

Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Daugavpils University

Study field: Psychology

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Summary of the Assessment of the Study Field and the Relevant Study Programmes

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The study field of Psychology (study field) at Daugavpils University (DU) has clearly defined goals that align with the university's development strategies. The strengths and weaknesses of the field have been identified through self-assessment, and each study program now has its own program director. DU has established an effective system for student admission and recognition of prior education and experience. Additionally, DU has developed a comprehensive system for assessing student achievements. The university demonstrates a student-oriented approach by providing various channels for students to express their opinions and actively seeking feedback from employers. DU has made significant improvements in scientific research and has worked to integrate it into the study process. While there are good opportunities for scientific and academic cooperation, there is room for improvement in maximizing these opportunities.

The Bachelor study program in Psychology (43313) has experienced an increase in the number of students, and the teaching staff is well-qualified. However, there is a need to address the issue of workload for the teaching staff. Recommendations for improvement include addressing the dropout rate, implementing the program in English, and developing the Psychology lab.

The Master's program in Psychology (47313) is well-designed, with practical lessons led by highly qualified professionals. The teaching staff meets the requirements for the program, and students are well-prepared for the job market. However, there is a need to address the workload of the teaching staff and the dropout rate. It is also suggested that more psychological assessment methods be offered for the educational and school psychology qualification (IZGPSIH-izglītības un skolu psiholoģija), as these may be needed on a daily basis when evaluating children. Additionally, it is recommended to offer opportunities for self-therapy.

The Doctoral program in Psychology (51313) is unique and aims to produce high-level specialists for the Latvian labor market. The program is well-equipped, and the teaching staff meets the program requirements. Recommendations for improvement include addressing administrative and technical staff needs, maximizing Erasmus+ opportunities, reducing the workload of the teaching staff, increasing funding for the program, and developing the Psychology lab.

Overall, accreditation is recommended for six years for all levels of the Psychology programs at DU.

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

1.1.1. The goals and strategic directions of development of the field "Psychology" are coordinated with "Development strategies of Daugavpils University 2015 - 2020" purposes (with decision No. 6/1 of the Protocol No. 1 of the DU Senate meeting of January 25, 2021, to extend the period of operation of the Daugavpils University development strategy for 2015-2020 until the start of operation of a new approved strategy) (summary of the Strategy available at: <https://du.lv/wp-content/uploads/2022/09/DU-Strategy-summary-1.pdf>).

In accordance with the development strategy of DU, a professional master's study program

"Psychology" has been developed, licensed and accredited in the field of study "Psychology". The goals of the field of study "Psychology" meet the needs of society and economic development. In the Latvian National Development Plan 2021-2027 for 2018, it is planned to promote psychological and emotional well-being to support people in crisis situations, to develop individual potential and to reduce the risks of developing deviant behavior, strengthening health as a value that confirms the importance and influence of the field of study "Psychology" on the overall development of the country (available in Latvian: https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81_1.pdf). (see self assessment p. 14) The new In Appendix 2.1.3 (2.1.3.Studiju virziena pārvaldības struktūra.jpg) the management structure of the field of study "Psychology" is shown. Study field "Psychology" goals are clear and understandable. The goals of the field of study "Psychology" are:

- To promote the development of academic and professional psychological education and the field of psychological science;
- To provide quality education in the field of psychology, which is based on theoretical knowledge and the acquisition of research skills, preparing competitive specialists in the labor market;
- To develop scientific and creative activities of an international level, deepening the integration of scientific research in the study process, engaging in international, national and industry research programs, promoting technology transfer and the development of innovations, and promoting public understanding of the science of psychology (see chapter 2.1.1. SAR).

The field of study "Psychology" offers higher education in psychology, aligning with DU's commitment to providing regional educational opportunities. The strategic development goals for all of the "Psychology" programs involve addressing the evolving societal and psychological needs in Latvia and the European Union. (https://www.lu.lv/fileadmin/user_upload/lu_portal/eng/library/Summary_UL_strategy_EN_250517.pdf, https://www.lu.lv/fileadmin/user_upload/lu_portal/eng/library/Summary_UL_strategy_EN_25051).

Plans, maps, description of study courses, compliance with legislation of all programs are attached in the annexes: 3.2.1.PMSP Psychology_Compliance with professional standard.docx, 3.2.1.PMSP Psychology_Compliance within of study cours Law of Psychologists.doc, 3.2.1.PMSP Psychology_Study plan.xlsx, PMSP Psychology_Descriptions of study courses.zip etc.

1.1.2. Today, psychology is very popular, associating it with the unstable economic situation, unemployment, children and schoolchildren's search for professional identity. It is the only higher education institution in the Latgale region where you can study psychology at an advanced level, unlike the ones in the Latgale region. That's why the school is very promising, developing and improving, since the accreditation has undergone huge improvements.

The possibilities of the field of study "Psychology" indicated in the SWOT analysis are realistically feasible and are coordinated with the development plan of the field of study. In the near future, DU plans to develop the activities of the newly created structural units - the Psychological Laboratory and the Psychological Support Center - and provide the material and technical basis for the improvement of scientific research activities and the study process. The development of the psychology laboratory will contribute to increasing the number of interdisciplinary studies, increasing the involvement of students and teaching staff in research projects, and increasing the quality of scientific research. Development of a psychological support center will help to improve students' practical skills and abilities (see SAR p.17).

The SAR p.14-15. includes a SWOT analysis of the field of Psychology, where the strengths and weaknesses are described. One of the weaknesses is that:

- lecturers have a heavy study workload, which limits time for research and opportunities to engage

in outgoing mobility programs;

- uncompetitive remuneration of HEI lecturers in Latvia, which hinders the attraction of highly qualified personnel from foreign universities.

During the assessment visit, the teaching staff noted this weakness several times. This could be the reason why graduates do not want to work at DU after completing the programs, because they can earn more in other fields. DU makes a significant contribution to the development of psychological science and the preparation of highly qualified specialists for the region of Eastern Latvia.

It is positive that the development plan for the field of study "Psychology" has been developed and confirmed in the self-assessment report (annex: 2.1.2. Development plan of study direction.doc). During the assessment visit, experts found the following: compliance of study programs and study courses with European quality standards, availability of study materials for each study course. Experts also observed the presence of a psychological laboratory, an established psychological support center, a fund of scientific and educational literature, as well as sufficient quantity and access to scientific databases, all aimed at modernizing the classrooms.

1.1.3. The preparation of the annual program self-evaluation report in the internal quality control system should be emphasized. Namely, at the end of each study year, a program report is prepared and after its discussion and approval in the Council of the study area and the Faculty of Social Sciences Council, it is submitted to the Study Quality Assessment Center and after approval by the DU Senate, it is published and is available from the DU internal network (see SAR p. 17).

The head of the study field, in cooperation with the program directors, organizes and coordinates a high-quality study process in the study programs included in the study field. The head of the study field is responsible for conceptual changes in the field of study, convenes meetings of the study field council if necessary, prepares the annual study field self-evaluation report in cooperation with study program directors, collects and analyzes the information to be included in it. (see SAR p. 18-19).

During the assessment visit, experts observed that the study directors of study programs communicate with students, make improvements to the study programs, and coordinate with the head of the study field. If necessary, topical issues are examined by the study direction council, the faculty council, and the Study Council.

For the successful implementation of the studies, a management structure of the study field was developed (Annex: 2.1.3.Studiju virziena pārvaldības struktūra.jpg).

Since the last study field accreditation, the management of study programs has changed. Previously, there was a single director overseeing all programs. However, now there are three directors, with each program having its own director. This change can significantly enhance the quality of the study processes.

The head of the study field works in collaboration with the program directors. They are responsible for organizing and coordinating a high-quality study process within the study programs offered in the study field. The head of the study field holds the responsibility for implementing conceptual changes in the field of study. Additionally, they convene meetings of the study field council when necessary. Furthermore, the head of the study field, in cooperation with the study program directors, prepares the annual study field self-evaluation report. This report involves collecting and analyzing information to be included in it.

The administrative and technical staff are sufficient and provide the necessary assistance for the

implementation of the all study programs. (see SAR p. 18-19).

1.1.4. The information provided in the SAR (p. 19-20) and obtained during the assessment visit demonstrates that DU has established clear and comprehensive procedures for the admission of students and the recognition of their prior education and experience. These procedures are governed by regulations and rules approved by the DU Senate and are in line with the relevant legal requirements and guidelines.

Admission regulations are described in “Regulations of admission for fulltime and part-time undergraduate studies”, “Regulations of admission for full-time and part-time higher level studies”, “Regulations of admission for full-time and part-time studies in doctoral studies” (<https://du.lv/gribu-studet/uznemsana/>) and “Admission regulations for full-time studies for foreigners”

(https://du.lv/wp-content/uploads/2022/06/Admission_regulations_for_international_students_2022.pdf). Admission regulations are updated annually and comply with the Law on Higher Education Institutions and other relevant guidelines. As stated in SAR (p. 20), DU’s Admission Commission is responsible for overseeing the admission process, including determining competition results. The admission rules clearly outline the criteria and evaluation process for student admissions, ensuring transparency and fairness. As mentioned in p. 20 of SAR, admission to DU study programs is ensured by the Secretariat of the DU Admission Commission, which determines and approves the results of the competition.

DU has established procedures for challenging and appealing decisions related to admission, providing applicants with a mechanism to address any concerns. The procedures are described in “Procedure in which a person can challenge and appeal decisions related to admission to a study program at Daugavpils University” (https://du.lv/wp-content/uploads/2021/12/kartiba_uznemsanas_apstridesana.pdf).

Regarding the recognition of prior education and experience, DU has developed regulations that align with the Law on Higher Education Institutions. These regulations define the process for recognizing competencies acquired outside formal education or through professional experience, as well as the evaluation of study results achieved in previous education. The regulations are described in the “Regulations on recognition of competencies 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).

1.1.5. Based on the provided information in SAR (p. 21-21), DU’s methods, principles, and procedures for assessing student achievements are well-defined, align with best practices, and are subject to continuous improvement based on feedback and analysis. The institution appears to be committed to ensuring fair and effective assessment practices for its students.

DU adheres to the principle that evaluation criteria must be clear and understandable, and they are made available to students in advance. This transparency is essential for students to know what is expected of them. According to SAR (p. 21) and confirmed by both students and teachers during the assessment visit, the evaluation principles and criteria are described in the description of each study course, which are available in the DU e-environment. Academic staff, when starting work with students in the auditorium, introduce students to the requirements of the study course and the knowledge and skills assessment system.

The process of evaluation of study results is described in detail in the “Regulations on studies at

(https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_DU_2018-1-1.pdf). The assessment approach allows students to demonstrate the extent to which they have achieved the expected learning outcomes. This aligns with the principle that assessment should be aligned with learning objectives. The assessment process includes providing feedback to students, which can include advice related to the learning process. This feedback loop is crucial for student improvement.

Lecturers choose assessment forms and criteria depending on the study form and methods. This flexibility allows for the use of various assessment methods suitable for different types of learning. Formative assessment is highlighted as an integral part of the evaluation process, enabling students to understand their mistakes and improve their competencies. This aligns with the principles of continuous improvement and learning. Summative assessment, in the form of intermediate tests, course tests, or exams, is used to evaluate student achievement at the end of the study course.

DU analyzes the conformity of evaluation methods and procedures with study program goals and student needs. This analysis involves student surveys, formal success indicators, and a detailed examination of course content and delivery quality. Any inconsistencies are addressed through a structured decision-making process involving relevant academic bodies.

1.1.6. The principles of academic honesty are defined by the "Scientist's Code of Ethics" (<https://www.lza.lv/par-mums/pamatdokumenti/64-zinatnieka-etikas-kodekss>) and the "Ethical Code of Daugavpils University Employees and Students" (<https://du.lv/wp-content/uploads/2021/12/Etikas-kodekss.pdf>). The Ethical code outlines that students are expected to uphold academic and professional integrity by avoiding plagiarism, copying, unauthorized use of intellectual property, or engaging in fraudulent activities. Simultaneously, academic staff members are responsible for evaluating student work promptly, honestly, and fairly. They also play a role in preserving academic and professional integrity by not facilitating conditions that may lead to academic dishonesty. This includes closely monitoring the progress of students' work and preventing acts like plagiarism, copying, or any other forms of academic misconduct.

DU has developed and follows the "Procedure for submission of final theses for plagiarism control at Daugavpils University" (<https://du.lv/wp-content/uploads/2022/09/Procedure-of-thesis-submission-for-plagiarismcontrol.pdf>), which provides for mandatory submission of electronic versions of final theses and storage in the Daugavpils University Information System and provides an opportunity to compare students' final theses with the set of theses defended in previous years.

Based on information provided in SAR (p. 22), DU has taken significant steps to establish and promote academic integrity principles. WCopyFind program is used to compare theses by comparing matching strings of symbols in the selected documents. Deans of faculties must log in to the WCopyFind program during Final/State examinations, receive the results of the comparison of theses in each study program of the faculty, and send the information to study program directors. If signs of plagiarism are found in the process of comparing the final theses, the dean of the faculty establishes an Expert Commission and approves it by order within two working days. The Expert Commission consists of the director of the study program, director of the study field, head of the department/director of the institute. The Expert Commission reviews the report within three working days and submits proposals on the student's responsibility to the dean of the faculty. Meetings of the Expert Commission are recorded; the minutes are written by the secretary of the

department/institute.

It could be concluded that the implementation of effective anti-plagiarism tools, along with clear consequences for violations, indicates a commitment to maintaining academic honesty within the institution. During the expert assessment visit, the academic staff confirmed the introduction of plagiarism in the examination of final works.

Overall, DU appears to have a well-structured approach to address academic integrity.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

It is evident that the field of study in Psychology at Daugavpils University is well-structured and aligned with the university's development strategies. Through a thorough self-assessment, the strengths and weaknesses of the study field have been identified and analyzed, allowing for continuous improvement. The presence of dedicated program directors for each study program ensures effective guidance and support for students. Furthermore, the administrative and technical staff are adequately equipped to provide the necessary assistance for program implementation. Daugavpils University has also established a logical and efficient system for student admission, as well as the recognition of prior education and experience. Additionally, the university's comprehensive system for assessing student achievements, with clearly defined principles and procedures, contributes to a fair and transparent evaluation process. Overall, the coherence, coordination, and effectiveness demonstrated by the Psychology field of study at DU contribute to its success in nurturing competent and accomplished professionals in the field.

Strengths:

- 1) The strategy and goals of the study area are described, clearly understood and in accordance with the needs of society and economic development.
- 2) The management of DU has taken into account the recommendations of the previous accreditation and now each program has its own program director.
- 3) The student admission and the recognition of prior education and experience procedures are well-documented, transparent, and aligned with legal requirements, ensuring that stakeholders, including applicants, are informed about the processes.

Weaknesses:

- 1) DU has insufficient funding for the involvement of new professionals in the implementation of study programs.

1.2. Efficiency of the Internal Quality Assurance System

Analysis

1.2.1. DU is implementing the "DU study internal quality ensuring policy" that facilitates and ensures 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 self assessment report section 1.4 attachment 1.3).

Information presented by the DU on SAR and from interviews on assessment visit shows that there

has been established a quality policy to maintain and improve the quality of study programs. Based on the information provided, DU has established an extensive and comprehensive system for collecting various types of data pertinent to the operation and assessment of its study programs (p. 8-18). For example, DU takes part in QS World University Rankings and is approved by 100 academic experts as a university that provides good academic knowledge. On “Emerging Europe and Central Asia” section in the year 2022 DU took place between 241. un 250 in different fields. Especially they took into consideration the DUs goal to provide excellent education on doing research (see SAR page 9). Additionally DU follows ISO 9001 quality standard. Standard conformity proves that DU provides a high educational quality system by periodically taking part in course accreditation and proving that system is effective. Purpose of the educational quality system is to find out current and potential needs of the students; aspires to keep good educational and management quality by creating processes that are systematic and transparent; and constantly improves collaboration with cooperation partners and society (see SAR p. 10).

Students also can take an active part in maintaining good quality of course materials. It is important to note that the quality assurance system seems very important to the DU. The DU Student Service Center was established on November 4, 2008 and has made as one of their main tasks to inform students of Daugavpils University about current issues, as well as to provide consultations and services. Students can submit their concerns or suggestions any time and the student center passes them on to the appropriate structural units (<https://du.lv/en/about-us/structure-2/student-service-center/>). As stated by students from on site visit, DU additionally provides opportunities and encourages students to engage with the lecturer any time if a problem arises (moodle); or submit their suggestions to Study Quality Assessment Centre (<https://du.lv/en/about-us/study-quality-assessment-centre/>). Second option is to evaluate the study course by filling a questionnaire about the course by the end of semester (in Moodle system).

