECTS	32 CP/48 ECTS	
Latvian language and literature math Social and civic sphere Health and physical activity Music	English Design and technology Computing math Biology Geography Physics Chemistry	English German math Design and technology Computing Biology Natural sciences (natural sciences, physics, chemistry, geography - in any combination of the two)	
Competence to teach the learned content at the general, optimal and highest level	Competence to teach the learned content at the general, optimal and highest level	Competence to teach the learned content at the general level	

3.2.1. image. Options for choosing specializations

The specializations of all fields of study are created in accordance with the competence/expertise approach to the content and implementation of the curriculum implemented in the Latvian education reform, in accordance with the areas included in the content of general primary and secondary education.

The content of the study program consists of study courses in the amount of 160 CP/240 ECTS (for compliance with the National Education Standard, see Appendix 3.2.1.). In full-time face-to-face studies (PL), 20 CP/30 ECTS per semester and no less than 40 academic hours per week are planned. In part-time face-to-face studies (NL), 18-19 CP per semester and less than 40 academic hours per week are planned. The content of the study program does not differ in full-time and part-time studies. Part-time studies are carried out according to an approved study schedule in 4 sessions per study year (2 sessions per semester). Each session lasts 7-10 working days and its duration depends on the amount of study content in each semester (see study plans for full-time and part-time studies in Appendix 3.2.1.3).

The common part for all students of the program is 72 CP/108 ECTS, which consists of:

For general educational study courses in the amount of 20 CP/30 ECTS, including the business module, civil and environmental protection course, education for sustainable development, IT) and

which contribute to the implementation of the standard of the teaching profession in accordance with the professional knowledge, skills and competences necessary for the performance of professional activity tasks;

Educational sciences - branch courses in the work of a teacher 20 CP/30 ECTS (social-emotional learning; planning, management and evaluation of teaching work, offering the teacher an interdisciplinary vision in the didactics of each field of study; managing classroom work; inclusive and special education, planning it in practical tasks, thus ensuring a continuous connection with the work environment), which ensures the acquisition of professional knowledge, development of skills and improvement of competence necessary for the performance of professional tasks provided for in the standard of the teaching profession, and the acquisition of a bachelor's degree in teacher education ;

For teaching practices, 20 CP/30 ECTS, divided into 5 parts, each part focusing on the performance of the basic tasks and duties of the standard professional activity of the teaching profession;

For state examination : bachelor's thesis 10 CP/15 ECTS and qualification exam 2 CP/3 ECTS.

Free choice study courses in the amount of 6 CP/9 ECTS.

The 82 CP/123 ECTS parts of the study program consist of study courses for the integrated study of the subject content and methodology of the selected field or study courses for the integrated study of the subject content and methodology of the selected field, which are significantly consistent in the respective semesters. It provides an opportunity for students to plan their specialization in various fields.

During their studies, students develop and defend 3 study papers, two for all specializations in the common part and one in the part of the selected 50 CP/75 ECTS subject area.

Internships 20 CP/30 ECTS are divided into 5 internships, providing comprehensive familiarization with the educational environment, experience in teaching activities, teaching subjects at the higher level or at the higher and general level.

Internships ensure the improvement of students' knowledge, skills and competence in accordance with the goals of the study program and the real needs of the working environment. The students' ability to independently use previously acquired knowledge is reflected in the implementation of the goals and tasks of the practice.

The study program is considered completed if the student has completed all the study courses provided for in the program, defended the teacher's practices, as well as developed and presented his bachelor's thesis (10 KP/15 ECTS) and passed the qualification exam (2 KP/3 ECTS) to the state examination commission.

When developing a bachelor's thesis, students prove their professional competence as a teacher by conducting independent research in the content and methodology of the subject. In the qualification exam, the future teacher proves his/her ability to plan the learning of the subject, formulate the achievable results, choose evaluation forms and criteria, collect/develop teaching materials, develop tests, provide feedback and reflect.

The content and expected results of the study program are oriented towards professionalism, competence acquisition and sustainability, as well as the ability to carry out research activities. The content of the study program combines the theory of educational sciences with knowledge of the subject and sufficient practice in classroom management and orients students to an understanding of their contribution to ensuring competitiveness in the sustainable development of themselves and future generations.

Analyzing the interrelationship of the information included in the study courses, the results to be achieved, the goals set, etc., with the study program's goals and the results to be achieved, a mapping of the study courses was carried out (Appendix 3.2.1.). The goals and achievable results defined in the study courses correspond to the results of the study program and are harmonized with the standard of the teaching profession. The choice of study course content topics corresponds to the defined results of the study courses - skills, knowledge and competence. The expected results in the study process in the form of knowledge, skills and competence are determined in the description of each study course, indicating the content and scope of the independent work, practical works to be submitted and participation in the study process. The evaluation of study results is determined by the evaluation criteria and examination forms specified in the study courses. In the final examinations of the study courses, the emphasis is placed on the integration of theory in primary education or general secondary education practice.

Graduates can continue their studies in the academic master's study program "Education Sciences" or additionally study higher-level study courses or content in another field of study.

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

Not applicable.