Unfortunately, information about education quality evaluation and the outcome of semester and yearly surveys are not available publicly (<https://du.lv/par-mums/struktura/studiju-kvalitates-novertesanas-centrs/pasnovertejuma-zinojumi/>). This indicates a lack of commitment at the study field level to analyzing feedback from students, graduates, and employers to improve study programs. The public unavailability of this data also hinders students, graduates, and employers from following up on whether their feedback has any impact. One of the purposes of publicly available annual reports on the DU website should be to ensure transparency. Additionally in assessment visit interviews students expressed that they would like to know about improvements that have been made. Accessible report would be beneficial for the DU as a proof for being a student oriented university and for taking student suggestions and concerns as part of the education quality improvement plan. Similarly employers could see that their opinion about their needs for students' preparation for the job market are being taken into consideration.

1.2.2. The procedures for the development and review of the relevant study programs of the study field Psychology and the feedback mechanisms have been defined very well and they are logical. DU have specialized questionnaires that address different parts of study programme course quality, student satisfaction and suggestion part. Questions have been made with a wide variety - about study course materials, moodle system usefulness, availability to library resources, communication to lectures etc (annex 2.2.4.).

Quality ensuring policy is part of DU development strategy for 2015-2020.

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.

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” (AIKA e-platform 1. Information on the Higher Education Institution/College section 1.4.). 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.). 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) (SAR annex 1.3_List of Regulations for internal quality assurance.pdf).

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 reached by internal and external assessment strategies. In internal assessment procedure DU constantly performed study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. The goal is 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 labor market demands. In the external assessment procedure DU takes active part in licensing, 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 field along with CSQA and vice-rector for studies.

The internal quality of studies is ensured by measuring Strategic planning of the process of studies, examining the issues related to the process of studies, student, alumni, employer and teaching staff surveys (examples see <https://aptaujas.du.lv/index.php/787116/lang-lv>; <https://aptaujas.du.lv/index.php/544412>), yearly self-assessment of the study field and preparation, e-study environment improvement. As stated in the Quality Agency for Higher Education e-platform 1. Information on the Higher Education Institution/College section 1.3 for examining debatable issues from surveys (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited. Additionally Once a year the head of the study field along with programme directors prepare the self-assessment report of the study field on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.

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 (for more information see: <https://du.lv/en/about-us/documents/>).

Unfortunately from assessment visit interviews with students, employers and alumni it seems feedback about surveys seems to be kept more inside the DU system. There is no information about survey results available at du.lv and as stated from the students on the on assessment visit they never received any written or verbal feedback about questionnaires they filled. On other hand they emphasized that they saw suggested improvements on a daily basis, for example, students had suggested that more video materials would be provided in moodle system course materials and next semester those were uploaded. However, lecturers on assessment visit interviews were able to well comment on received student suggestions and comments about quality of education and content of study courses. They were able to confirm that information about student study course evaluation was given to them in team meetings and plans on how to implement changes were made. So that shows the efficiency of this process.

It is important to add that provided information about questionnaire results presented by DU to experts seems very well written (annex 2.2.4.Aptaujas.zip.). Every semester DU includes new key issues/ questions, it shows that their priority is to address and solve current problems if needed. In every report there was good structure with presentation of answers, suggestions and complaints from students. Followed by explanation how these things are going to be solved and summary of improvements. For example, a proposal from the masters programme Psychology (47313) was received from the graduates to include the study course "Psychological research" in the consultative psychology sub-program, as this knowledge is necessary for certification in other activities in the field. This proposal was taken into account and changes were made to the study plan (3.2.1.PMSP Psihologija_Studiju plans.xlsx).

1.2.3. In every study course students are encouraged to reach out to lecturers in Moodle if they have some difficulties with understanding the course or if they have some suggestions. There is an option to receive individual responses to the question or the lecturer can share the answer with the whole course if he/she finds it could be useful for all students. And at the end of every semester specialized questionnaires are provided for more specific course and study programme evaluation (self assessment report section 1. Information on the Higher Education Institution/College, annex 1.3.; for a survey example see: <https://aptaujas.du.lv/index.php/787116/lang-lv>). In addition to surveys it is possible to receive active help from The DU Student Service Center by submitting suggestions or receive on-site consultation (see: <https://du.lv/en/about-us/structure-2/student-service-center/>). During assessment visit interviews with current students and alumni experts saw that they were very well informed about these opportunities.

From the assessment visit interviews of the current and previous students it was stated that results of questionnaires are not always available or presented to them, but they notice that their complaints or needs are fixed very fast. For example, after covid-19 remote studying students proposed that at least part of lectures and materials would stay accessible remotely. After this feedback DU lecturers were asked to organize studies and sessions in a timely manner, providing necessary study materials in the moodle. As well technical deficiencies have been eliminated. Current students were very satisfied by the study course structure and available resources in Moodle.

1.2.4. DU has established an efficient and regular statistical data collection mechanism that provides DU with information from students about study programs corresponding to the study field Psychology. Evaluation of the quality of studies is carried out with the aim to control the implementation of study programs and plan development in order to fully achieve the aims set in the program and to fulfill the defined objectives. Quality control is carried out continuously: in admitting students, recruiting academic staff, evaluating and improving study programmes,

evaluating the activities of structural units, their managers and staff according to the efficiency of science and the results of academic work.

An important role in the implementation of the study process is played by the management of the field and the quality assurance system, as the functioning of the DU Council for Studies and DU Study Quality Assessment Centre (hereinafter – SQAC). The aim of ensuring the quality and management system of the study process is to guarantee the conformity of the content of the programs with the higher education standard, the quality of science, as well as the labor market demands in Latvia and the European Union.

The results are achieved thanks to the promoters, while the promoters are improved, feedback based on the achieved results. Effective results can be achieved with the understanding and support of the management, a targeted DU strategy and policy implemented with the successful participation of the staff (Table 2.2.1.1.), as well as with the help of a full-fledged partnership, a resource-saving approach and effective management of processes. The arrows show the dynamic improvement nature of the model of excellence - the importance of creativity, innovation and education in the improvement of promoters, which in turn ensures the achievement of better results. The model of excellence makes it possible to understand the cause-and-effect relationships between the activities that DU implements and the results it achieves (DU development strategy).

It is important to mention that part of the academic staff involved in the field of study "Psychology" performs not only the academic activity, but also the professional activity of a psychologist, which ensures the compliance of the study program with the current trends in the labor market. Every year teaching staff is asked to review provided study course materials, obligatory literature and additional materials that are provided for students (information about all the study courses can be found in annex attachments 3.2.1.).

The measures taken by the DU Study Quality Assessment Center and the field of study "Psychology" help to improve and develop the quality of study programs, for example, the involvement of teaching staff in the ESF project "Strengthening the professional competence of academic staff in strategic specialization areas of Daugavpils University" (No. 8.2.2.0/18/A/ 022) ensured improvement of English language skills; the analysis of surveys of students, graduates and employers helped to make the necessary changes in the content of study programs in accordance with recommendations and current trends in the labor market; involvement in international cooperation helped to increase the number of ERASMUS+ partner universities for the mobility of students and teaching staff, etc. (self assessment report section 2.2. Efficiency of the Internal Quality Assurance System, annex 2.2.1.)

Graduates can fill out surveys about study courses as well by their choice (survey available: <https://aptaujas.du.lv/index.php/764263/lang-lv>). Most surveyed graduates submit good reviews about study programmes on all tree levels (bachelors, masters and phd programmes). But as this option is not mandatory there is not as much data as from current students.

Employers are taking active participation in improving the study field as well. For example, from previous questionnaires they suggested that students should increase the practical significance of their final theses. But from the interviews in assessment visit with employers it was visible that surveys are not mandatory and employers were not well informed about results of previous surveys (annex 2.2.4.Aptaujas.zip-Employers survey). However, it is important to note that the master program Psychology 47313 is very new to DU, so communication with employers is not yet so well structured as with students, and should be made more of a priority.

1.2.5. There is very good structure and information available for new and current students about the study field and each separate program. Each study course describes the aim of the program, admission requirements, workload, tasks, knowledge and skills, competencies and possibilities that students will gain from the course (for example see: <https://du.lv/en/studies/study-programmes/professional-master-study-programmes/psychology/>).

Profound course description about all study courses is available on their webpage as well. (for example see: <https://studijudala.du.lv/kursiinfo/D1268>). All information is available in Latvian and English languages and are well transparent. There are separate sections about study courses, Erasmus possibilities, application submission, academic calendar, answers to most frequently asked questions etc.

Additional information about previous study field "Psychology" evaluation at year 2022 is available through Quality Assurance Agency in Higher Education e-platform (see: https://www.aika.lv/wp-content/uploads/2023/06/Final_tematiska-analize-par-studiju-virzienus-Psihololgija.pdf).

Moodle system for study courses are well built with course description (including workload, demands for passing the course, schedule of lectures), video lectures, obligatory literature and additional literature sources (for example, see https://luis.lu.lv/du/kursa_apraksts_pub/DPSI6055/2). And it provides the possibility to ask questions to lecturers directly as well and to communicate with course mates if needed.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

DU shows that they are student oriented universities indeed. There are various ways for students to state their opinion about the study courses and field (semester questionnaires, yearly surveys, reaching out to lecturers and submitting their suggestions or complaints on du.lv). They are working on surveying employers from practical placement places about their needs to improve their study field as well. Results from student, alumni and employer questionnaires are summarized and passed down to teaching staff on the team meetings, needed changes are made successfully and quickly.

Strengths:

- 1) Graduates and current students comment very highly on DU as an educational institution. And most of them choose to continue their studies at a higher education level (masters).
- 2) Graduates and current students are very confident about receiving education and see that their suggestions on yearly surveys have been taken into consideration when improving the study field.
- 3) There is very good and frequent communication between students and teaching staff.
- 4) Current students are filling questionnaires about the study field and taking active part in the improvement of the study field.
- 5) Suggestions and deficiencies are taken into consideration when holding a staff meeting and changes are being made fast.

Weaknesses:

- 1) Information about semester questionnaires is not accessible to the students. This information can benefit as a proof of a good student oriented university.
- 2) Employers seemed to not be informed about the questionnaire procedure as mandatory and could not comment on receiving feedback from the university. So more frequent communication between

employers and university could be beneficial.

Assessment of the requirement [1]

- 1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

Assessment of compliance: Fully compliant

The continuous improvement, development, and efficient performance of the study field is described in the “DU study internal quality ensuring policy” . Yearly quality assurance meetings for the staff and regular student surveying are effective ways to maintain the quality of the studies and to help detect shortcomings and solve them appropriately. Experts identified some weaknesses, but they are only for improvement, and don't affect evaluation.

- 2 1.1 - The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

Assessment of compliance: Fully compliant

DU is implementing the “DU study internal quality ensuring policy” that facilitates and ensures the quality of higher education. (SAR 1.4 attachment 1.3).

- 3 1.2 - A mechanism for the development 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.

Assessment of compliance: Fully compliant

The procedures for the development and review of the relevant study programs and the feedback mechanisms have been defined well and they are logical. (SAR 2.2.Efficiency of the Internal Quality Assurance System, annex 2.2.1.)

- 4 1.3 - 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 published.

Assessment of compliance: Fully compliant

All criteria, conditions and procedures for evaluation of learning outcomes are available in each study programme's course description.

- 5 1.4 - Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

Assessment of compliance: Fully compliant

Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality are developed and written down in the annex: 2.1.2. Development plan of study field

- 6 1.5 - 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.

Assessment of compliance: Fully compliant

There are yearly survey processes to find out student, graduate and employer satisfaction as part of improving programmes.

2.2.4. Surveys.zip

- 7 1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

Assessment of compliance: Fully compliant

The quality assurance procedure in the DU is thorough.

The study quality assurance center carries out interconnected control and improvement measures, thus creating trust in the activities of DU and higher education in general.

Everything is written down in the 2.1.2. Development plan of study field.

An important role in the implementation of the study process is played by the management of direction and the quality assurance system, as the functioning of the DU Council for Studies and DU Study Quality Assessment Centre (hereinafter – SQAC).

1.3. Resources and Provision of the Study Field

Analysis

1.3.1. As stated in SAR (p. 32), DU has established a system for determining financial support for the study field “Psychology” through state budget grants and own revenues. The financing plan for each year is determined by the university’s budget, approved by the university’s Senate.

There is a clear system for funding scientific and research activities, including allocation of funds, eligible uses, and incentives for academic staff. Funds for scientific development within the budget of the DU are allocated to faculties and scientific institutes based on scientific activity reports. Funds for scientific development can be used for various purposes related to research, including missions, events, research materials, literature, science communication, and student scientific activities. As academic staff members mentioned during the assessment visit, they can apply for funding for scientific publications, royalties for publications indexed in SCOPUS and Web of Science, and funding for scientific business trips and participation fees for scientific events. The exact procedure can be found in “Daugavpils University procedure for paying the expenses of preparation of scientific publications” (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>) as well as in “Procedure in which scientific publications and monographs of the academic staff of Daugavpils University are paid for” (available from the DU internal network: <https://ieej.lv/kZtZq>). Overall, this demonstrates an effective system for funding scientific and applied research.

The DU annually organizes a research project competition to promote research growth, involving master’s students, doctoral students, doctoral degree applicants, and increasing the number of publications indexed in SCOPUS and Web of Science. The organization of an annual research project competition aligns with the criteria for promoting scientific and research activities within the study field. The exact description of the competition is provided in “Daugavpils University Research Projects 33 Procedures” (<https://du.lv/aktualitates/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2023-gadam/>).

The DU involvement in external projects demonstrates an effort to secure additional funding and resources for the study field, further supporting the effectiveness of the system.

1.3.2. DU has the necessary infrastructure resources and material and technical support for the

implementation of the study field “Psychology”. There is a dedicated infrastructure for the field of psychology, it provides a specific space for students and teaching staff to conduct their activities related to the study field. Substantial material and technical resources are available for students and teaching staff within the study field of psychology. This includes well-equipped auditoriums, computer classrooms, and specialized technical resources, which are essential for the effective implementation of the study field, for example, as stated in SAR (p. 33) and was confirmed during the assessment visit, computer classrooms are provided with the necessary software for learning psychological research methods (MS Office, SPSS, GIS, etc. data visualization tools and apps); DU CISCO System Networking Local Academy computer classroom with new access technology is used in the study process and in the implementation of research projects; technical resources of the Department of Information and Communication Technologies of DU.

DU has implemented the previous recommendation for opening a physical laboratory for experiments. During the previous assessment, DU had no psychological lab space, relying on their partners in Riga, which is over 2 hours away by any means of transport, and that severely limited the research of the academic staff, as well as the field’s students. The expert team is sure that further development of the psychology laboratory will contribute to increasing the number of interdisciplinary studies, as well as the involvement of students and teaching staff in research projects, and increasing the quality of scientific research.

The newly created Psychological Support Center will provide psychological support to the students and staff of DU, involving the students of master study program “Psychology” 47313 as part of professional qualification practice and volunteer work under the supervision of a certified psychologist, in order to help to improve students’ practical skills and abilities.

1.3.3. There is a system in place for identifying and addressing the need for improvement in methodological and informative provision. According to SAR (p. 33), in the council of the study field “Psychology” and the Council of the Faculty, the need to improve the methodical and informative provision of the field of study is discussed, a list is drawn up, which is submitted to the DU Budget Commission. The involvement of relevant councils and submission to the Budget Commission suggests a formalized procedure for resource improvement, however it is a more reactive approach.

The information provided in SAR (p. 33-36) as well as obtained during the assessment visit demonstrates that the DU library offers a comprehensive collection of resources relevant to the study field of psychology, including books, magazines, and databases. As stated in SAR (p. 34), the number of publications in the field of psychology available in the library is 2315, 49 books have been received in the last two years. The number of books in psychology in English is 437, which is 19% of all books in psychology. If the particular publication is not available in the DU Library; the library provides delivery of books and other publications from the National Library of Latvia and other libraries of national importance.

Subscribed e-resources in the English language include Cambridge University Press, EBSCO, ScienceDirect, Scopus, Web of Science. About 90% of open access literature resources and databases are in English. The library is actively expanding its electronic resources and services, indicating an effort to keep up with modern information needs, e.g. using resources remotely.

The library and its services are available to every user, including to people with mobility impairments. The library is located in two buildings with a total area of 1000 m², it is located in Daugavpils, Parades Street 1 and Vienības Street 13. In the library's reading room, users have access to 60 workplaces (including 15 computerized ones). The working hours of the library are

adapted to the students' convenience (weekdays from 09:00 to 20:00, on Saturdays from 10:00 to 16:00).

1.3.4. Based on the observations gained during the assessment visit, it could be concluded that DU has implemented appropriate and effective information and communication technology (ICT) solutions for the study process. Faculty members and students at DU utilize the electronic learning platform, Moodle (accessible via <https://estudijas.du.lv/>), alongside additional direct communication tools. The great progress (compared to previous accreditation period) could be noted in the use of Moodle, along with various communication tools and the availability of study materials online, that indicates a well-rounded approach to e-learning. Within the Moodle learning environment, a diverse range of study materials is made available, encompassing lecture notes, seminar content, and practical session resources. These resources serve to bolster students' self-directed learning efforts, particularly when students are unable to attend all of their scheduled classes in person. When the previous assessment was taking place, only one of the guest lecturers had adequately organized their module on the platform, whilst others rely on impromptu lectures through Zoom. The synchronization with the DU information system (DUIS) streamlines the student experience.

DU demonstrates a commitment to providing training and support for both lecturers and students in the use of ICT solutions. Professional development courses, individual consultations, and technical support services contribute to the effective use of technology in education, for example, according to SAR (p. 37), DU regularly organizes professional development courses for lecturers, for example, on creating study courses in the e-study environment Moodle, and students can get technical support at the Student Service Center.

The inclusion of multimedia elements, including video lectures, adds value to the e-learning environment. During the assessment visit, the expert team was presented with the availability of state-of-the-art equipment for content creation and live broadcasting that enhances the educational experience.

1.3.5. DU has well-defined procedures for attracting teaching staff, including the types of positions available, the responsibilities associated with each position, and the publication of job announcements.

The recruitment process is transparent - job vacancies are publicly advertised on the DU website (<https://du.lv/en/about-us/vacancies/>) and in the official publication of the Republic of Latvia "Latvijas Vēstnesis", and the election process for academic positions is carried out in accordance with the requirements of the "Regulations on elections to academic positions at Daugavpils University" (available in Latvian: https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APST_38_IPRINATAIS.pdf) and involves open voting in the Faculties Councils or Scientific Councils of scientific institutes or in the Council of Professors of the relevant branch of science (in case of elections of professors and associate professors). This openness ensures that stakeholders, both within the university and external applicants, are informed about and can participate in the recruitment process.

As stated in SAR (p. 37), the recruitment of teaching staff aligns with the current requirements of the academic field, following the framework of the field's development plan. Permanent or elected teachers are employed under a six-year contract, with their responsibilities extending beyond those of guest lecturers. These responsibilities may encompass activities like serving as experts for the Latvian Science Council, overseeing study programs or course management, and more. On the other hand, guest lecturers are engaged to deliver specific courses and are contracted for a single

academic year or semester. Typically, guest lecturers possess supplementary qualifications or practical experience relevant to the subject matter they are teaching.

1.3.6. DU has established procedures and job descriptions to determine the professional and didactic development needs of academic staff. These include Regulations on elections in academic positions at Daugavpils University (<https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU-APST-IPRINATAIS.pdf>), procedure for evaluating the effectiveness of scientific work of Daugavpils University academic staff (available from the DU internal network: https://veidlapas.du.lv/wp-content/uploads/2021/05/zinatniskas-efektivitates-vertesanas-kartiba-la-bojumi_29.03.2021..pdf). As stated in SAR (p. 38), the Rector of DU approves the job descriptions of academic staff, providing clarity on the requirements for various aspects of their roles: the requirements of academic, research, organizational work and the education, knowledge and skills necessary to perform the duties of the position.

DU offers various improvement measures (described in SAR p. 38), including international mobility, project participation, and attendance at conferences and seminars, which align with typical professional development avenues for teaching staff. The involvement of teaching staff in research projects and collaboration with students is also a positive measure. Specific numerical data on lecturers' participation in conferences, scientific publications, participation in projects, etc. in scientific activities are reflected in SAR Appendix 2.4.4. "Quantitative data on scientific work", on ERASMUS+, etc. mobility - in Appendix 2.5.3. "Staff mobility for professional development courses".

As was discussed during the meetings with the academic staff, students and directors of the programmes, DU evaluates the results and effectiveness of professional and didactic development measures through student feedback and by tracking numerical data on lecturers' participation in various activities. This approach helps assess the impact of development efforts.

1.3.7. According to SAR (p. 40), during the reporting period, only 38 teaching staff were involved in the implementation of the study programs of the field of study "Psychology", including seven professors, four associate professors, 16 assistant professors, one leading researcher, three researchers, six lecturers and one assistant. 30 lecturers are elected at DU and eight are guest lecturers.

DU has implemented measures to calculate and distribute workloads for teaching staff, considering academic positions and specific responsibilities. The workload of lecturers is determined in accordance with the "Procedures for recording the workload of academic staff at Daugavpils University" (available from the DU internal network: https://veidlapas.du.lv/wp-content/uploads/2021/01/Akademiska-personala-darba-apjoma-uzskaite-s-kartiba-DU-groziumi_28.09.2020.pdf).

The amount of study work (work dedicated to the study process and its provision) is about 1000 hours in the academic year, however, it should be noted that the amount of research work of teaching staff is not included in those hours, as well as the hours spent for preparation for the classes. The overload that members of academic staff experience, as they perform teaching, extension, and research activities simultaneously, generates excessive stress, making academic staff more likely to develop occupational diseases such as burnout syndrome.

The expert team strongly recommends reconsidering distributing workload requirements for academic staff, with including more hours for various academic activities, such as preparation for lectures, scientific work, etc.

1.3.8. As described in SAR (p. 41-42), a range of support services is available to DU students, including academic guidance, financial assistance, and psychological support. These services aim to address various student needs. During the assessment visit, students and graduates highly praised an individual approach provided by DU to its students, which can be experienced not only in the field of study, but also in personal communication, support in difficult life circumstances.

During the assessment visit the expert team observed DU's commitment to ensuring a supportive environment for students with special needs. Lecture halls are accessible to people in wheelchairs - elevators and a lift are installed. Information is available for visually impaired and hearing impaired people - installed projection devices, sound amplifying equipment; in both educational buildings, nurseries and playrooms were created for students who have children. The infrastructure improvements and provisions for accessibility are indicative of efforts to meet these students' requirements.

The members of academic staff and program managers presented several practical examples of the support system for international students, including assistance with integration, language learning, and ongoing support during their study period. These efforts align with the goal of meeting the diverse needs of students, including those with special needs, students with children and those from different backgrounds.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

DU has demonstrated a strong commitment to providing effective financial support for the study field and corresponding study programs. Through the utilization of state budget grants and its own revenues, the institution ensures a sustainable financing plan approved by the university's Senate. Moreover, the institution actively seeks external projects for additional funding, highlighting its dedication to supporting scientific and applied research.

DU has also made significant investments in infrastructure resources and material and technical support for the implementation of the study field. With dedicated infrastructure for psychology, including well-equipped auditoriums, computer classrooms, and specialized technical resources, students have access to the necessary facilities for their studies. Additionally, the establishment of a Psychological Support Center further enhances the support available to students and contributes to research growth.

To enhance the methodological and informative provision, the DU has developed a system and procedures for improvement and purchase. The DU library offers a comprehensive collection of resources relevant to the study field, along with expanding its electronic resources to meet modern information needs.

In the realm of information and communication technology (ICT), DU has implemented appropriate and effective solutions. Utilizing Moodle and various communication tools, students have access to study materials online. The DU also provides training and support for lecturers and students in the use of ICT solutions, creating an enriched e-learning environment.

However, addressing the workload issue for teaching staff should be a priority.

Strengths:

1) DU has a well-structured system for funding scientific and research activities, including clear

allocation of funds and incentives for academic staff. This system supports research growth and publication.

2) DU offers dedicated infrastructure and substantial material support for the field of psychology, providing essential resources for both students and teaching staff.

3) DU has successfully implemented and integrated ICT solutions for the study process, particularly in distance learning. Moodle environment meets the needs of students in the digital environment.

4) DU follows transparent recruitment procedures for teaching staff, ensuring openness and inclusivity in the hiring process.

5) DU has established a comprehensive support system for students, including academic guidance, financial assistance, psychological support, and specific support for international students and those with special needs.

Weaknesses:

1) The workload for academic staff is approximately 1000 hours per academic year, and the amount of research work of teaching staff is not included in those hours, as well as the hours spent for preparation for the classes. Overloaded staff may experience excessive stress and potential burnout, suggesting the need for workload reconsideration.

1.4. Scientific Research and Artistic Creation

Analysis

1.4.1. The scientific and applied research directions of the field of study field "Psychology" are in line with the goals of DU and the field of study.

Within the study programs, students collaborate closely with the academic staff, engaging in a range of research initiatives and international scientific conferences, and contributing to the publication of scientific articles. Doctoral candidates, as an integral part of their thesis work, concentrate on addressing contemporary issues within applied social and pedagogical psychology. Some of these topics include investigating implicit and explicit attitudes towards both Latvian and foreign food product brands, exploring students' epistemological perspectives on knowledge sources, studying the socio-psychological factors influencing the development of Latvian residents' future outlook and time perspective, and examining the unique aspects of mental intelligence development in primary school-age children, among others.

The level of scientific publications, the expert rights of the teaching staff of the Latvian Science Council and the recognition of the quality of doctoral theses by the State Scientific Quality Commission confirm the correspondence of the research of the field of study to the level of scientific development. The scientific activity is summarized in 2.4.4.Kvantitativie dati par zinatnisko darbu.docx and 2.4.4.Macibspeku zinatne.docx. The documents show that the science of the teaching staff is fully adequate. The submitted documents on the scientific activity of the academic staff prove the active participation of the academic staff, incl. conferences, projects and other scientific activities, collected.

During the assessment visit, the management and program directors confirmed the compliance of the scientific creation of the study area with the goals of the DU.

Doctoral study programme "Psychology" 51313 of the DU has been implementing study opportunities in the subfield of social psychology for more than 20 years, which is also available at the University of Latvia, and since 2021, the sub-field of pedagogical psychology is also implemented, based on long-term pedagogical traditions within DU. It is a unique sub-field of psychological science in Latvia, which is not implemented in other universities. (see SAR p.64).

Graduates of Doctoral study programme "Psychology" 51313 work in the industry related to the acquired education. Graduates carry out both the professional activities of psychologists and academic and research activities in Latvian higher education institutions, for example, at Riga Stradins University, Liepaja University, Rezekne Academy of Technology, Latvian University of Biosciences and Technologies, Baltic International Academy, Riga Transport and Communications Institute, at the University of Business, Arts and Technology "RISEBA". Several graduates of Doctoral study programme "Psychology" 51313 are involved in the implementation of psychology study programs at DU (see SAR p.64-65).

1.4.2. The integration of scientific research into the educational experience is achieved through several avenues: students actively participate in research endeavors when crafting term papers, bachelor's theses, master's theses, and doctoral dissertations, and they may engage in research projects when funding permits, such as competitions involving DU teaching staff and students. Furthermore, students have the option to voluntarily partake in research conducted by departmental academic staff, gaining valuable insights into the research process. Instructors within the program incorporate their own research findings and those of their peers into course materials, connecting these insights with international research, as exemplified in the "Development of Scientific Work" course within the bachelor's and master's programs. Lastly, doctoral program students in psychology share their research outcomes with students enrolled in the bachelor's and master's programs as part of the "Academic Activity in Psychology" course.

Analyzing the data provided by DU on the Scientific activity, which has been summarized in 2.4.4.Quantitative data on the scientific work.docx and 2.4.4.Scientific activity of academic staff.docx can be concluded that scientific activity is integrated into the research process, which is described in the Self assessment report chapter 2.4.2. Science is more logical and justified, all cricketers are accordingly.

Science is at a very high level, many researchers are involved in it, including very high-level scientists such as Prof. Kamerade, Prof. i, Kokina,, prof. Burina, prof. A. Ruža Prof. A. Vorobjov, etc., other teaching staff. And of course, foreign teachers are also involved in the scientific activity, which is a great contributor to the scientific activity (see 2.4.4.Quantitative data on the scientific work.docx and 2.4.4.Scientific activity of academic staff.docx).

During the assessment visit, it was confirmed that the results of scientific research are integrated into the study process in study programs at all levels.

1.4.3. The involvement of teaching staff in scientific research is ensured and promoted in accordance with the "Daugavpils University procedure for paying the expenses of preparing scientific publications" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "The procedure for paying Daugavpils Scientific publications and monographs of the university's academic staff" (available from the DU internal network: <https://ieej.lv/kZtZq>).

DU procedures for paying the expenses of participation fees for scientific business trips and scientific events" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "Procedures of the competition "Daugavpils University research projects" (available in Latvian: <https://du.lv/aktualitates/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2023-gadam/>). Scientific articles and conferences are paid for by the faculty of DU.

During the reporting period, within the field of study "Psychology", international cooperation was implemented in the development of several research projects. For example, projects are developed

together with the scientific institutions of Spain, Denmark and Norway.

The results of international research are used in the study process by implementing specific study courses, such as "Development of scientific work", "Methodology of scientific research" (bachelor study program "Psychology" 43313), "Development of scientific work", "Social adaptation of diaspora families", "Health psychology", "Social cognition, processes of interpersonal and group relations" (master study program "Psychology" 47313) "Social psychological aspects of modern migration processes", "Responsible research and innovations in social sciences", "Scientific writing: preparation of scientific papers for publication" (Doctoral study programme "Psychology" 51313) (see SAR p. 45).

Students of the study field "Psychology" 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-time scholarship for achievements in scientific research. When graduating from DU, students are given letters of appreciation for active scientific work. Every year, DU organizes research project competitions for students with the aim of promoting the research growth of DU students, promoting the practical applicability of scientific results, involving DU students in scientific activities and promoting the increase in the number of publications indexed in the Web of Science and/or SCOPUS databases. During the reporting period, students used the offered research opportunities. Students of the bachelor's study programme "Psychology" 43313 have participated in scientific and practical conferences and seminars, for example, at Riga Stradins University, University of Latvia, Daugavpils University, etc. In the DU research project competition, the student project of the undergraduate study programme "Psychology" "Comparative analysis of the stress resilience of students of Latvian universities in face-to-face and remote study forms" was approved (project registration No. 14-89/2023/6) (see SAR p. 47-52).

As described in the SAR p. 47-52, students and teachers participate in many projects, incl. international ones.

During the assessment visit, the teaching staff of the programs confirm their involvement in international scientific projects. International projects and scientific activity will also be developed in the future.

1.4.4. During the reporting period (2020-2022), the teaching staff involved in the implementation of the doctoral study program "Psychology" 51313 have published 53 scientific publications, which are indexed in Web of Science/SCOPUS databases and 26 scientific publications in other peer-reviewed publications. This is more than in the previous reporting period.

A series of procedures and mechanisms have been developed for how teaching staff are involved in scientific activity and how expenses related to scientific activity and research are covered. For example: Daugavpils University procedure for paying the expenses of preparing scientific publications" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "The procedure for paying Daugavpils Scientific publications and monographs of the university's academic staff" (available from the DU internal network: <https://ieej.lv/kZtZq>), "Daugavpils University procedures for paying the expenses of participation fees for scientific business trips and scientific events" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "Procedures of the competition "Daugavpils University research projects" (available in Latvian: <https://du.lv/aktualitates/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2023-gadam/>).

The teaching staff of the study field "Psychology" together with the students prepare and submit applications for fundamental and applied project competitions of the Latvian Science Council, European Structural Funds project competitions and DU research project competitions. 46 In the reporting period, the number of scientific publications in the Web of Sciences and SCOPUS databases (21 publications in the field of psychology) and in other internationally peer-reviewed journals and collections of articles has increased for the lecturers of the study field "Psychology", but the participation in international scientific conferences has decreased due to the restrictions of the COVID-19 pandemic. (see SAR p. 45-46).

In the Department of Sciences of DU, the evaluation of the effectiveness of the academic staff's scientific work is carried out, when a certain number of points are awarded for specific scientific activities, which are converted into the equivalent of a full rate. These points can be used by academic staff to cover the costs of scientific activities from DU science funds in the next academic year.