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

In the implementation of the first-cycle professional higher education bachelor's study program "Teacher", the content of all study courses is oriented towards the active participation of students in the process of acquiring knowledge and skills. The methods used in the study process provide an opportunity to acquire theoretical knowledge and practical skills in accordance with the purpose and results of the study program, giving students the opportunity to adapt the study process to their interests and learning needs and improving students' mutual cooperation skills, creativity and critical thinking skills, the ability to work individually and in a team.

In the study process, methods appropriate to the study goal and the planned study results are used, which promote student communication, encourage active participation, critical thinking in the performance of study tasks, solving real pedagogical problems, modeling learning situations.

The lecturers choose study forms and methods depending on the specifics of the topics covered in the study course. The theoretical knowledge of the study courses is learned in lectures (introductory lecture, review or repetition lecture, informative lecture, problem lecture, open lectures by industry specialists, guest lectures by foreign specialists, etc.), examining the theoretical questions or topics raised in the study courses from the perspectives of various fields and inviting students to express their opinion and share experiences; practical skills - in practical lessons and seminars (situation and case analysis, group discussions, role plays, problem situations, creative seminars, projects, etc.), allowing students to choose the way of performing the task and providing the opportunity to individually or in groups research and propose solutions to current problems in the subject of the study course. The integration of theoretical knowledge and practical skills in the study process is based on the questions raised by students and lecturers about the study content to be learned, thus seeking answers to all current topics and aspects of study courses. When working on a problem raised within the study course, students can offer their own solutions, guided by their experience and practice, modern research and expressing ideas about successful solutions to situations. When students cooperate in the learning of a study content, it is possible not only to promote their cooperation skills, but also to go deeper into learning the study content. By receiving feedback on their ideas from lecturers and group members, students gain a deeper understanding of the current content of study courses.

Seminars, discussions, student presentations, tests, essays, research, surveys, interviews, tests, exams, etc. are used in mid-term and final exams of study courses. Explaining and demonstrating the acquired knowledge and skills to the lecturers and group members helps the student to formulate their understanding, which in turn contributes to their learning.

Examination and assessment of students' knowledge is based on assessment principles, such as the principle of summation of positive achievements, when students' results are evaluated by summing up positive achievements; the principle of mandatory assessment, which determines the need for a positive assessment for learning the mandatory content; the principle of openness and clarity of requirements, which reveals the understanding of the content learned in the course and its demonstration; the evaluation would use the principle of the variety of test types, which determines different test types when evaluating the learning of the content of the study program. The amount of content to be included in the tests corresponds to the content specified in the course programs and the skill and knowledge requirements specified in the professional standard.

Study implementation methods are chosen to achieve the planned study results of the study course. Completion of study courses is evaluated at the end based on the following criteria: amount and quality of acquired knowledge, acquired skills and competence in accordance with the planned study results. The study results are evaluated according to two indicators: qualitative assessment – grade on a 10-point scale; quantitative assessment – the number of credit points according to the scope and importance of the study course. The evaluation of the course completion includes the results of the midterm evaluations of the study courses and the evaluation of the final exam in the study course and feedback. The content and number of mid-term tests are appropriate to the scope of the study course and allow to evaluate the quality of the learned content using various evaluation methods (essays, mind maps, infographics, presentations, tests, practical works, etc.).

The studies are based on the student's independence, while providing the lecturer's guidance and support - the scope and content of the students' independent work, as well as its evaluation methods, are specified in the description of each study course. In order to ensure a uniform level of competences (knowledge and skills) acquired in study courses for full-time and part-time students, an e-studies implementation system and methodology is used to ensure faster and more efficient learning of study results: online lectures were introduced in all study courses, during which direct contact with the lecturer and fellow students, discussions, presentations take place; informative

support is provided in the e-environment for students of all forms of study (placement of study materials in the e-study environment Moodle); it is encouraged that the number, type and evaluation methods of independent tasks correspond to the planned study results of the study courses.

Students are invited to express their opinion on the study forms and methods used, incl. evaluation forms and methods, proposed forms of independent work and its presentation. Students are also involved in various scientific and popular science events (scientific conferences, science communication events, guest lectures, projects, etc.).

In the implementation of the study program, they followed the approach of student-centered education. A student-centered approach is implemented in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) adopted in 2015, standard 1.3 "Higher schools/colleges must ensure that programs are implemented in such a way as to encourage students to be actively involved in shaping the study process, and that the assessment of student performance consistent with this approach". The guidelines of this standard state that "student-centred learning and teaching play an important stimulating role in student motivation, self-reflection and engagement in the learning process". This means the creation and implementation of careful and thoughtful study programs and the evaluation of the results. Implementing student-centred teaching and learning:

- takes into account and respects the diversity of student contingents and their needs, creating suitable learning paths;
- takes into account and uses different ways of implementing programs according to the possibilities of students;
- uses diverse pedagogical methods according to the circumstances;
- promotes the student's desire for independence, while at the same time providing the guidance and support of the teaching staff;
- promotes mutual respect in the student-teacher relationship;
- follows appropriate procedures for resolving student complaints.

In order to promote the development of students' professional and professional competence, students in subsequent courses have the opportunity to analyze and in-depth study problems in education that interest them. The study process takes into account the students' prior knowledge, previous experience and students' different learning styles, thus flexibly implementing the developed study programs. Mobility of students is promoted (recognition of study results), they are encouraged to get involved in research and social events led by academic staff, thus gaining significant experience using what they have learned in their studies in practice.