In the 2.4.4.Scientific activity of academic staff.docx, there is evidence that the academic staff work for the representatives of the class, the general scientific public, for a high-class scientific article.

During the assessment visit, the teaching staff of the programs confirmed the DU support for the scientific activity.

1.4.5. The connection of scientific research with the study process is implemented in the following ways: students are involved in research work during the development of term papers, bachelor's theses, master's theses and doctoral theses, as well as using the opportunity to work in research projects in case of availability of appropriate funding (e.g. research projects of DU teaching staff and students in the competition); students have the opportunity to voluntarily participate in the research conducted by the academic staff of the department as research participants, thus getting to know the research process better; lecturers of the direction use both their own and colleagues' research results and insights in teaching the course, referring to them and linking them with other international research and insights, for example in the study course "Development of scientific work" in the bachelor's and master's study programs. The students of the doctoral study program "Psychology" present the results of their research to the students of the bachelor's and master's study programs as part of the study course "Academic activity in psychology". The scientific research of the "Psychology" field of study at DU is aligned with the study process, which shows its compliance with the development goals of the field of study and the internationally 44 accepted practice in psychology education.(see SAR p. 43-44).

2.4.4.Scientific activity of academic staff in the appendix, the DU has developed mechanisms to promote student involvement in scientific and/or applied research and/or artistic creativity. They are well functioning and efficient. Students of study programs at all levels are involved in scientific and/or applied research and/or artistic creativity.

During the assessment visit, students' confirmation of scientific cooperation at all study levels.

The self-assessment report contains many specific examples of student involvement in science, including in projects. Students of the bachelor's study programme "Psychology" 43313 have participated in scientific and practical conferences and seminars, for example, at Riga Stradins University, University of Latvia, Daugavpils University, etc. In the DU research project competition, the student project of the undergraduate study programme "Psychology" "Comparative analysis of the stress resilience of students of Latvian universities in face-to-face and remote study forms" was approved (project registration No. 14-89/2023/6). BSP "Psychology" student published a scientific

article and a chapter in the collective monograph with co-authors:

Mārtinsone, A., Perepjolkina, V., Ruža, A. (2022). Creation and validation of self-help strategies (PSS) survey in a sample of Latvian adults [Pašpalīdzības stratēģiju (PPS) aptaujas izveide un validēšana Latvijas pieaugušo izlasē]. Proceedings of the International Scientific Conference Society. Integration. Education, May 27–28, 2022, Rezekne Academy of Technologies.

Mārtinsone, A., Ruža, A. (2021). Why should self-help get attention these days? [Kāpēc mūsdienās pašpalīdzībai jāpievērš uzmanība?]. An arsenal of self-help and self-management options in times of crisis and transformation: methods for everyone [Pašpalīdzības un pašvadības iespēju arsenāls krīzes un transformāciju laikā: metodes ikvienam]. (sast.K.Mārtinsone) Rīga: RSU, 19.-31.lpp. https://www.rsu.lv/sites/default/files/book_download/paspalidzibas_gramata.pdf. (see SAR p. 47).

Students of the study programs, together with academic staff, participate in various research projects, international scientific conferences, and publish scientific articles. As part of their doctoral thesis, doctoral students focused on current problems of applied social and pedagogical psychology, such as implicit and explicit attitudes towards Latvian and foreign food product brands, students' epistemological attitudes towards sources of knowledge, socio-psychological peculiarities of the formation of Latvian residents' sense of the future and time perspective, primary school-age children peculiarities of the development of mental intelligence, etc. (see SAR p. 43).

1.4.6. During the assessment visit, it became clear that the Psychological Support Center started working at DU, where support is provided to students and, in case of need, to teaching staff. However, this support center employs psychology faculty members, so due to ethical considerations, they cannot visit this center in case of necessity. Therefore, in the future, support staff should be brought in from outside, for example, contracts with supervisors should be concluded (2.1.2.Development plan of study direction.doc).

During the assessment visit, it was possible to visit the psychology laboratory, where you could get to know the employees in the laboratory. Programs for data processing have been purchased, but there was no other special equipment in it, which was recommended by the previous accreditation commission (2.1.2.Development plan of study direction.doc). During the visit, the experts verified the renovated classrooms.

In recent years, DU has dedicated significant resources to the improvement of the e-studies organization. In the study process, the Zoom online platform is used to conduct lessons, video lectures are recorded, descriptions of study courses, necessary study materials, links to certain information for learning the study course, colloquium and exam tasks are available on the DU e-study website (MOODLE). Academic staff have the opportunity to create a book of student evaluations and students (individually) can keep track of what they have done in the study course. The administration of the DU e-studies website is well organized, the administrator's consultations are available (in person, online or by correspondence), the DU e-studies website has instructions and advice on issues related to the use of e-studies. Marketing innovations. DU uses certain marketing tools (Open Door Days DU, Night of Scientists, DU Science Festival, Psychology Days, camps, organization of students' scientific research counseling and defense, information about DU on social networks, etc. in person and online format activities) to promote future students interest in the study programs included in the study field "Psychology". In 2022, the DU website was renewed and improved.(see SAR p. 52).

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

In conclusion, the study field of Psychology at DU is aligned with its goals and the broader field of study. The academic staff and students actively participate in research initiatives and international scientific conferences, resulting in the publication of scientific articles. The quality of doctoral theses and the involvement of students in addressing contemporary issues demonstrate the relevance and significance of the research conducted in this field.

The integration of scientific research into the study process is well-established, with students actively engaging in research projects and incorporating findings into their academic work. International cooperation in research and artistic creation is actively fostered, with study programs incorporating international research results and projects developed in collaboration with institutions abroad. The mobility of teaching staff and students further promotes international cooperation, and mechanisms are in place to support and facilitate such collaborations.

Mechanisms have been developed to involve teaching staff in scientific research and artistic creation, leading to the publication of scientific works. The recognition and appreciation of students' contributions to scientific inquiry highlight the effectiveness of mechanisms in place to involve them in research projects. Additionally, innovative solutions have been implemented in the study field of Psychology, such as the establishment of a Psychological Support Center and the development of studies exploring gender-specific behaviors in the digital educational environment. These innovative approaches, along with the availability of resources and implementation of new teaching processes, contribute to the advancement of the study field.

Overall, many improvements have been made in scientific research since the previous accreditation commission. Both DU management and programs directors have worked a lot to improve the science of the field of study Psychology, integrate it into the study process and make science accessible to all, both students and teaching staff. The study field of Psychology demonstrates a strong commitment to research, international cooperation, and innovative solutions, positively impacting the study process.

Strengths:

- 1) The scientific and applied research directions of the field of study "Psychology" are in line with the goals of DU and the field of study.
- 2) The results of scientific research are integrated into the study process in study programs at all levels.
- 3) The field of psychology has scientific cooperation with foreign research centers, universities and institutes.
- 4) During the reporting period, scientific activities and the number of publications in scientific publications have increased.
- 5) Students are involved in scientific research and scientific projects.
- 6) The Psychological Support Center started working at DU, where a student can turn to for help in case of need.

Weaknesses:

- 1) Due to ethical considerations, teachers affected by Direction Psychology do not have the opportunity to receive psychological help at the DU support center.

Assessment of the requirement [2]

- 1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

Assessment of compliance: Fully compliant

DU science is at a highly developed level, research has been carried out, work on projects has been carried out, high-level cooperation between students and lecturers in the field of research. Scientific research fulfills all the requirements.

1.5. Cooperation and Internationalisation**Analysis**

1.5.1. SAR (chapter 2.5.1) of DU shows that it is carried out in scientific and academic cooperation with the University of Latvia, Riga Stradins University, Institute of psychology and management of the Baltic International Academy and Vidzeme University.

Nine cooperation agreements were concluded for professional qualification practice for students. List of cooperation agreements see annex 2.5.1.Sadarbibas ligumu saraksts.docx.

The self-assessment report states (chapter 2.5.1.) that the DU has regular scientific and academic cooperation with the University of Latvia and Riga Stradins University . This cooperation includes joint scientific research, participation in doctoral and professorial councils, and joint publication of collective monographs. The self-assessment report also mentions that faculty members from University of Latvia and Riga Stradins University were included in DU's Psychology Doctoral Council, indicating a strong collaboration between these institutions.

This demonstrates that DU actively engages in cooperation with other higher education institutions in Latvia within the field of psychology. This cooperation is aligned with the specific features of the study field and contributes to the achievement of the aims and learning outcomes of the study field and relevant study programs.

The self-assessment report mentions that DU actively involves various employers in the provision of study programs and the implementation of internships. The heads of municipal education and social spheres administrations, educational institutions, psychological assistance and consultation centers, and methodical associations recommend certified professionals in the field of psychology who can be involved in the provision of study programs and internships.

DU extends cooperation agreements with employers, such as the Daugavpils municipality institution "Social Service," Latgale Family Support Center "Daugavpils," and SIA Health Center "Garīga un emociņālā veselība." These agreements provide for the provision of professional qualification practice for students, development of training and seminar programs, and further education of the association's specialists.

The self-assessment report also mentions the criteria for selecting cooperation partners, such as common scientific interests and research projects, similar study programs within the field of psychology, and the possibility of organizing students' participation in joint classes. This shows that DU selects cooperation partners based on the specific features of the study field and the relevant study programs.

The involvement of employers in the provision of study programs and internships, as well as the selection of cooperation partners based on specific criteria, demonstrates that DU's cooperation with employers is well-aligned with the aims and learning outcomes of the study field of psychology.

1.5.2. The self-assessment report states (chapter 2.5.2.) that research cooperation was carried out

with the University of Aalborg in Denmark, University of Madrid in Spain, Institute of Psychology of Vilnius, University of Klaipeda, Kaunas Social Services Center. These cooperation partners are selected in view of the specific features of the study field. Erasmus+ programme also offered partnership with Bulgaria, Germany and other countries.

The international cooperation partners were selected based on the goals of the planned cooperation. This international cooperation had a positive impact on the achievement of study results in the field of Psychology. The cooperation partners shared their knowledge and international scientific experience, contributing to the development of the field of study and the improvement of scientific potential. The institution attracted partners through cooperation offers in scientific events such as conferences, congresses, and scientific media platforms.

Overall, the DU demonstrated active international cooperation within the study field of Psychology, involving various institutions from abroad. This cooperation contributed to the achievement of the aims and learning outcomes of the study field and the relevant study programs.

In the assessment visit meeting with teaching staff of DU it was also mentioned that professors and some students used Erasmus+ opportunities to study and also do research in the foreign universities (for example, in Bulgaria and Lithuania).

1.5.3. Erasmus coordinator sends information to all partners every year and also visits the international staff week several times and there is opportunity to establish new contacts and conclude agreements with new partners for students and staff (SAR 2.5.3.).

During the reporting period, two foreign students were enrolled in the DU Psychology Bachelor's and Master's programs (refer to annex 2.5.3.Statistika arvalstu studejosie un docetaji.docx; 2.5.3.Studejoso mobilitate.docx; 2.5.3.Macibspeku mobilitate.docx). However, their studies were interrupted due to the Covid-19 pandemic. Additionally, one professor from England participated in the Doctoral study program, and one professor from Lithuania participated in the Master's study program.

The self-assessment report states (chapter 2.5.3.) that the DU Erasmus+ coordinator sends an Erasmus+ information letter to all partners at the beginning of the year, providing information on how foreign teaching staff can apply for teaching or professional development opportunities at DU. This proactive approach ensures that potential teaching staff are aware of the opportunities available at the university.

The DU Erasmus+ coordinator visits the international Staff Week several times a year, which allows for the establishment of new contacts and the conclusion of inter-university agreements. This indicates that the university actively seeks to establish partnerships and collaborations with other institutions to attract teaching staff from abroad.

During the reporting period, the outgoing mobility of teaching staff in the field of Psychology at DU increased, both in teaching and in the professional development program. This demonstrates that DU is successful in attracting teaching staff from abroad and providing them with opportunities for growth and development.

Attraction of Students: The DU Erasmus+ coordinator sends an Erasmus+ information letter to all partners at the beginning of the year, providing information on how foreign students can apply for studies, internships, teaching, or professional development opportunities at DU. This ensures that potential students are aware of the available opportunities.

The DU faced limitations in terms of foreign student mobility during the COVID-19 pandemic. However, after easing pandemic restrictions in the 2022/2023 study year, DU successfully hosted a student from Dev Sanskriti Vishwavidyalaya University (India) in the bachelor's study program "Psychology" through the Erasmus+ program. This indicates that the university actively promotes and facilitates student mobility from abroad.

During the reporting period, foreign students from Sweden and Georgia studied in the bachelor's and professional master's study programs respectively, but had to return to their home countries due to COVID-19 restrictions. This shows that DU attracts foreign students and provides them with study opportunities, although external factors may impact their ability to complete their studies.

The opportunities for outgoing mobility to partner universities in Lithuania and Bulgaria were used by all students of the "Psychology study program" during the reporting period. This indicates that DU encourages its students to gain international experience through mobility programs.

In the 2022/2023 study year, the opportunity to participate in professional qualification practice in mobility was introduced for the first time. This further enhances the attractiveness of DU to foreign students.

Based on the information provided, it can be concluded that DU has an effective system and procedures in place for attracting teaching staff and students from abroad within the study field. The DU actively promotes mobility programs, establishes partnerships with other institutions, and provides opportunities for both outgoing and incoming mobility. This contributes to the implementation of the study process and enhances the quality of studies at DU, aligning with criterion.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The collaborative efforts of DU with higher education institutions in Latvia and international partners in the field of psychology play a significant role in attaining the objectives and desired learning outcomes of the psychology study field. By selecting cooperation partners based on common scientific interests and research projects, DU ensures a fruitful collaboration that enhances the study programs. Furthermore, DU's effective system for attracting teaching staff and students from abroad, along with its promotion of mobility programs and partnerships with other institutions, further strengthens the implementation of the study process and elevates the quality of studies. Through these efforts, DU establishes itself as a leading institution in psychology education, fostering a dynamic and globally connected learning environment.

Strengths:

- 1) DU demonstrates strong scientific and academic cooperation with higher education institutions in Latvia and abroad, including joint research, participation in doctoral and professorial councils, and joint publication of collective monographs.
- 2) The DU actively involves employers in the provision of study programs and internships, selecting cooperation partners based on specific criteria and the specific features of the study field.
- 3) DU attracts teaching staff and students from abroad through proactive communication, participation in international events, and the Erasmus+ program.
- 4) The DU successfully hosts foreign students and promotes student mobility, offering opportunities for professional qualification practice and international experience.

5) DU's cooperation with institutions from Latvia and abroad aligns with the aims and learning outcomes of the study field and relevant study programs.

Weaknesses:

None.

Assessment of the requirement [3]

- 1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

Assessment of compliance: Fully compliant

DU's active cooperation with higher education institutions in Latvia and international partners in the field of psychology greatly contributes to the achievement of the study field's aims and learning outcomes.

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

Analysis

In the previous assessment of the study field, there had been 4 short-term and 8 long-term recommendations made. They were as following:

- 1) Integrate SWOT analysis with the development plan of the study field.

The results of SWOT analysis are integrated into the new study direction of DU "Psychology" in the development plan.

- 2) Formulate a clear, concrete plan with specific, measurable, achievable, relevant, and time-bound aims for improving the quality of the study field.

The new development plan for the field of study "Psychology" is being prepared and approved at the meeting of the board of study on 15.11.2022. Through conducting interviews in assessment visit it could be seen that it is being implemented also in the new strategy of the DU pages 89-110 plan of improvement of the whole DU is provided.

- 3) Complete the work on creating a Moodle environment that will meet the needs of students. Partially fulfilled.

75% of the study course support materials of each study program are placed in the DU e-study environment MOOLE.

- 4) Create a plan with specific, measurable, achievable, relevant, and time-bound aims for promoting the science of psychology at Daugavpils University, and in the Latgale region as a whole.

The development plan of the field of study "Psychology" was approved at the study direction council meeting on 15.11.2022.

As can be read in the appendix "2.6.1.Rekomendāciju ieviešanas pārskats" and as the expert team concluded through a thorough review of the documents provided by the DU and interviews in assessment visit with all of the stakeholders involved in the education provided – all of the short-term recommendations have been fulfilled.

Long-term recommendations were as follows (2 of which were noted as fully fulfilled, others – partially fulfilled):

- 1) Implement more proactive strategic planning at the level of HEI administration and the study field management. Noted as fully fulfilled.

The development plan of the field of study "Psychology" is coordinated with the development

strategy of DU.