Within the framework of the study program, the collegial learning of the academic staff from each other in the implementation of student-centered education is promoted. Students are regularly involved in the evaluation of the quality of study programs, participate in collegial decision-making institutions, as well as participate in the process of developing self-evaluation of study programs.

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).

An important part of the first-cycle professional higher education bachelor's study program "Teacher" is practice, which, in parallel with learning the theoretical course, strengthens and deepens the students' professional knowledge and competence, thereby strengthening and increasing the competitiveness of future teachers. In practice, students try out newly acquired knowledge and skills, get to know the educational institution and the pedagogical process as a part of the educational system, conduct social-emotional learning lessons, learn about the work of a class teacher and the extracurricular work system in an educational institution, study the interests and attitudes of students, evaluate how the educational institution implements value education, creates and improves the professional competence of the teacher of the chosen field of subjects. Practice is completely subordinated to the theoretical part of the program and is aimed at the development of professional skills. Therefore, the practical content corresponds to the theoretical part of the program. The purpose of teacher practice is to educate a qualified and creative teacher, promoting the connection of theoretical knowledge with practical activities and developing students' general pedagogical and subject-specific competencies.

Internships 20 CP (30 ECTS) are divided into 5 internships, providing comprehensive familiarization with the educational environment, experience in teaching activities, teaching subjects at the higher level or at the higher and basic level.

- The implementation of internships ensures the transition from semi-independent professional activity to independent professional activity, as a result of which students' research, self-evaluation and self-reflection skills are improved, as well as the skills to analyze the learning process and obtain research data for the development of a bachelor's thesis.

For each practice, clearly achievable results are defined and their applicability in professional activity is justified. The information is available to students, thus creating their understanding of what knowledge, skills and competences they will acquire after completing the course and where they can be applied in their professional activities. The study program follows a uniform approach to the implementation of each internship: the internship begins with a joint introductory conference (seminar), during which the students are introduced to the cooperative educational institutions and internship tasks. Internship seminars during the internship and a closing conference at the end of the internship are planned for each internship. Cooperative educational institutions are institutions where teacher mentors work. The offer of internship educational institutions is changed if there are negative feedback from students, or if the educational institution refuses to accept students for internship. Students are also given the opportunity to do an internship in an educational institution of their choice (if the student wants to do an internship at his former school, close to his place of residence or at a school where he has already started working; at a school that implements an alternative education program, etc.).

of teacher practice I 2 CP (3 ECTS) (in the 3rd semester) is to get to know the educational institution as a part of the educational system and learn about its operation. The student performs observation tasks and records observations, interprets them and draws conclusions. The teacher-mentor organizes the opportunity for the student to familiarize himself with the school's documentation, meet with the administration, make observations in the classroom, learn about the educational opportunities of interests. The mentor assesses the student's interest, independence, communication skills, etc. The mentor's assessment forms part of the student's practice assessment. The internship requirements and evaluation criteria are described in the internship manual. During the internship, students meet in the internship seminar. By doing practice in

different places, those studying at the seminar have the opportunity to compare and generalize what they have observed and learned. Participation in the seminar is also part of the practical evaluation. At the internship final conference, students prepare an annotation for their internship presentation, present their experience and research, and evaluate their internship.

Teacher practice II 2 CP (3 ECTS) (in the 5th semester) aims to give students the opportunity to observe the activities of the teacher - class teacher of the chosen qualification subject(s) and to gain experience in planning, conducting and evaluating classroom teaching lessons in cooperation with group members. It is recommended to choose a teacher mentor, who would be the teacher of the class, as well as the teacher of the subject of the qualification to be obtained. In this way, students can better understand how to combine the duties of a subject teacher and a class teacher in practice. In the practice seminar, it is discussed how to plan classroom teaching lessons, motivation of learners, research of needs, interests, attitudes and observations of the teacher's activities in the chosen specialization field subjects.

Teacher practice III 6 CP (9 ECTS) (in the 6th semester), *Teacher practice IV* 6 CP (9 ECTS) (in the 7th semester) and *Teacher practice V* 4 CP (6 ECTS) (in the 8th semester) give students the opportunity to create a chosen/ o the professional competence of the teacher of the subject/s. Students improve the knowledge and skills acquired in study courses to use diverse teaching methods and technologies in teaching work, use and create teaching materials and tests, evaluate their work and plan its improvement. During the internship, students develop an understanding of current educational issues and the desire to be co-responsibly involved in the development of a sustainable society. The evaluation of the internship consists of: the evaluation of the school mentor/s and the evaluation and defense of the internship.

Quality management of study program practice takes place in several directions:

- support for the professional development of teacher mentors;
- practice evaluation and feedback to practice education institutions and lecturers;
- improvement of practice organization.
- During the internship, DU teaching staff, internship managers cooperate with teacher mentors, visit students in educational institutions, observe the lessons led by students (see the regulations on internships at DU and the sample internship contract in 3.2.4.1 and 3.2.4.2.appendices).

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

Not applicable.