2) More systematically integrate alumni and employer feedback in the strategic planning and program development in the study field. Noted as fully fulfilled.

How to optimize feedback with employers and graduates is being discussed with the DU Studies Quality Assessment Center within the framework of the Daugavpils University Management and Management Competence Development project (8.2.3.0/18/A/010). However the team of experts did not get enough assurance of a system in place.

3) Increase the availability of e-resources for the study and research process. Partially fulfilled

The DU library specialist conducts a systematic survey of thematic e-resources, informs the head of the department, the head of the study department informs the directors of the study programs and the director-lecturers about the new e-resources of literature.

4) Develop infrastructure and assign dedicated facilities for research (e.g., lab premises). Partially fulfilled

Prepared proposals for DU management. A specification for the needs of the laboratory and study rooms has been developed and submitted. The regulation of the psychology laboratory was developed and approved at the DU Senate meeting on December 19, 2022.

5) Develop a system and strategy for staff recruitment and personnel planning that is integrated into the development plan of the study field. Partially fulfilled

Consultations are underway with DU management and the responsible specialists of the administrative part. The recommendations of the accreditation commissions of other study areas in this matter are analyzed.

6) Enlarge the number of publications in internationally recognized reviewed scientific journals. Partially fulfilled

During the reporting period, there is an increase in the number of publications (by 10%) in internationally recognized scientific journals indexed in the SCOPUS and WoS databases.

DU encourages academic and scientific staff for publications in internationally recognized periodicals (basis: "Procedure in which scientific publications and monographs of DU academic staff are paid for" Order No. 5-4/151 of November 25, 2010 and "Procedure in which DU academic staff receives remuneration for the Hirsh index", Order No. 4-4/154 of November 7, 2019.)

7) Attract financing for the implementation of psychology research and education. Partially fulfilled.

2020-2021 Faculty members of the Department of Psychology participate in the National Research Program: "The impact of COVID-19 epidemic on the healthcare system and public health in Latvia; strengthening health sector preparedness for future epidemics (VPP-COVID-2020/1-0011).

2022 a research project was prepared and submitted to LZP. During the reporting period, two research projects and one ESF project are implemented.

8) Continue facilitating in-bound and out-bound student and teacher mobility Partially fulfilled

The current situation is being analyzed and consultations with specialists of the project department have been started. Since October 1, 2020, lecturers in the field of psychology are improving their English language skills as part of the project, which will also promote mobility for DU staff training in the ESF project "English curriculum at B2 and C1 levels". A webinar is held every year and applications for exchange study and internship opportunities are held for DU students within the Erasmus+ program.

All of the recommendations regarding the bachelor study programme Psychology (43313) have already been discussed in the study field recommendations.

Recommendations concerning the master study program Psychology (47313) that differ from recommendations of the study field:

Short-term:

1) Ensure that the academic staff has sufficient knowledge of English (B2-level or higher), with corresponding English speaking skills to fully implement the programme in English. Fulfilled.

The training process of the lecturers involved in the implementation of the program of the ESF project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff of the strategic specialization areas of Daugavpils University has been concluded. English curriculum at B2 and C1 levels" (132 ac. hours). Several lecturers of the program participated in the ERASMUS+ mobility program, including practicing leading classes in English. This has also been assured to the team by appendix 2.3.7.

Long-term recommendations:

1) Ensure that during the professional qualification placement students are given a chance to practice their psychological assessment and counseling skills under supervision provided by Daugavpils University, with regular supervision sessions at least once every two weeks for at least 2 hours. Fulfilled.

During the qualification internship, the necessary number of supervisions are carried out at DU and systematic supervision and management of the professional qualification internship takes place, which is provided by DU internship managers in the relevant sub-programs

2) Include a psychological assessment course in the study programme also for the Counseling Psychology specialization. Fulfilled.

Editorial changes have been made to the study plan in accordance with the recommendations of the expert commission, and the study course "Psychological research" is planned to be implemented in the consultative psychology sub-program starting from 2023/2024. study year.

3) More actively involve the employers in the development and implementation of the study programme. Partially fulfilled.

Cooperation agreements were concluded with new social partners and practice providers.

Recommendations for the doctor study programme Psychology (51313) were as follows:

Short term:

1) The doctoral study programme should align relevant facts/indicators presented at different documents. Fulfilled

The study field council has evaluated the annual self-evaluation report of doctor study program "Psychology".

2) CVs and the style of writing references should follow international standards. Partially fulfilled, because not all lecturers have an eID or EMobile.

Academic staff have been instructed in the use of the Europass platform (AIC seminar, 22.02.2021). The academic staff creates a CV in Europass format.

3) Further analysis of different KPIs (such as ration of supervisor-doctoral student; research paper/person/year, percentage of completion by the cohort of students, ect.) could contribute to further reshaping of a doctoral study programme. Fulfilled

A doctor study program KPI was performed and the results were discussed at a psychology major council meeting.

Long-term:

1) The doctoral study programme "Psychology" needs to be revisited and research needs to be put in focus; at the same time the educational part (courses) needs to have less allocated hours of lecturing.

Fulfilled starting from 2022/2023 study year.

According to the DU rector's order dated 16.09.2022. order no. 4-5/413.1 reducing the number of

audience contact hours (by 50%) and increasing the amount of research activity (by 50%) in doctoral study programs, starting from 2022/2023. study year according to the recommendations of the expert commission.

Fulfilled starting from 2023/2024 study year.

DSP "Psychology" reduced the amount of theoretical study courses by 4 CP, increased the amount of research work study courses by 4 CP

2) It would be beneficial to reconsider the dynamics of enrolment of new students (e.g. annually or bi-annually) to lower the number of new students in order to be better matched with the existing research capacity. Fulfilled.

The decision on the number of students admitted to DSP "Psychology" is based on the evaluation of research capacity every study year and is coordinated with the program director and the study direction council. The number of enrolled students in the program is 1-2 students every year.

3) It is important to reconsider how to increase the completion rate; what kind of mechanisms and tools could be developed and implemented.. Partially fulfilled.

There are regular discussions with the management of DU about the possibilities of increasing the number of doctoral theses defended. One doctoral thesis was defended during the reporting period.

4) In communication with university leadership it would be important to check possibilities to increase research capacity, in particular in regard to finances and research infrastructure. Partially fulfilled.

There are regular discussions with the management of DU about the possibilities of improving the scientific research infrastructure and increasing the research capacity. A technical specification for the needs of the Psychology Laboratory was developed and submitted to the DU Budget Commission. The regulation of the psychology laboratory was developed and approved at the DU Senate meeting on December 19, 2022.

5) In order to increase research capacity of the whole Study eld, and indirectly to establish a more productive research environment, research productivity needs to be significantly improved in case of the majority of academic staff. Partially fulfilled

The development of a plan of measures for increasing scientific capacity and productivity and improving the research environment has been started. Several research projects are being implemented during the reporting period. The number of scientific publications increased.

6) The Doctoral study programme has to pay more attention to more generic courses, and in particular, ethics and research integrity (which implies much more than plagiarism only as mentioned in some documents) which is an extremely relevant topic for any researcher. Fulfilled.

Changes have been made to the study plan in accordance with the recommendations of the expert commission and a new study course "Responsible research and innovation in social sciences" has been introduced.

7) Defence of research thesis needs to be defined in more transparent way and it should gain on its relevance. Partially fulfilled

The PhD Council of Psychology of DU is discussing the possibilities of making the process of defending the doctoral thesis even more transparent. The regulations of the DU Psychology Doctoral Council have been harmonized with the "Regulations on Daugavpils University Doctoral Councils".

8) In general, the Study programme needs to reanalyse objectively its research capacity and to find ways how to increase it; and, accordingly, to shape its Doctoral study programme as well as to adjust the expectations. Partially fulfilled

The analysis and evaluation of the situation on increasing the research capacity to make DSP "Psychology" more attractive has been started.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The DU has taken great steps towards improvements of the education they provide.

Strengths:

1) Management and academic teams of the university. Both have shown great involvement and interest in improving and maintaining the quality of the education provided by the DU.

Weaknesses:

1) Limited financial resources.

2) Only 75% of the study course support materials for study programmes have been placed in the DU e-study environment Moodle.

Assessment of the requirement [4]

- 1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

Assessment of compliance: Fully compliant

Analyzing Appendix 2.6.1, and also during the visitation of DU, the team of experts concluded that the management of DU has taken great steps to fix the problems that were identified during the previous accreditation visitation. The issues that could be amended between visitations have been addressed, and reforms have been initiated to tackle the remaining issues.

1.7. Recommendations for the Study Field

Short-term recommendations

1) Further work on implementing recommendations made in the previous accreditation visit must be continued.

2) All of the study course support materials for study programs need to be made available for students in the DU e-study environment Moodle.

Long-term recommendations

1) It is recommended that the university organizes orientation sessions for employers, providing them with an opportunity to learn about the questionnaire procedure and its benefits. These sessions can be conducted either in-person or virtually, allowing employers to ask questions and clarify any doubts they may have.

2) Recommendation is to make workload of the academic staff lighter - in the obligatory contact hours, consultation time, preparation of the lessons and also time for research must be included.

3) Psychology field of DU needs more financial support.

4) To effectively address the ethical considerations and provide support for teaching staff impacted by field Psychology, it is advisable to create a specialized counseling service that is both confidential and independent. This service should be tailored specifically to meet the needs of teaching staff in this situation.

II - "Psychology" ASSESSMENT

II - "Psychology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic bachelor's study program 'Psychology' (43313) (ABASP Psychology) at DU is in compliance with the study field of Psychology. The ABASP Psychology was created in accordance with the regulations set by the Cabinet of Ministers of May 13, 2014, No. 240, 'Regulations on the State Academic Education Standard' (<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>). The ABASP Psychology is to provide students with knowledge and understanding of psychological theories, as well as to encourage independent research activities and promote analytical and critical thinking within the study field 'Psychology'. The learning outcomes of the ABASP Psychology align with the study field 'Psychology'. The compulsory, limited choice, and methodology parts of the programme are also in line with the study field.

2.1.2. According to the SAR (p. 79-80), the academic bachelor's study program 'Psychology' (43313) (ABASP Psychology) falls under the study field of 'Psychology,' with an education classification code of 43313. The last three numbers (313) represent Psychology according to the classification of Latvian education (MC no. 322), which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju>.

The aim of the ABASP Psychology program is to provide students with knowledge and understanding of psychological theories and regularities, as well as to develop their skills in carrying out independent research activities and promote analytical and critical thinking.

The tasks of the study program include building students' knowledge and understanding of fundamental and applied issues in psychological science, as well as promoting their acquisition of basic research skills by staying updated on current affairs in the field of psychology.

The results of the study program include the following:

Knowledge: 1. The student demonstrates basic knowledge in the field of psychological science, with a critical understanding of concepts, theories, and regularities. 2. The student understands the most important psychological insights in an interdisciplinary context. 3. The student knows the basic principles of scientific research in the field of psychology.

Skills: 4. The student is able to critically evaluate scientific literature, analyze psychological theory and research methodology. 5. The student is able to independently select, critically evaluate, and analyze obtained information. 6. The student is able to relate acquired theoretical knowledge to research activities and independently conduct scientific research in the field of psychology.

Competencies: 7. The student is able to present psychological problems using basic knowledge and skills in psychological science. 8. The student is able to integrate psychological knowledge in research. 9. The student is able to independently improve their theoretical knowledge and research skills and abilities.

The admission requirement for the ABASP Psychology program is secondary education.

The ABASP Psychology program is implemented in Latvian.

Upon successful completion of the studies, students are awarded a Bachelor of Social Sciences degree in Psychology.

The ABASP Psychology program is implemented in a full-time and Part time studies form, with a total of 120 CP (credit points) to be earned over the course of 3 years for full-time studies and 4 years for

part time studies.

According to experts' opinions, the title, code, degree to be obtained, aims, objectives, learning outcomes, and admission requirements of the ABASP Psychology program are interrelated. The duration and scope of the ABASP Psychology program implementation, as well as the implementation language, are reasonable and justified.

DU is the only higher education institution in the region of Eastern Latvia that offers psychology studies, and there is a great demand for highly qualified psychologists in Latvia. The program is intended to promote psychological and emotional well-being, support people in crisis situations, develop individual potential, and reduce the risks of developing deviant behavior. Graduates cannot engage in professional activities with just a bachelor's degree. However, more than half of the graduates choose to continue their studies in DU's professional Master's study program. Experts believe that ABASP Psychology provides a strong foundation for further studies in the Master's program. During the assessment visit, it was noted that many students take advantage of the opportunity to pursue a Master's program, which qualifies them for employment as psychologists in different fields, such as educational psychology or counseling.

2.1.3.

There are no changes in the parameters of the ABASP Psychology.

2.1.4. The SAR 3.1.3 chapter states that ABASP Psychology is the basis for higher-level studies, preparing students for further psychology studies in Latvia and abroad. SAR highlights a great demand for highly qualified specialists in the field of psychology in Latvia, both in Riga and the regions. This indicates a strong economic and social justification for offering the psychology study program at DU.

Every year, DU organizes alumni surveys that provide information on graduate employment trends, evaluation of study programs, and recommendations for improvement. According to SAR chapter 3.1.3 and annex: 2.2.4.Aptaujas.zip, the results of the graduate survey show that less than half of the graduates work in the industry related to their acquired education. This could be due to the fact that, according to the legislation of the Republic of Latvia, graduates cannot perform professional activities after obtaining a bachelor's degree in psychology. However, SAR also mentions that more than half of the graduates continue their studies in DU's professional master's study program "Psychology." This indicates that the study program prepares students for further professional education and specialization in the field of psychology.

Compared to the previous reporting period, the number of students in ABASP Psychology has almost doubled (3.1.4.ABSP Psihologija_Studējošo statistika 2020-2022.xlsx). There has been a trend of increasing student numbers and interest in psychology studies (SAR chapter 3.1.3).

During the reporting period, there is also a significant dropout rate. Most students discontinue their studies during the first year. The reasons for this include financial considerations, family circumstances, health problems, inability to combine studies with work, or a lack of motivation to continue. DU has offered lower tuition fees to students with financial difficulties and good academic performance, as well as reduced fees in the dormitory. All students have the option to live in the dormitory, and the fees are quite low (SAR chapter 3.1.3). It was also mentioned in assessment visit meetings with professors and students that DU offers lower tuition fees to students with financial difficulties and good academic performance, as well as reduced fees in the dormitory.

Based on the information provided, it is clear that DU ABSP "Psychology" has economic and social justification due to the demand for highly qualified specialists in psychology in Latvia.

2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The ABSP "Psychology" at DU is designed to provide students with a strong foundation in psychological theories and promote independent research and critical thinking skills. The ABSP "Psychology" aligns with the study field of Psychology and adheres to regulations set by the Cabinet of Ministers. It has specific learning outcomes related to knowledge, skills, and competencies in psychology. The ABSP "Psychology" prepares students for further studies in the field and addresses the high demand for qualified psychologists in Latvia. However, there is a dropout rate, which DU has addressed by implementing supportive measures. Graduates often continue their studies in DU's professional master's program in Psychology. Overall, the program aims to meet students' needs and provide a solid foundation for a successful career in psychology.

Strengths:

1) DU is the only higher education institution in the region of Eastern Latvia that offers psychology studies and there is a great demand for highly qualified psychologists in Latvia.

Weaknesses:

1) During the reporting period, there is also significant dropout. Reasons for drop out are financial, related with families, inability to combine work and studies.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The content of the ABSP "Psychology" is well organized and complement each other. ABSP "Psychology" is made topical, the content of study courses complies with national regulations of the law of psychology and ethical committee. As stated in annex 3.2.1.ABSP Psihologija_Atbilstiba valsts izglītības standartam.docx DU's ABSP "Psychology" was created in accordance with the regulations of the Cabinet of Ministers of May 13, 2014 No. 240 "Regulations on the State Academic Education Standard" (<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitiba-standartu>: available in Latvian only).

In the law of psychology (<https://likumi.lv/ta/id/290115-psihologu-likums>) it is stated that a psychologist is a person who in conformity with the provisions laid down in this Law has acquired the right to pursue the professional activity of a psychologist. DU has included the needed courses for students to acquire fundamental skills and knowledge. The ABSP "Psychology" consists of Methodology of scientific research, Fundamentals of psychometrics, Genetics of human behavior, Cognitive psychology, Clinical psychology, Developmental psychology, Techniques of psychological coaching I, Organizational psychology and many more (<https://studijudala.du.lv/kursiinfo/D1240>).

In the law of psychology it is stated that professional activity of a psychologist can be done after person has learned psychological assessment, preparation of the psychological assessment report, counseling, and psychological assistance provided individually, in a group or organization by using professional knowledge and scientifically justified methods; (<https://likumi.lv/ta/en/en/id/290115-psychologist-law>). Education should provide current information

about the field of psychology and take into consideration local current events of society (<http://www.kpa.lv/par-kpa/etikas-komisija/etikas-kodekss/>; available in Latvian only). DU actively encourages students to write their bachelor's theses about topics that are important in Latgales region and actively takes part in different activities in society (for example, from the interviews given by lecturers it is known that every year students can help in educating school students about psychology, can help to prepare for open discussion about psychology and volunteer in psychology day that is held on 10th of october, this year will be no different. Teaching staff has already started the preparation - <https://du.lv/aktualitates/skolotaju-diena-pieredzejusie-pedagogi-jaunajiem-kolegiem-vel-humora-izjutu-un-drosmi/>(article available in Latvian only).

In past years the need for mental and psychological help has increased worldwide and the Latgales region is no exception. DU is the only university in the region that provides this education. It is important to note that one of their goals is to teach students specific needs of people from this region that may not be current in different parts of Latvia (SAR p.96).

DU follows specific trends in science as well - making cross cultural researches, implementing study material based on political and environmental changes.

2.2.2. N/A.

2.2.3. During the interviews on assessment visit and from provided materials it is visible that study implementation methods are very well set and contribute to the achievement of the aims and learning outcomes of the study courses and the ABSP "Psychology" (SAR p. 89-112).

There have been created implementation plans according to DUs main mission and vision. Plan is based on previously stated 4 improvement scenarios that are based on fixed activity complex. By dividing DU goals in scenarios they guarantee that the plan is operationalized and tasks can be divided to staff according to their speciality. Each scenario has their personal budget plan in mind by university, but it is important to note that they rely a lot on ES and state funding as well (SAR p.111-112).

They have introduced 4 scenarios used for the implementation of a ABSP "Psychology". First of all they highlight dividing education and research resources in 3 strategic specialization fields (V1). This scenario concentrates on paying attention to inner resources of DU by giving more attention to most requested study programs, an effective inner priority system that motivates teaching staff by rewarding their achievements. This strategy mainly focuses on local inner DU needs as a tool to improve student centered approach. Second scenario (V2) concentrates on achieving excellent scientific results (projects, publications, contract work) on global scale. Main goal of this scenario would be improving DUs teaching staff competences to produce high level scientific contribution and recognition internationally. However, focusing a lot on global problems could harm universities' capacity to take active part in local and regional problem solving. Third scenario (V3) focuses on scientific results (projects, publications, contract work) on a global scale through collaborations with different international scientific networks and consortia. And again similarly as in the second scenario there can be down side to this strategy. By taking an active part in international research and networks resources that are used for local and regional problem solving will be reduced significantly. The fourth scenario (V4) states a goal to benefit the local ecosystem by active collaboration with employers and collaboration partners from Latgales and Sēlijas. This goal provides students with lots of placement opportunities while studying and creates access to the job market (SAR p. 90)

Every year there is a survey process to verify the efficiency of the study courses. Additionally

lecturers update parts of study courses and current actualities to make sure that they teach current information from the field of psychology (for example, see at the end of course description: https://luis.lu.lv/du/kursa_apraksts_pub/DPSI2047/2).

It is important to note that DU has set a student oriented approach as their first priority. In the interviews students confirmed that there are private consultations provided to students by their needs, not only at one exact time; student suggestions are taken into consideration; open discussions about study material with lecturers are available on place and on moodle as well.

In assessment visit interviews lecturers stated that as a part of study plan and as help to orient students into professions they organize group training sessions before starting main study courses. It is an opportunity for students to get to know each other and their lecturers; for lecturers this helps to already evaluate some of the student strengths and weaknesses. Training includes different tasks and key skills that psychologists must learn, for example, active listening, working in pairs, emotion validation etc.

If a student has faced some difficulties in private life DU provides opportunity for individualized plan of course completion. If students are not able to participate in lectures on the site, it is possible to join through the zoom link and still actively participate. There is a daycare room available as well for the kids while their parents take part in lectures.

On the assessment visit we saw DU sets a very good example of inclusive education in university for people with disabilities. All study rooms are accessible for people with movement disabilities, there are specialized computers in the library for people with reading or perception limitations, all around the university there are Braille scripts with directions. In interviews lecturers approved that individual learning plans for these students are made where individual disability is taken into consideration.

This ABSP "Psychology" is not implemented in a foreign language and is not a joint study program as well.

2.2.4. As an academic bachelor's study program, the program does not provide an internship, but on bachelor level students are provided with study courses that teach basic skills needed through role play and group seminars. They receive feedback from lecturers about their progress as part of study course (for example, see Techniques of psychological coaching II, course content information: https://luis.lu.lv/du/kursa_apraksts_pub/DPSI2020/2). To improve students' knowledge about the work environment as psychologist observation internships could be provided to students. This would give students the opportunity to better understand psychologists' daily demands in the work placements and help to choose qualification in a masters program.

2.2.5. N/A.

2.2.6. The topics of students' final theses are relevant to the study field "Psychology", correspond to the ABSP "Psychology" and have significant role for Latgales region (past years students were encouraged to choose their final theses based on actualities in community) (SAR p. 8). This was one of the changes DU made based on employer survey suggestions (annex 2.2.4.Aptaujas.zip. Employers survey) to increase practical significance of students' final theses.

According to analysis provided by the SAR and in the assessment visit interviews students confirmed that teaching staff takes active part and encourages students to choose their bachelor theses based on local and international current trends and events. Lecturers added that recently more attention

was given to understanding how the war situation in Ukraine could or is impacting Latgales and Sēlijas region as many people from Ukraine take shelter in this region; local people experienced high stress situations and worries about potential danger to their daily lives etc. DU takes active part in projects that are connected to these events as well (see SAR p. 42).

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the ABSP "Psychology". Lots of bachelor degree students choose to continue their education in DU masters psychology program, because of the high quality of study course at bachelors program.

Strengths:

- 1) DU has set a student oriented approach as their first priority and interviews confirm it.
- 2) Is a good example of an inclusive education institution for people with different disabilities.
- 3) ABSP "Psychology" prepare students with basics needed knowledge and skills needed to continue studies in different masters study programs locally or internationally.

Weaknesses:

- 1) Observation internships could be provided to students to help them better understand psychologists' daily demands in the work placements and could be beneficial before choosing qualification in a masters program.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. The ABSP "Psychology" is well-equipped with a comprehensive range of resources and provisions that fully align with program requirements and student needs. Students have access to a wide array of resources, encompassing study facilities, a material and technical infrastructure, various tools and equipment designed to assist in the preparation, integration, visualization, and distribution of study and research materials. Furthermore, information networks, including the Internet, intranet, and Moodle, are readily accessible. A diverse selection of databases, such as the library network, DU research center databases, and open-access resources like the database of book materials, is available to students. Additionally, a wealth of materials, including research documents, scientific publications (including those indexed in Web of Science and Scopus), and archives, can be accessed.

Moreover, students benefit from a range of services, including administrative, financial, and IT support, as well as network services and access to official statistical data. Furthermore, a variety of computer applications and software tools, including Standard Office, SPSS, GIS, data visualization resources, online communication platforms, and software for enhancing the learning experience, are at their disposal. These comprehensive resources collectively facilitate students' engagement with

all the study courses within their program and empower them to pursue research endeavors at different stages of their academic journey. This holistic approach underscores the adaptability and student-centric nature of the educational environment.

This topic is explored in more detail in Chapter 3 of this expert report (“Resources and Provision of the Study Field”).

2.3.2. Not applicable.

2.3.3. As stated in SAR (p. 90), the primary funding sources for full-time bachelor’s studies in psychology are the state budget and external entities, while part-time studies rely on individual or corporate funding. The computation of expenses associated with an individual student enrolled in the ABSP “Psychology” is meticulously managed within DU’s Department of Finance and Accounting. This comprehensive assessment encompasses various elements, such as the salary fund, obligatory state social insurance contributions for employees, expenditures related to business trips, costs linked to materials, energy resources, and inventory, investments in books and equipment, as well as financial allocations for ensuring student welfare and security. A minimum of nine students per group is required to ensure program profitability.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

Current resources of the study field allow for the successful implementation of the ABSP “Psychology”. Resources provided to students encompass study premises, technical infrastructure, information networks, databases, materials, services, and software, facilitating a flexible and student-centered learning environment.

Strengths:

- 1) Modern e-learning environment available in Moodle.
- 2) Important psychology research databases and an extensive psychology literature library are available for students.
- 3) Premises are available for students with disabilities.

Weaknesses:

- 1) The purchase of the equipment for the Psychology lab is still in the process.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The resources are sufficient for the successful implementation of the ABSP “Psychology”.
The finances are balanced.

2.4. Teaching Staff

Analysis

2.4.1.

During the reporting period, 25 teaching staff were involved in the implementation of the ABSP "Psychology" – four professors, three associate professors, 13 assistant professors, three researchers, one lecturer and one visiting assistant – of which 24 have been elected to Daugavpils University. 23 lecturers have a doctor's scientific degree, one of them has a qualified doctor of pedagogy and a qualified doctor of psychology (dr. habil.paed, dr. habil.psych), seven lecturers have a doctoral degree in psychological science (dr. psych.), one lecturer has a master's degree in social sciences in psychology (mg. psych.). Eight teaching staff involved in the implementation of the study program are experts of Latvian Council of Science (LZP) in social sciences, six of them in psychology and two in natural sciences. Teaching staff involved in the ABSP "Psychology" are focused on professional development and continuous improvement and development of the quality of taught courses. (see SAR p. 91).

Analyze Appendix 2.3.7.Pamatinformacija par macibspekiem.xlsx, all teaching staff correspond to their qualification and program. all have relevant knowledge and adequate knowledge of the country (2.3.7.APLIECINAJUMS_par_valsts_valodas_prasmi.edoc) and foreign languages (2.3.7.APLIECINAJUMS_par_svešvalodas_prasmi.edoc) Quantitative data collected in the appendix (2.4.4.Kvantitativie_dati_par_zinatnisko_darbu.docx and 2.4.4.Macibspeku_zinatne.docx) show good results in scientific research.

The composition and qualifications of the teaching staff of the ABSP "Psychology" comply with the conditions for the implementation, the achievement of study results and Article 55 of the Law on Higher Education Institutions [Augstskolu likums] of the Republic of Latvia "...No less than five professors and associate professors elected at the relevant higher education institution shall participate in the implementation of the compulsory part and the limited optional part of the academic study programs." (see SAR p. 92).

The qualifications of the teaching staff meet the requirements for the implementation of the ABSP "Psychology" and the requirements set out in the regulatory acts.

2.4.2. SAR chapter 3.4.2. is described: "From the previous reporting period, no significant substantive changes were made in the "Psychology" bachelor's study program, therefore there are minimal changes in the basic composition of teaching staff. In the implementation of the study program, compared to the previous reporting period, the proportion of lecturers with a doctor's degree has increased, which is a good indicator." (see SAR p. 92).

2.4.3. N/A.

2.4.4. According to the "Procedure for evaluating the effectiveness of scientific work of Daugavpils University academic staff" (available from the 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, work projects, participation in scientific seminars and at conferences, publications. In the Department of Sciences of DU, the evaluation of the effectiveness of the academic staff's scientific work is carried out, when a certain number of points are awarded for specific scientific activities, which are converted into the equivalent of a full rate. These points can be used by academic staff to cover the costs of scientific activities from DU science funds in the next academic year. (SAR p 45). The scientific activity of the teaching staff meets the requirements. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years. The scientific activity is summarized in 2.4.4.Quantitative data on the scientific work.docx and 2.4.4.Scientific activity of academic staff.docx. The documents show that the science of the

teaching staff is fully adequate. The submitted documents on the scientific activity of the academic staff prove the active participation of the academic staff, incl. conferences, projects and other scientific activities, collected. (see 2.4.4.Scientific activity of academic staff.docx) (see next charter 2.4.5 with examples).

During the assessment visit, the management and program directors confirmed the compliance of the scientific creation of the study area with the goals of the DU.

The ABSP "Psychology" includes representatives of the professional environment who do not need a qualification as a scientist.

The qualifications of the teaching staff meet the requirements for the implementation of the study program and the requirements set out in the regulatory acts. In the implementation of the study program, compared to the previous reporting period, the proportion of lecturers with a doctor's degree has increased. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years. Information is available in 2.4.4.Scientific activity of academic staff.docx

During the assessment visit, it was clarified that the teaching staff has a heavy workload, and therefore international mobility is limited.

2.4.5. Teaching staff involved in the ABSP "Psychology" cooperate both in the development of study course descriptions and in the planning of study course content, jointly agreeing on the goals, tasks, achievable results and content of the study courses to be developed and taught. Two or more teaching staff are involved in the teaching of several study courses, who have mutually divided responsibilities, for example, one lecturer provides lectures, the other conducts seminars or practical classes, and jointly participates in the evaluation of the achieved results. (SAR p. 93).

Students of the ABSP "Psychology" have participated in scientific and practical conferences and seminars, for example, at Riga Stradins University, University of Latvia, Daugavpils University, etc. In the DU research project competition, the student project of the undergraduate study program "Psychology" "Comparative analysis of the stress resilience of students of Latvian universities in face-to-face and remote study forms" was approved (project registration No. 14-89/2023/6). BSP "Psychology" student published a scientific article and a chapter in the collective monograph with co-authors:

Mārtinsone, A., Perepjolkina, V., Ruža, A. (2022). Creation and validation of self-help strategies (PSS) survey in a sample of Latvian adults [Pašpalīdzības stratēģiju (PPS) aptaujas izveide un validēšana Latvijas pieaugušo izlasē]. Proceedings of the International Scientific Conference Society. Integration. Education, May 27-28, 2022, Rezekne Academy of Technologies.

Mārtinsone, A., Ruža, A. (2021). Why should self-help get attention these days? [Kāpēc mūsdienās pašpalīdzībai jāpievērš uzmanība?]. An arsenal of self-help and self-management options in times of crisis and transformation: methods for everyone [Pašpalīdzības un pašvadības iespēju arsenāls krīzes un transformāciju laikā: metodes ikvienam]. (sast.K.Mārtinsone) Rīga: RSU, 19.-31.lpp. https://www.rsu.lv/sites/default/files/book_download/paspalidzibas_gramata.pdf (see selfassessment p 47).

The teaching staff of the ABSP "Psychology" cooperates in the development and improvement of the program, in the development and improvement of study courses. The teaching staff of not only the Department of Psychology, but also other structural units of DU are involved in the development, improvement and provision of the study courses of the ABSP "Psychology" (SAR p 93). During the assessment visit, the teaching staff confirmed mutual cooperation.

A mechanism has been developed for the field of psychology studies. that is summarized in the study direction management appendix 2.1.3.Studiju virziena pārvaldības struktūra.jpg.

During the assessment visit, the teaching staff said that they worked together in their own way, developing courses, planning, and in science. It should be known that the cold school is not big and the teaching staff, most likely, only every day to be aware of the current affairs.

During the assessment visit of the experts, it was possible to observe that the academic staff is very supportive and available, the teaching approach for each student is individual and appropriate for each student's knowledge and capabilities (including students with disabilities, various movement disorders, etc. health problems). Academic staff are available and provide support in any need c, incl. in solving various problems. Students responded very positively about the teaching staff's support, positive attitude and cooperation during their studies. This greatly affects the quality of studies and the achievable study results.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

The qualifications of the teaching staff involved in the implementation of the ABSP "Psychology" comply with the requirements for the implementation of the study program and the requirements set forth in the regulatory enactments. The teaching staff has the relevant knowledge and qualifications, including doctorates and master's degrees in psychology and social sciences. They are actively engaged in professional development and continuously work on improving the quality of the courses they teach.

DU has taken measures to ensure that changes in the composition of the teaching staff do not negatively affect the quality of the implementation of the ABSP "Psychology" and its compliance with regulatory requirements. No significant substantive changes have been made to the ABSP "Psychology", and the proportion of lecturers with a doctor's degree has increased, indicating a positive indicator.

Each member of the academic staff has published in peer-reviewed editions, including international editions, within the last six years. The scientific activity of the teaching staff is in line with the requirements set forth in the Law on Higher Education Institutions. The teaching staff's scientific activity is supported by quantitative data on scientific work and achievements in research projects. The teaching staff's scientific work has been evaluated and found to be effective.