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

As a result of the completion of the first-cycle professional higher education bachelor's study program "Teacher", there is a state final exam - development and defense of a bachelor's thesis,

which is evaluated on a 10-point scale. The bachelor thesis defense for full-time students is organized in the 4th study year at the end of the 8th semester (June), and for part-time students - in the 5th study year at the end of the 9th semester (January).

During the reporting period, part-time students' first bachelor theses in the specialization "Health and Physical Activity" 2023/2024 have been defended in the program. during the study year in winter. The specificity of the development of bachelor's theses for obtaining professional qualifications corresponds to the implementation goal of the study direction "Education and pedagogy" - to prepare highly qualified, proficient, excellence-oriented teachers in the field of education throughout Latvia, providing them with appropriate knowledge, skills and competences.

The list of topics for bachelor's theses is created based on the achievable results of the program, as well as the competence profile of teaching staff - supervisors. The development and design of bachelor's theses is regulated by the "Methodological instructions for the development and design of bachelor's theses".

In accordance with the requirements of the program, the topics of students' final theses must be related to the implementation methodology of the compulsory content of primary and/or secondary education and the chosen professional qualification.

The topicality of topics in the education sector, including the labor market, is also determined by the fact that students use the methodological developments developed in bachelor's theses when starting or continuing their professional activities in general education institutions, as well as presenting them at various educational and scientific events.

The topics of students' final theses reflect the actualities of basic education and general education and the development and/or learning needs of learners, implementing the competence approach in the learning content and actualizing diverse teaching and learning techniques, methods and approaches.

Topics of bachelor theses defended during the reporting period:

Bachelor theses defended in 2024 (part-time studies)	Rating
Learning swimming skills for children of primary school age in extracurricular lessons	9
Development of adolescent orientation skills in extracurricular activities	9
The socio-psychological climate of the school sports team for the promotion of student achievements in sports in extracurricular activities	7
Improving the motivation and basic life skills of 14-15-year-old teenagers in physical activities	9
Promotion of physical health for 16-17-year-old students	10
Learning self-defense skills for 12-16-year-old students in extracurricular classes	9
Promotion of 10th grade students' interest in physical activities and healthy lifestyle	10

The use of movement games in the formation of physical activity habits for children of primary school age	10
Development of endurance of 14-15-year-old students in sports and health classes	8
Learning the basics of shooting for 16-18-year-old students in extracurricular classes	10
7-9 formation of healthy lifestyle habits of students in the pedagogical process	9
Learning soccer game techniques for 10-12-year-old students in extracurricular lessons	9

Weighted average rating

9.08

The subjects of the accepted bachelor's theses reflect the student's competence in the implementation of general education, leading sports and health classes or extracurricular classes in the chosen educational module, emphasizing their relevance, usefulness and compliance with the needs of the educational process and learners and the requirements of the labor market, which corresponds to study programs purpose and planned reachable results .

Assessments of national final theses usually range from 7 (good) to 10 (excellent) points, which indicates the quality of studies and the acquisition of knowledge, skills and competence corresponding to professional qualifications, which is also indicated by the average weighted assessment of 9.08.

3.2.6. table.

Evaluations of final theses in the study program during the reporting period

Evaluations of qualification papers in the study program									
Study year/form	Student number of	10	9	8	7	6	5	4	Average the weighted one rating
2023-2024 part time	12	4	6	1	1	-	-	-	9.08

Student conclusion jobs evaluates Country the test commission , which consists of the head of the commission and four members of the commission. The head of the commission and half of the composition of the commission are professionals from the education sector - employers or their representatives. The evaluation consists of the average grade of all commission members for the bachelor thesis, the reviewer's grade, the evaluation of the student's report or work presentation and the answers to the questions of the commission and those present.

Evaluation of final theses is carried out based on evaluation criteria, which are available in the methodological instructions for the development and design of bachelor's theses. According to the Regulations on studies at Daugavpils University (only available in Latvian: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdu.lv%2Fwp-content%2Fuploads%2F2024%2F04%2F03-04-2024-Senata-Nolikums-par-studijam-Daugavpils-Universitate-1.docx&wdOrigin=BROWSELINK>) the procedure also works for examining student appeals. DU has developed and follows the procedure for submitting final theses for plagiarism control at Daugavpils University (<https://du.lv/wp-content/uploads/2022/06/plagiats.pdf>) , which

provides for mandatory submission and storage of electronic versions of final studies at DU In the information system, it provides an opportunity to compare students' final theses with those defended in previous years.

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 resources and provision of the first-cycle professional higher education study program "Teacher" (see the information provided in criteria 2.3.1.-2.3.3. of Part II, Chapter 3) fully meet the conditions for the implementation of the study program and the achievement of study results.

The methodological support for the implementation of the study program at DU is extensive and prepared according to the specifics of the field of educational sciences. In addition to traditional information resources, DU provides access to more than 100,000 subscribed e-resources in various branches of science. In order to expand the diversity of study courses, new e-study courses are developed and introduced, and existing methodical materials are updated and modernized in the MOODLE environment. The DUIS principles of the DU information system provide that the study courses of the study programs are placed in e-studies in the MOODLE environment, in which, according to the improvement and addition of the course content, the posted materials are updated, including the latest scientific and methodical literature in the course descriptions. The teaching staff of the study program "Teacher" regularly develop and prepare for publication not only the results of their scientific research, which are cited as monographs or scientific articles in high-level scientific databases, but also develop and publish methodological materials and teaching aids (for example, S. Zariņa is the co-author of several Latvian language textbooks, A. Pipere is the co-author of several research-related books, M. Burima is the author of teaching and methodical sources for literary studies, etc.).

Auditoriums, reading rooms, etc., as well as other material and technical resources necessary for the study process, are used for the implementation of the study program. All auditoriums meet the needs of the study process, they are equipped with the necessary technical equipment (computers, video projectors, multifunctional devices). In well-equipped study halls, it is possible to use the Internet, audio, video and projection equipment, multimedia devices and software according to the needs of the study process. In the study process and in the implementation of independent applied research projects, you can use: DU CISCO System Networking Local Academy computer class with new access technology; technical resources of the DU Multimedia Center; computer classes (all computers have an Internet connection and it is possible to use the SPSS program package for data processing); technical resources of the Information Technology Center of DU; copying machines; visual presentation equipment; video filming, video editing equipment, audio equipment. The equipped computer classrooms for those studying computer science specialization ensure the learning of study courses in the field of specialization. The computer classrooms are also provided with the necessary software for learning research methods (MS Office, SPSS, GIS, etc. data

visualization tools and apps), which is used for the study courses "Research in Education", "Information Technology in Education", as well as for the development of study papers and bachelor's theses, which allows processing and analysis of research data. The study process of specializations in the field of Natural Sciences (biology, chemistry, physics, geography, natural sciences) is organized in the auditoriums and laboratories of the Faculty of Natural Sciences and Health Care and the Institute of Life Sciences and Technologies, providing students with the opportunity to learn the content of study courses and perform laboratory work.

Auditoriums with simultaneous translation booths are also available for the implementation of language specializations (Latvian language and literature, English language, German language) during the study process, which are necessary and are also used for provision of guest lectures.

In the DU training and sports complex at Kandavas street 1, which is used for the implementation of the specialization "Health and physical activity teacher", students have access to a sports hall, a gym, an indoor swimming pool, a wrestling hall, a gym with modern exercise equipment, equipped with modern sports equipment athletics arena. Students can practice in various sports disciplines and strengthen their knowledge in health education issues.

Students can use various DU rooms: computer classrooms, auditoriums for consultations, meetings, library rooms for literature analysis, preparation of independent and applied research works, as well as specially equipped rooms for organizing conferences, study and extracurricular activities.

The library provides information resources according to the directions of studies and scientific work of DU, the requirements of study programs, increasing the number of information resources every year according to the orders of DU faculties. The following number of copies of printed editions are included in the collection of the library in compliance with the specifics of the professional bachelor's study program "Teacher":

Table 3.3.1. The number of printed editions in the DU library according to the specifics of the study program

Professional bachelor's study program "Teacher" (together in the library collection, ex.)	
Books	Serials, periodicals
10057	6158
incl. in distribution, according to the specifics of the study content (ex. number)	
Teacher's professional activity	747
Psychology for teachers	1225
METHODOLOGY OF THE FIELD OF MATHEMATICS	1326
METHODOLOGY OF NATURAL SCIENCES	1828
Methodology of the content of biology in the field of natural sciences	924
Methodology of the content of physics in the field of natural sciences	406

Methodology of the content of geography in the field of natural sciences	115
Methodology of the content of chemistry in the field of natural sciences	400
METHODOLOGY OF THE FIELD OF TECHNOLOGY EDUCATION	74
CURRICULUM METHODOLOGY OF CULTURAL UNDERSTANDING AND SELF-EXPRESSION IN ART	1786
TEACHING METHODOLOGY IN THE LANGUAGE FIELD	2107
Foreign language and second language teaching methodology	1665
Teaching methodology of Latvian language and literature	585
Teaching methodology of Russian language and literature	1062
METHODOLOGY OF THE SOCIAL AND CIVIL FIELD OF STUDY	821
METHODOLOGY OF THE CURRICULUM FIELD OF HEALTH AND PHYSICAL ACTIVITY	382
Total: 15510 copies	

The library also purposefully increases the share of e-resources and develops the remote access capabilities of e-resources to provide users with the opportunity to use information resources remotely. Every year, the usability of the subscribed databases is analyzed and users are surveyed about the need to purchase new databases.

The library offers students and teaching staff the opportunity to use the subscribed electronic information resources (databases, e-journals) also outside the DU computer network by logging in with a username and password. The library regularly provides trial access to various databases, approximately 10 trial accesses are organized annually. Subscribed multidisciplinary e-resources, which include materials for the specifics of the "Teacher" study program. Based on the available scientific sources in the DU library, students are provided with the opportunity to conduct in-depth research in the field of educational sciences, getting to know the conducted research and implemented projects.

In recent years, the DU infrastructure has been modernized and adapted to persons with special needs, thereby improving the accessibility of the environment for persons with functional impairments (movement, vision, hearing impairments). Lecture halls are also accessible for students in wheelchairs. Projection devices and sound amplifying equipment are installed for visually impaired and hearing impaired students. Nursery rooms were created for young parents who are studying, and a playroom was created to occupy the studying children during classes.