A mechanism for mutual cooperation of the teaching staff in the implementation of the ABSP "Psychology" has been established.

Strengths:

- 1) Most of the teaching staff of the ABSP "Psychology" have a scientific doctorate degree (23 of the 24 teaching staff).
- 2) Scientific research is well developed, many publications and participation in conferences are available.
- 3) The teaching staff has good mutual cooperation.

Weaknesses:

- 1) The teaching staff has a heavy workload, and therefore international mobility is limited. The workload of the academic staff needs to be lightened, including the obligatory contact hours,

consultation time, preparation of the lessons, and time for research.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

According to all the submitted documents and the statements made by DU, the entire academic composition is in accordance with the law.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

According to annex "3.2.1.ABSP Psychology_Compliance with national education standard" the ABSP "Psychology" complies with the State Academic Education Standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Not relevant

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

According to annex "3.2.1.ABSP Psychology_Descriptions of study courses" - study course descriptions are accessible in two languages (Latvian and English) and are compliant with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Sample of the diplome provided in the annex "3.1.2.ABSP Psychology_Diploma and supplement" complies with the procedure according to which state recognised documents of higher education are issued.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

According to SAR of ABSP "Psychology" 3.4.1. and annex "3.4.1.ABSP Psychology_Statement_Article 55" the academic staff is compliant with the requirements.

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Annex 2.3.7.STATEMENT_native language.docx - A statement from the rector has been provided.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

According to annex "2.1.4.Agreement on studies_DU", study agreement complies with "Ministru kabineta noteikumi Nr.70 "Studiju līgumā obligāti ietveramie noteikumi"".

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

By annex "2.1.4.AGREEMENT between DU and LU" experts have been assured that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document 2.1.4.CONFIRMATION_Compensation guarantee for students.docx confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs license is revoked due to the actions (actions or omissions) of the DU, and the student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

As all of the applicable criteria are fully compliant – the ABSP "Psychology" is fully compliant with all of the regulatory enactments and requirements.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:

ABSP "Psychology" is a well-designed program that offers high-quality education in Psychology, led by experienced professionals in the field. The program is compliant with state requirements. The number of students in the program has nearly doubled compared to the previous reporting period, indicating a high level of interest in studying Psychology. The study implementation methods effectively contribute to achieving the program's goals and learning outcomes. Graduates of the program are well-prepared for the job market and receive excellent reviews from employers. The current resources in the field support the successful implementation of ABSP "Psychology".

Strengths:

- 1) The qualifications of the teaching staff meet the requirements for the implementation of the study program and the requirements set out in the regulatory acts,
- 2) In the implementation of the study program, compared to the previous reporting period, the proportion of lecturers with a doctor's degree has increased. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years.

Weaknesses:

- 1) During the reporting period, there is also significant dropout. It is necessary to solve this problem.
- 2) The teaching staff has a heavy workload, and therefore international mobility is limited.
- 3) The purchase of the equipment for the Psychology lab is still in the process.

Evaluation of the study programme "Psychology"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Psychology"

Short-term recommendations

Long-term recommendations

- | |
|---|
| 1) During the reporting period, there is also significant dropout. It is necessary to solve this problem. Recommendation is to find opportunities to minimize the dropout rate. |
| 2) The teaching staff has a heavy workload, and therefore international mobility is limited. Make workload of the academic staff lighter - in the obligatory contact hours, consultation time, preparation of the lessons and also time for research must be included. |
| 3) To enhance students' understanding of psychologists' daily demands and help them make informed decisions about pursuing a master's program in psychology, experts recommend implementing observation internships. These internships would offer students the opportunity to shadow and observe psychologists in their work placements. |
| 4) Experts recommend prioritizing further development of the psychology laboratory as the purchase of equipment for the lab is still in progress. Currently, the limited availability of scientific research equipment hinders the potential for extensive research in the lab. |

II - " Psychology" ASSESSMENT

II - " Psychology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The SAR p. 96-98 and chapter 3.1.2. of professional master's study program "Psychology" 47313 (PMASP Psychology), states that the purpose of the PMASP Psychology is to provide professional studies that meet the social needs of the region, are based on the theoretical foundation of psychological sciences, and meet the standard requirements of the psychologist profession. This indicates that the PMASP Psychology is designed to align with the study field of Psychology.

The study courses in theory and practice, research work, and management science, as well as practical placements, are mentioned as being in compliance with the regulations and this further supports the alignment of the study program with the study field Psychology.

SAR also mentions that the professional master's degree in psychology and the qualification of "Psychologist" obtained through the program are regulated in the study field of Psychology. This indicates that the study program meets the requirements and standards set for the study field.

Overall, based on the information provided, it can be concluded that the PMASP Psychology complies with the study field of Psychology, as it aligns with the purpose, requirements, and standards of the study field.

2.1.2. According to the SAR (p. 95-97) the PMASP Psychology falls under the study field of

'Psychology,' with an education classification code of 47313. The last three numbers (313) represent Psychology according to the classification of Latvian education (MC no. 322), which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>

The aim of the PMASP Psychology is to provide professional studies that meet the social needs of the region, are based on the theoretical foundations of the branch's sciences and meet the standard requirements of the psychologist profession.

The tasks of the study program include:

- Improving the knowledge about current trends in the development of modern psychological science;
- Improving research skills based on the observance of the basic principles of scientific and professional ethics;
- Promoting understanding of the psychologist's professional activity;
- Developing the competencies of a psychologist's professional activity;
- Promoting independent self-growth motivation.

The results of the study program include the following:

Knowledge: 1. The student demonstrates in-depth knowledge and understanding of the latest theoretical findings in psychology and the possibilities of the creative usage thereof in professional practice. 2. Understands and defines the goals, tasks, principles and limits of competence of a psychologist's professional activity. 3. Knows and understands the legal regulation and ethical norms of the psychologist's activity. Skills: 4. Able to independently use the theories and methods of psychological science in research and professional activities. 5. Able to discuss aspects of the branch and professional field of psychological science with other specialists and representatives of related professions. 6. Knows how to independently develop his competences and take responsibility for the results of his work. Competencies: 7. Able to independently formulate and critically analyze scientific and professional problems. 8. Able to integrate knowledge of fields related to psychology in professional activity. 9. Able to contribute to the creation of new knowledge and methods of professional activity

The admission requirement for the PMASP Psychology depends of amount of credit points:

For 80 CP studies:

Academic Bachelor of Social Sciences in Psychology and for studies in English: At least B2 level knowledge of the English language.

For 60 CP studies:

Professional bachelor's degree in Psychology or 2nd level professional higher education in Psychology and for studies in English: At least B2 level knowledge of the English language.

The PMASP Psychology is implemented in Latvian and English.

Upon successful completion of the studies, students are awarded a Professional Master's degree in Psychology and qualification: Psychologist

The PMASP Psychology is implemented in a full-time studies form, with a total of 80 or 60 CP (credit points) to be earned over the course of 2 years or 1 year and 6 months.

According to experts' opinions, the title, code, degree and qualification to be obtained, aims, objectives, learning outcomes, and admission requirements of the PMASP Psychology are interrelated. The duration and scope of the PMASP Psychology implementation, as well as the

implementation language, are reasonable and justified.

The PMASP Psychology offers two subprograms: educational and school psychology, as well as counseling psychology (more information can be found in chapter 2.2.1 of this expert report). During an assessment visit, it was mentioned that some of the Master's study program students expressed interest in continuing their studies in the Doctoral study program offered by DU.

2.1.3. There are no changes in the parameters of the PMASP Psychology.

2.1.4. Based on the information provided from the SAR chapter 3.1.3. there is a great demand for highly qualified specialists in the field of psychology in Latvia. This demand is notable in both Riga and the regions, including the Eastern Latvian region where DU is located. The Latvian National Development Plan for years 2021-2027 aims to promote psychological and emotional well-being, support people in crisis situations, develop individual potential, and reduce the risks of developing deviant behavior. Strengthening health as a value is considered important for the overall development of the country.

The economic situation and high unemployment rate in the Eastern Latvian region negatively affect the economic condition of the society and satisfaction with life. The PMASP Psychology at DU prepares specialists who provide psychological support to the unemployed and other groups of society exposed to social and economic risks. This justifies the need for the study program to address the specific needs of the region and contribute to the well-being of the individuals and the society as a whole.

SAR states that the number of students in PMASP Psychology has increased compared to the previous reporting period. On average, there are 21 matriculated students every year. However, during the reporting period, 9 students dropped out, with most of them discontinuing their studies in the first year. The reasons for dropping out include financial problems, family circumstances, health problems, and the inability to combine studies with work.

It is important for the DU to address the challenges faced by students, especially in the first year, and provide necessary support to ensure their successful completion of the program. The dynamics of the number of students indicate the interest and demand for the PMASP Psychology, but efforts should also be made to improve student retention and support their progress throughout the program.

According to the SAR, 75% of the graduates of the PMASP Psychology work in industries related to their acquired education. They perform professional activities as psychologists in Latvian state and private institutions, including municipal education administrations, educational institutions, consultative and psychological support centers, associations, hospitals, social care institutions, the Prison Administration, and the State Employment Agency. Some graduates also establish their own private practices or join psychological counseling associations.

This indicates a positive employment outcome for the graduates of the program, as a significant majority find employment in relevant fields. The PMASP Psychology aligns with the market and societal requirements, and the employment indicators demonstrate the program's effectiveness in preparing graduates for professional roles in psychology.

Based on the information provided, the PMASP Psychology has economic and social justification, considering the high demand for specialists in psychology and the need to support the well-being of individuals and society. The dynamics of the number of students show an increasing interest in the

program, but efforts should be made to address the challenges faced by students and improve retention. The employment indicators of graduates are positive, with a majority finding employment in industries related to their acquired education. Overall, the PMASP Psychology appears to be effective in preparing graduates for professional roles in psychology.

During the assessment visit meeting, it was mentioned that DU offers tuition fee discounts to students who continue their studies in the PMASP Psychology after graduating from the bachelor's program. This discount is also available to students in their last semester and those with excellent results. Additionally, successful students have the opportunity to receive a discount on student dormitory rent, which experts consider to be very beneficial.

2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The PMASP Psychology is designed to align with the purpose, requirements, and standards of the study field of Psychology. The study courses, research work, and practical placements mentioned in the program are in compliance with the regulations, further supporting its alignment with the study field Psychology.

The title, code, degree, professional qualification, aims, objectives, learning outcomes, and admission requirements of the PMASP Psychology program are interrelated and justified. The program falls under the study field of Psychology with the education classification code of 47313. The tasks, skills, and competencies of the program are clearly defined. The admission requirements vary depending on the amount of credit points and language proficiency. The duration and scope of the program, as well as the implementation language, are reasonable and justified.

No changes have been made to the parameters of the PMASP Psychology within the assessment of the study field.

The PMASP Psychology has economic and social justification. There is a high demand for highly qualified specialists in psychology in Latvia, especially in the Eastern Latvian region where the program is located. The program addresses the specific needs of the region and contributes to the well-being of individuals and society. The number of students in the program has increased, indicating interest and demand. Efforts should be made to improve student retention. 75% of the graduates find employment in industries related to their acquired education, indicating positive employment outcomes.

Overall, the PMASP Psychology complies with the study field of Psychology, its parameters are justified, and it has economic and social justification. Efforts should be made to improve student retention, but the program effectively prepares graduates for professional roles in psychology.

Strengths:

- 1) DU is the sole higher education institution in the region of Eastern Latvia that offers professional master's studies in psychology. There is a great demand for highly qualified specialists in the field of psychology.
- 2) DU offers support to students to continue their studies. Student centeredness is excellent and students are very satisfied. In the meeting with the students they preferred DU to some other Latvian universities.

Weaknesses:

1) Drop out rate is too high and would be lower. It is necessary to find possibilities to shorten the drop out rate.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The content of the PMASP Psychology is well organized and subjects complement each other. PMASP Psychology is made topical, the content of study courses complies with national regulations of the law of psychology and ethical committee (for example see <https://studijudala.du.lv/kursiinfo/D1268>).

On March 30, 2017, Law of Psychologists (<https://likumi.lv/ta/en/en/id/290115-psychologist-law>) was adopted and came into force on January 1, 2018. DU have used law requirements to adjust the provided PMASP Psychology. Article 3, Paragraph 1 "Right to Pursue the Professional Activity of a Psychologist of Law on Psychologists states the requirements for education for acquiring masters degree" level must be combined bachelor degree with accredited study program of master's degree in psychology; together those programs should be at least 200 credit points; and at least one of programs shall be professional program.

Volume of the PMASP Psychology is 80 CP, the requirement for a psychologist's education as stated in Article 3, "Paragraph 1 of Law on Psychologists of the Republic of Latvia" is fulfilled. Article 4 Fields of the Professional Activity of a Psychologist of Law on Psychologists defines the regulated areas of a psychologist's professional activities: educational and school psychology; work and organizational psychology; clinical and health psychology; legal psychology; counseling psychology; military psychology. DU students of the PMASP Psychology are offered to choose one of the study sub-programs – Educational and School Psychology or Counseling Psychology. Consequently, Article 4 of Law on Psychologists is observed, since the sub-programs implemented within the study program are included in the list of the areas of professional activities (Annex 3.2.1.PMSP Psychology_Compliance with national education standard.docx)

In past years the need for mental and psychological help has increased worldwide and the Latgales region is no exception. DU is the only university in the region that provides this education. It is important to note that one of their goals is to teach students specific needs of people from this region that may not be current in different parts of Latvia (SAR p. 96).

By the employer's answers in the assessment visit interviews it showed that students were very well prepared for the labor market and most of them found a placement after graduation. Research done by masters students is a good source of knowledge for the community and can help to resolve current problems (annex 2.2.4.Aptaujas.zip).

2.2.2. The scientific research of the "Psychology" field of study at DU is aligned with the study process, which shows its compliance with the development goals of the field of study and the internationally accepted practice in psychology education. The awarding of the degree is based on the achievements and findings of the relevant field of science or artistic creation (SAR chapter 2.4. Scientific Research and Artistic Creation). And completion of the study course "Professional qualification placement I" and "Professional qualification placement II" is mandatory as well as stated in the Law of Psychology. Law states that person can obtain masters degree in psychology after learning psychological assessment, preparation of the psychological assessment report, counseling, and psychological assistance provided individually, in a group or organization by using professional knowledge and scientifically justified methods

(<https://likumi.lv/ta/en/en/id/290115-psychologist-law>).

2.2.3. The study implementation methods contribute to the achievements of the aims and learning outcomes of the study courses and the PMASP Psychology. Student-centered learning and teaching principles are considered and actively used (SAR p.111).

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 program are discussed in faculty councils and after their support are addressed to the 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 (self assessment 1. Information on the Higher Education Institution/College1.3_List of Regulations for internal quality assurance.pdf).

At the end of each academic year surveys of students, employers, and alumni are carried out. Based on the survey results, the PMASP Psychology content is reviewed and improved within study field councils executed by study program directors. DU justified opinions, proposals, and reprimands are examined by the study program director, in case of necessity discussing the issues in study field councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies (self assessment 1. Information on the Higher Education Institution/College1.3_List of Regulations for internal quality assurance.pdf ; survey examples available: <https://aptaujas.du.lv/index.php/787116/lang-lv> (for current students), <https://aptaujas.du.lv/index.php/764263/lang-lv> (for alumni, in Latvian).

On assessment visit experts saw that in recent years DU has improved their technical equipment in classrooms to provide better education and by doing so gives their students the possibility to partly take study courses in distance-learning. But there are some exceptions such as "Psychological counseling", "Professional qualification placement I", "Professional qualification placement II " and "Group therapy methods in the professional activity of a psychologist" because of the practical content of courses. And the study course "Methodology of research in psychology" can be completed online only partially, because in half of the course students need access to specialized statistical tools (for example, SPSS) used to learn how to calculate data for their research (<https://studijudala.du.lv/kursiinfo/D1268>).

2.2.4. The opportunities and provision of internships offered to students, as well as the organization of work are effective. The tasks of the internship are related to the achievable learning outcomes and students are being well prepared for it. Till starting placement lots of practical skill training and groups with supervisions are being offered (for example Psychological counseling, Psychological assessment, Psychological support to learners with behavioral disorders etc., full list see on <https://studijudala.du.lv/kursiinfo/D1268>). From this year (2023) DU has opened a psychological help center where students can practice skills on each other or on people in need (more information on <https://du.lv/psihologiska-atbalsta-centrs/>).