The material, technical and methodological support of the professional bachelor's study program "Teacher" fully meets the goals and tasks of the study program and ensures the achievement of study results for students of all fields.

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

Not applicable.

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

Full-time and part-time studies of the first-cycle professional higher education bachelor's study program "Teacher" at DU are organized with funds from the state budget, DU grants and funds contributed by the students themselves or other legal and natural persons.

The financial basis of the "Teacher" program and the costs of the study program are appropriate to the needs of the study program and the conditions of its implementation, the sources of financing the study program are identified and the financial resources will ensure the implementation of the study program to achieve the study results. Funding sources are formed within the study field "Education and pedagogy".

The financial support provided for the study programs of the DU study field "Education and pedagogy" includes funding from the state budget and DU's own revenues. Funding of the science base and funding of scientific activity (performance) is not divided by study areas, but directed to the provision of scientific activity of DU (remuneration of scientific staff, business trip expenses, grant funding, subscription to databases, capital expenses) and scientific institutes, in turn, academic staff employed in science represent different fields of study.

The costs of the study program were calculated using the DU financial instrument developed by the Finance and Accounting Department of DU for determining the costs of study programs and calculating profitability. The cost calculation of the study program is designed to ensure a high-quality study process and a sufficient financial basis for the implementation of the study program.

The cost of a study place in the "Teacher" study program is determined taking into account the base cost of a study place, the level, duration, form of the study program, as well as the structure of the academic staff and the scope of studies. The cost calculation for one student is carried out by including the salary fund and the employer's GST, business trips, materials, energy resources and inventory costs, books, equipment purchase and investment costs, as well as costs for social security of students. The minimum number of students in a group to ensure the profitability of the study program is 11 students.

See the study program cost calculation in the table 3.3.3.

No.	Name	Amount (EUR)
Full-time studies		
1.	Salary fund per student	3816.15
2.	Employer's GST 24.09% per 1 student	900.23
3.	Cost of missions and missions per student	146.15
4.	Services per 1 student	825.46
5.	Cost of materials, energy, water and equipment per student	742.15
6.	Cost of books and journals per student	185.79
7.	Equipment acquisition and investment costs per student	408.24
8.	Student social security per 1 student	251.98
Total cost for 1 student		7276.15
Part-time studies		
1.	Salary fund per student	3434.54
2.	Employer's GST 24.09% per 1 student	810.21
3.	Cost of missions and missions per student	131.54
4.	Services per 1 student	742.91
5.	Cost of materials, energy, water and equipment per student	667.94

6.	Cost of books and journals per student	167.21
7.	Equipment acquisition and investment costs per student	367.42
8.	Student social security per 1 student	367.42
Total cost for 1 student		6548.54

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 qualitative composition of the academic staff involved in the implementation of the first cycle professional higher education study program "Primsskolas skolotajs" meets the requirements of the Higher Education Law and other regulatory acts. The qualification of the academic staff involved in the realization of the study direction is appropriate to the specifics of the study program and implementation conditions, as well as the requirements of regulatory acts in the field of education.

Teaching staff with education, scientific competence and qualification corresponding to the course content were involved in the implementation of study courses. During the reporting period, 104 teaching staff were involved in the implementation of the study program - 15 professors, 1 visiting professor, 12 associate professors, 3 visiting professors, 25 assistant professors, 1 visiting associate professor, 5 leading researchers, 4 researchers, 17 lecturers and 13 guest lecturers, 8 visiting assistants, of which 78 are elected Daugavpils University. 64 lecturers have a doctor's scientific degree, 39 lecturers have a master's scientific degree in the field of science corresponding to their specialization.

Most of the teaching staff are LZP experts in social sciences, natural sciences, humanities and arts etc.

Teaching staff involved in the implementation of the study program improve their professional qualifications by participating in international conferences, seminars, internships, international and national research projects , as well as by publishing their scientific research in journals and

conference proceedings included in the Scopus and Web of Science databases. During the reporting period, more than 230 studies were published in the Scopus and Web of Science databases, as well as more than 65 publications that are indexed in other publications.

Improvement of academic and professional competences takes place through involvement in fundamental and applied research projects, publishing research results and presenting them to the scientific community at international conferences.

Teaching staff involved in the implementation of the programs are purposefully and regularly involved in various professional development programs in university didactics, teaching methodology and other areas corresponding to their scientific interests at DU and other universities in Latvia, Europe and the world. For teaching staff (A. Korniševa, S. Zariņa, S. Eerliha, E. Olehnoviča, Dz. Iliško, E. Znutiņš, N. Bagdanova, E. Badina, S. Dimante, S. Gabrāne, E. Romanovska-Dzalbe, J. Azareviča, P. Pestovs, etc.) in addition to academic work at the university, extensive practical experience has been accumulated by working for several years in general education institutions, thus ensuring the unity of theory and practice in the study process, actualizing teaching and educational work issues in pedagogical practice for the students during the study process. The contribution of teaching staff in the field of education has been noted with special awards and honors (S. Dimante has been awarded the Daugavpils City Council's Silver Medal of Honor).

DU teaching staff was provided with a unique opportunity to participate in the ESF project "Strengthening the capacity of the academic staff of the Daugavpils University field of study "Education, pedagogy and sports" in areas of strategic specialization" (No. 8.2.2.0/18/I/005), doing a 200-hour internship in general education institutions, promoting the skills of applying the integrated approach to the implementation of the interdisciplinary and transdisciplinary study process, as well as the skills of developing e-study materials and using the virtual study platform, thus gaining experience in the work environment and ensuring the constant improvement of the qualifications of teaching staff (A. Korniševa, S. Čapulīš, E. Olehnoviča, V. Beinaroviča, A. Sondore, S. Ignatjeva, etc.).

During the reporting period, several teaching staff involved in the implementation of the study program participated in the ESF project 8.3.2.1./16/I/002 "Implementation of national and international measures for the development of student talents" (V. Dombrovskis, N. Bogdanova, A. Vagalis, V. Vagale, A. Vagalis etc.).

The teaching staff involved in the implementation of the program have long-term experience in the practical implementation of sustainable education goals and sustainable development strategies in teacher education, participating in UNESCO/UNITWIN projects (Dz. Iliško, I. Fjodorova, E. Olehnoviča, J. Badjanova, M. Kravale-Pauliņa, S. Zariņa).

The teaching staff involved in the study program have participated in the implementation of various teacher education programs, accumulating rich experience in the development and teaching of the methodology of various educational sciences field study courses, subject areas of study, in the management of pedagogical practice, which is confirmed by the international publications of the lecturers, which are indexed in Scopus and Web of Science data. in databases and methodical publications.

Several teaching staff involved in the study program (J. Davidova, I. Kokina, M. Baruma, A. Barševskis, A. Vagalis, V. Vagale, Dz. Iliško, I. Fjodorova, S. Čapulīš, S. Guseva, J. Badjanova, S. Zariņa, E. Olehnoviča, etc.) use the opportunity for professional development also within the framework of outgoing mobility, which contributes to the improvement of their qualifications according to the taught study courses and the achievable study results.

The knowledge of the national language of the academic staff of the study program complies with

the regulations on the amount of knowledge of the national language and the procedure for testing the knowledge of the national language for the performance of professional and official duties. All teaching staff have improved their English language skills and have learned English at the C1 or B2 level in the professional development program "Professional English" in the amount of 132 hours, for which a certificate has been received.

Thus, the qualifications of the teaching staff involved in the implementation of the study program "Preschool Teacher" are in accordance with the specifics of the study program and the conditions of its implementation, as well as the requirements of regulatory acts in the field of education.

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 first cycle of professional higher education bachelor's study programs "Teacher" have been held in the core composition of the teaching staff involved in the program during the reporting period .

Part A of compulsory courses

2020/2021 in December of the study year Mg.sc.com., lekt. M. Aleksejev terminated the employment legal relationship with DU, therefore he was removed from the security in the study courses "State, civil and environmental protection", "Civil protection" and Mg.iur., lekt. was included in the security. I. Trofimovs (currently – PhD, doc. I. Trofimovs) . The provision of the study course "Basics of professional activity of a teacher" was supplemented by Dr.psych., Mg.ed., doc. A. Korniševu, assistant professor, doc . S. Zarin and The provision of the study course "Psychology for teachers" was supplemented by Dr.psych., Mg.ed., doc. A. Kornishev .

Part B of the Limited Elective Courses

Specialization " Mathematics " Mg.math., guest assistant was removed from the provision of the study course " English for mathematics teachers " . I. Nikolajeva and the security included Dr.math., assoc.prof. Inara Yermachenko. The provision of study courses in "General Physics", " Occurrence and Wave Theory " was supplemented by Mg.phys., guest assistant. V. Mizeru. The provision of the study course "Computers and programming" was supplemented by Dr.sc.comp., doc. V. Vagali and Mg.sc.comp., lect. A. Vagali.

Specialization " Music " study course " Methodology of choral and solo singing: theory and methodology of choral work " included Mg.ed., guest lecturer. J. Boreli, but .

Specialization " Design and technologies and computer science " 2021/2022 in September of the study year Mg.aed., lec. Ilze Melder terminated her employment legal relationship with DU, therefore she was removed from the provision of study courses "Theoretical foundations of design", " Design and technology teaching methodology ", "Fundamentals of visual arts", "Interior textile design", " Paper, natural materials and the design of plastic materials and their teaching methodology ", " Design of traditional textile techniques and its teaching methodology " was included in the provision of Mg.paed., guest lecturer. Sandru Diamonds.

In the specialization " Physics " 2021/2022. in March of the study year Dr. assistant professor, doc. L. Jonāne was removed from the provision of the study courses " Structure of matter and thermal processes", " Optics", " Astronomy and its teaching methodology", " Physics teaching methodology (DP)", " Practical practice for solving physics problems". The study courses " Structure

of matter and thermal processes", " Optics", " Astronomy and its teaching methodology" were included in the provision of Mg.phys., guest assistant. V. Mizer. Mg.phys., zin.asist. J. Sņķeris. Study course Mg.phys., zin.asist. J. Sņķeris, Mg.phys., visiting assistant. V. Mizer. The provision of study courses " Mechanics", " Introduction to computer modeling of physical processes" was supplemented by Mg.phys., guest assistant. V. Mizeru.

Specialization " Biology " , " Chemistry " The provision of the study course " Natural Science Teaching Methodology" was supplemented with Mg.chem., Mg.paed. E. Romanovsko-Dzalbi.

In the specialization " Social and civil sphere " 2021/2022. study year Dr. hist., doc. T. Kuznetsova terminated her employment legal relationship with DU, as a result, she was removed from the provision of study courses " Scientific categories of the social and civil sphere", " History as a system of sciences: an introduction to history", " World history: the Middle Ages", " Man and society action regulation mechanisms: systems of ideas in the pre-industrial world", " History as a system of sciences: source learning and historiography". The provision of the study course " Scientific category of the social and civil sphere" was supplemented by Dr.soc.sc., doc. I. Šenbergu. The provision of the study course " History as a system of sciences: source learning and historiography" was supplemented by Dr.soc.sc., doc. I. Šenbergu, PhD., research. M. Grizani. The provision of the study course " History as a system of sciences: archival and museology" was supplemented with PhD., research. M. Grizani. The provision of the study course " Evolution of Statehood" was supplemented with PhD., research. M. Grizāni, Master of Science in History. A. Kupšanu. The provision of the study course " Mechanisms of regulation of human and social behavior: systems of ideas in the pre-industrial world" was supplemented by Dr.teol., prof. A. Stashulani.

In the specialization " German language " 2021/2022. study year Dr.philol., doc. V. Taļerko terminated her employment legal relationship with DU, as a result she was removed from the provision of study courses " German language learning methodology (DP)", " Practical German language for teachers (DP)", " Functional communication (DP)", " German geography, cultural history and education of the speaking countries", " Phonetics and orthography of the German language", " Lexico-stylistic interpretation of German texts (DP)", " Literature and cultural studies of German-speaking countries for teachers (DP)", " Analysis of literary texts and drama" and the provision included Dr.philol., research. K. Laganovska.

Changes in the composition of the teaching staff did not affect the quality of studies, as the academic and professional qualifications of the recruited teaching staff correspond to the specifics of the study courses and the field of scientific research.

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

Not applicable.

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

Not applicable.

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

In the implementation of the first-cycle professional higher education bachelor's study program "Teacher", the proportionality of teaching staff from the academic and professional environment is ensured, thus creating a balanced staff that represents both the academic environment and the professional environment of the industry, which helps to achieve the goals set in the study program and study courses and the planned the results. Cooperation of teaching staff is formed in individual conversations with the director of the study program, in conversations among teaching staff, as well as in joint meetings of teaching staff, discussing the actualities of the program content and the study process.

Two or more teaching staff are involved in the teaching of several study courses (for example, in the study courses "Psychology for teachers", "Teaching and learning", "Research in education", etc.), who are jointly responsible for improving the content of the study course, supplementing the literature sources to be used with the latest sources, their own for scientific publications, monographs, etc., as well as placing educational and informative materials in the e-environment.

Teaching staff of the study program cooperate both in planning the content of the study courses and in implementing and updating the content of the study courses, harmonizing the topics of the study courses in order to avoid overlapping topics in the implementation of the content of the study courses. The teaching staff also cooperates within research groups, providing advice to their colleagues and offering ideas for the topics of students' bachelor's theses, improvement of programs and study courses.

The teaching staff also jointly participates in the management of extra-lecture events for students, for example, in the management of "Scientists' Night", "Open Door Days" activities, organizing and leading scientific conferences, attracting guest lecturers, incl. Within the framework of the Erasmus+ project, for creative workshops or guest lectures (for example, Professor J. Davidova engaged guest lecturers to conduct guest lectures for students of the "Music" specialization). The teaching staff is also represented in the Study Council, participating in the evaluation and improvement of the study program.

At the time of submitting the self-evaluation report, 104 teaching staff are involved in the implementation of the "Teacher" study program, the number of students is 150 or 1:1.5, which ensures optimal interaction between lecturers and students in the study process.

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	3.1.2.Examples of diploma and supplement_PBSP Teacher.zip	3.1.2.Diploma un pielikuma paraugs_PBSP Skolotājs.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	3.1.4. Students statistics_PBSP Teacher.doc	3.1.4. Studejoso statistika_PBSP Skolotājs.doc
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	3.2.1.Compliance with National standart_PBSP Teacher.docx	3.2.1.Atbilstība valsts izglītības standartam_PBSP Skolotājs.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)	3.2.1.Compliance with professional standart_PBSP Teacher.docx	3.2.1.Atbilstība profesijas standartam_PBSP Skolotājs.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2.1.Compliance with MK not_569_PBSP Teacher.docx	3.2.1.Atbilstība MK not_569_PBSP Skolotājs.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.6.Mapping of study courses_short_Teacher.docx	3.2.6.Studiju kursu_kartejums_2līm_Skolotājs.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1.Study plans_PBSP Teacher.zip	3.2.1.Studiju plāni_PBSP Skolotājs.zip
Descriptions of the study courses/ modules	3.1.2.Study course descriptions.zip	3.1.2.Studiju kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.Practice regulations_PBSP Teacher.docx	3.2.4.Prakses nolikums_PBSP Skolotājs.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)		