Internship possibilities for PMASP Psychology students are quite well and improved every year. Good proof is that this year the DU has signed a contract with two new internship places and made a new psychology counseling space for students. Currently DU provides a list of 9 possible internship places: Psychological Consultation Centre "Intence", Preiļi Regional Education Department, Latgale Centre of Family Psychological Assistance and Rehabilitation "Sophia", Krāslava Regional Municipal

Institution "Social Service", Daugavpils City Education Departments, Daugavpils City Municipal Institution "Social Service", Family and foster family support society "DOMUS", Latgale family support center "Daugavpils", Health Center "Mental and Emotional Health" Ltd. (annex 2.5.1.Sadarbibas ligumu saraksts.docx). In assessment visit interviews lecturers explained that another possibility for students is to find their place of choice and ask the DU to make a contract (only limitation is that the place of placement already needs to employ a psychologist with a certificate).

From the assessment visit interviews of students it was clear that the study program is well organized. By the start of the internship students already are able to use necessary skills in a "real" environment. Almost all students noted that they felt prepared and could do all the professional tasks that were asked of them and felt confident while doing them; as well could fulfill all work requirements after graduation. Only one student in the assessment visit interview mentioned that she did not receive all needed skills on doing psychological evaluation tests (for example, Vekslera intelekta tests bērniem (WISC-IV)) that were demanded in her work place as school psychologist.

In employer interviews in assessment visit experts received very good feedback about student preparedness for the job market. All employers were satisfied with student knowledge in current news in the field of psychology. They stated that students know how to show leadership, can work well in the team and have skills to start professional duties in consultation and psychological assessment right away. They did not give any new suggestions about practical study course improvement.

During the reporting period, the study program in English was not implemented, but foreign students will have the opportunity to undergo professional qualification practice at the Psychological Support Center of DU.

2.2.5. N/A.

2.2.6. The topics of students' final theses are relevant to the study field Psychology, corresponding to the PMASP Psychology. By the previous suggestions of employers DU demands students to have to choose their final theses based on actualities in the community. It has helped to understand more local problems in society and schools (SAR p. 8). In the assessment visit, lecturers explained that as part of the study course "Elaboration of master's thesis I" students are guided to choose a topic that is current and can contribute to society or the field of psychology. Within the course students learn the requirements for master's thesis, formulate the theme of master's thesis, the problem of research, and define research question/s and/or hypotheses in accordance with the planned research conception in psychology in accordance with the specific character of the sphere.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the PMASP Psychology. Students are very well prepared for the job market and get excellent reviews from the employers. Most of the students who choose to work in the field of psychology get the job right away.

Strengths:

- 1) Study courses are made to complement each other and well prepare students for internships.
- 2) DU offers lots of different placement places to choose from, that gives students an opportunity to

gain a wide range of skills and experience.

3) DU prepares students very well for the job market, employers give very good reviews.

4) DU encourages students to do research that is useful and beneficial for the community.

Weaknesses:

1) More psychological assessment methods could be offered to educational and school psychology qualification (IZGPSIH-izglītības un skolu psiholoģija), because those can be needed on a daily basis while evaluating children.

2) No self therapy is demanded of students.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Fully compliant

The scientific research of the "Psychology" field of study at DU is aligned with the study process, which shows its compliance with the development goals of the field of study and the internationally accepted practice in psychology education.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. The PMASP Psychology is well-equipped with ample resources and provisions, aligning with program requirements and offering students a flexible, student-centered environment. Students have access to a wide array of resources, encompassing study facilities, a material and technical infrastructure, various tools and equipment designed to assist in the preparation, integration, visualization, and distribution of study and research materials. Furthermore, information networks, including the Internet, intranet, and Moodle, are readily accessible. A diverse selection of databases, such as the library network, DU research center databases, and open-access resources like the database of book materials, is available to students. Additionally, a wealth of materials, including research documents, scientific publications (including those indexed in Web of Science and Scopus), and archives, can be accessed.

Moreover, students benefit from a range of services, including administrative, financial, and IT support, as well as network services and access to official statistical data. Furthermore, a variety of computer applications and software tools, including Standard Office, SPSS, GIS, data visualization resources, online communication platforms, and software for enhancing the learning experience, are at their disposal. These comprehensive resources collectively facilitate students' engagement with all the study courses within their program and empower them to pursue research endeavors at different stages of their academic journey. This holistic approach underscores the adaptability and student-centric nature of the educational environment. This topic is more explored in this expert report of Chapter 3 (Resources and Provision of the Study Field).

While study materials and core literature are available in both Latvian and English, supplementary literature is primarily in English. According to SAR (p. 111), the number of books in psychology in English - 437 books, that is 19% of the books in psychology. The number of literature sources available in English is sufficient.

DU has implemented the previous recommendation for opening a physical laboratory for experiments. During the previous assessment, DU had no psychological lab space, relying on their partners in Riga, which is over 2 hours away by any means of transport, and that severely limited the research of the academic staff, as well as the field's students. The expert team is sure that further development of the psychology laboratory will contribute to increasing the number of interdisciplinary studies, as well as the involvement of students and teaching staff in research projects, and increasing the quality of scientific research.

The newly created Psychological Support Center will provide psychological support to the students and staff of DU, involving the students of the PMASP Psychology as part of professional qualification practice and volunteer work under the supervision of a certified psychologist, in order to help to improve students' practical skills and abilities.

2.3.2. Not applicable.

2.3.3. According to SAR (p. 111), the primary financial backing for the PMASP Psychology predominantly stems from allocations from the state budget and contributions from either natural or legal entities.

Regarding the financial assessment for an individual student enrolled in the PMASP Psychology, this is meticulously conducted within DU's Department of Finance and Accounting. This financial evaluation encompasses a range of elements, including the salary fund, obligatory state social insurance contributions for employees, expenses related to business travel, material costs, energy resources, inventory expenditures, investments in books and equipment, as well as financial provisions for ensuring student welfare and security. A minimum of seven students per group is required to ensure program profitability.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The PMASP Psychology is provided with suitable resources, including software, methodological, technical and personnel. The program is funded through the state budget and external entities, with cost calculations factoring in various components, including faculty salaries and student social security costs.

Strengths:

- 1) ICT solutions are successfully implemented and integrated for the study process, particularly in distance learning. Moodle environment meets the needs of students in the digital environment.
- 2) The use of the Psychological Support Center in the provision of professional qualification practice and practical lessons for the students of the professional master's study program "Psychology".
- 3) Infrastructure is suitable for students with special needs.

Weaknesses:

- 1) The purchase of the equipment for the Psychology lab is still in the process, currently not much scientific research can be done in the Lab.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The resources are sufficient for the successful implementation of the PMSP "Psychology".
The finances are balanced.

2.4. Teaching Staff

Analysis

2.4.1. During the reporting period, 18 teaching staff were involved in the implementation of the PMASP Psychology – four professors, two associate professors, six assistant professors (one of them visiting assistant professor), one leading researcher, one researcher and three guest lecturers. 14 lecturers have been elected at Daugavpils University. 15 lecturers have a doctor's scientific degree, one of them has a qualified pedagogy and a qualified doctor of psychology. (see SAR p. 113).

Seven certified psychologists in the fields of educational and school psychology, consultative psychology and clinical and health psychology are involved in the implementation of the professional master's study program "Psychology", three of them have been granted supervisory rights. Eight teaching staff involved in the implementation of the study program are experts of Latvian Council of Science (LZP) in social sciences, six of them in psychology. Six lecturers have LZP expert rights in educational sciences. Teaching staff involved in the PMASP Psychology are focused on professional development and continuous improvement. According to the "Procedure for evaluating the effectiveness of scientific work of Daugavpils University academic staff" (available from the 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, work projects, participation in scientific seminars and at conferences, publications. In the Department of Sciences of DU, the evaluation of the effectiveness of the academic staff's scientific work is carried out, when a certain number of points are awarded for specific scientific activities, which are converted into the equivalent of a full rate. These points can be used by academic staff to cover the costs of scientific activities from DU science funds in the next academic year. Involvement in research activities contributes to the professional development and career growth of teaching staff, for example, the opportunity to apply for a higher academic position at the university. Improvement and development of the quality of taught courses. (see SAR p. 113).

The qualification of the teaching staff members involved in the implementation of the PMASP Psychology complies with the requirements for the implementation of the study program and the requirements set forth in the regulatory enactments.

2.4.2. Since the previous accreditation, there have been no significant changes in the composition of the teaching staff. The changes have not had a significant negative impact on the study process.

2.4.3. N/A.

2.4.4. The scientific activity of the teaching staff meets the requirements. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years.

Analyze Appendix 2.3.7.APLIECINAJUMS_par_svešvalodas_prasmi.edoc, all teaching staff correspond to their qualification and program. all have relevant knowledge and adequate knowledge of the country (2.3.7.STATEMENT_native_language.doc) and foreign languages(2.3.7.STATEMENT_foreign_language_B2.docx.)

In the PMASP Psychology, all academic staff have scientific activity/research, which is attached in the appendix 2.4.4.Quantitative data on the scientific work.docx and 2.4.4.Scientific activity of academic staff.docx

Scientific cooperation with foreign research centers, universities and institutes significantly strengthens the quality of research carried out within the study field "Psychology", the international recognition and positively affects the citation index of publications. Involvement in the implementation of international research contributes to the creation of scientific networks of students and teachers of DU and foreign institutions in the field of psychology. Students and 45 academic staff involved in research gain international research experience, including master students including master's program students.

During the reporting period, several scientific publications were developed in cooperation with foreign researchers, for example (who work for master program):

Pipere, A., & Lorenzi, F. (2021). The dialogical potential of transdisciplinary research: Challenges and benefits. *World Futures*, 77(8), 559-590. <https://doi.org/10.1080/02604027.2021.1875673>

Lima, M. E. O., de França, D. X., Jetten, J., Pereira, C. R., Wohl, M. J. A., Jasinskaja-Lahti, I., Hong, Y.-yi, Torres, A. R., Costa-Lopes, R., Ariyanto, A., Autin, F., Ayub, N., Badea, C., Besta, T., Butera, F., Fantini-Hauwel, C., Finchilescu, G., Gaertner, L., Gollwitzer, M., Gómez, Ángel, González, R., Jensen, D. H., Karasawa, M., Kessler, T., Klein, O., Megevand, L., Morton, T., Paladino, M. P., Polya, T., Renvik, T. A., Ruza, A., Shahrazad, W., Shama, S., Smith, H. J., Teymoori, A., & van der Bles, A. M. (2021). Materialist and Post-Materialist Concerns and the Wish for a Strong Leader in 27 Countries. *Journal of Social and Political Psychology*, 9(1), 207-220. <https://doi.org/10.5964/jspp.6213>

Šuriņa S., Martinsone K., Perepjolkina V., Kolesnikova J., Vainik U., Ruža A., Vrublevska J., Smirnova D., Fountoulakis, K. N. & Rancans, E. (2021). Factors Related to COVID-19 Preventive Behaviors: A Structural Equation Model. *Frontiers in Psychology* 12:676521. doi: 10.3389/fpsyg.2021.676521 (see SAR p. 44).

Teaching staff can be judged by its very good results since the previous accreditation period.

During the assessment visit, it was clarified that the teaching staff has a heavy workload, and therefore international mobility is limited. The same teaching staff participate in ERASMUS + mobility every year.

2.4.5. Teaching staff of the PMASP Psychology cooperate with each other and with teaching staff of other structural units. Jointly develop study courses and cooperate in the evaluation of final works.

Every year, DU organizes research project competitions for students with the aim of promoting the research growth of DU students, promoting the practical applicability of scientific results, involving DU students in scientific activities and promoting the increase in the number of publications indexed in the Web of Science and/or SCOPUS databases.(see SAR p. 47).

For example, participation of students of the PMASP Psychology in international scientific conferences:

Daugavpils University's 62nd International Scientific Conference Tatjana Uzole, Elīna Uzole. Report "Young adults' psychological needs of communication in social network". Vineta Priekule. Report "Relationship of value system with aspects of religiosity". Evita Jemeljanova. Report "Youth's self-presentation in the course of life".

Scientific publications of students of the professional master's study program "Psychology":

Badjanova, J., Iliško, Dz., Ignatjeva, S., & Nesterova, M. (2021). Dynamics of gender-specific

behaviours in the digital educational environment. *International Journal of Interactive Mobile Technologies (ijim)*, vol.15 (24), 155 - 166 DOI: 10.3991/ijim.v15i24.27879 <http://doi.org/10.3991/ijim.v15i24.27879>. (Indexed in SCOPUS)

Iliško, Dz., Kacane, I., & Badjanova, J. (2021). Emotional and social challenges of the Covid-19 pandemic: Teacher's perspectives on pupils' needs. *Proceedings of EDULEARN21 Conference 5th-6th July 2021*, pp. 3316-3321. ISBN: 978-84-09-31267-2, ISSN: 2340-1117, doi: 10.21125/edulearn.2021.0706. (Indexed in WOS) (see SAR p. 47).

In SAR, there are many very good examples of students cooperating both in science and in project development and organization, here only some examples of them. During the assessment visit, students and academic staff confirmed their cooperation in various ways.

During the assessment visit, it was possible to observe that the academic staff is very supportive and available, the teaching approach for each student is individual and appropriate for each student's knowledge and capabilities (including students with disabilities, various movement disorders, etc. health problems). Academic staff are available and provide support in any need c, incl. in solving various problems. Students responded very positively about the teaching staff's support, positive attitude and cooperation during their studies. This greatly affects the quality of studies and the achievable study results.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

The qualifications of the teaching staff meet the requirements for the implementation of the PMASP Psychology and the requirements set out in the regulatory acts, in the implementation of the study program, compared to the previous reporting period, the proportion of lecturers with a doctor's degree has increased. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years.

Strengths:

- 1) The faculty has well-developed scientific research.
- 2) The program includes enough professionals who are psychologists.
- 3) DU has a well-developed collaboration of teaching staff in the development of programs and courses.

Weaknesses:

- 1) The teaching staff has a heavy workload, and therefore international mobility is limited.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

According to all the submitted documents and the statements made by DU, the entire academic composition is in accordance with the law.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

According to annex: "3.2.1.PMSP Psychology_Compliance with national education standard" the PMASP Psychology complies with the State Academic Education Standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

According to annex:"3.2.1.PMSP Psychology_Compliance with professional standard" the the PMASP Psychology complies with the Professional Higher Education Standard.

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

According to annex "3.2.1. PMSP Psychology_Descriptions of study courses" - study course descriptions are accessible in two languages (Latvian and English) and are compliant with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Sample of the diplome provided in the annex 3.1.2.PMSP Psiholoģija_Diploms un pielikumi.zip complies with the procedure according to which state recognised documents of higher education are issued.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Annex "2.3.7.STATEMENT_native language" - A statement from the rector has been provided.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Fully compliant

Annex "2.3.7.STATEMENT_native language" - A statement from the rector has been provided.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

According to annex "2.1.4.Agreement on studies_DU", study agreement complies with "Ministru kabineta noteikumi Nr.70 "Studiju līgumā obligāti ietveramie noteikumi"".

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

By annex "2.1.4. AGREEMENT between DU and LU" experts have been assured that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

By annex "2.1.4. CONFIRMATION_Compensation guarantee for students" experts have been assured that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Fully compliant

According to Annex: 3.2.1.PMSP Psihologija_Atbištība Psihologu likumam.docx, the study programme complies with the Psychologist Law (<https://likumi.lv/ta/en/en/id/290115>)

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

As all of the applicable criteria are fully compliant – the PMASP Psychology is fully compliant with all of the regulatory enactments and requirements.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:

The PMASP Psychology program is designed to align with the purpose, requirements, and standards of the field of study in Psychology. The courses, research work, and practical placements mentioned in the program are in accordance with the regulations, further supporting its alignment with the study of Psychology.

The title, code, degree, professional qualification, aims, objectives, learning outcomes, and admission requirements of the PMASP Psychology program are interconnected and justified. The program falls under the field of Psychology with the education classification code of 47313. The tasks, skills, and competencies of the program are clearly defined. The admission requirements vary based on the number of credit points and language proficiency. The duration and scope of the program, as well as the language of instruction, are reasonable and justified.

The PMASP Psychology has both economic and social justification. There is a high demand for highly qualified psychology specialists in Latvia, particularly in the Eastern Latvian region where the program is located. The program addresses the specific needs of the region and contributes to the well-being of individuals and society. The number of students in the program has increased, indicating interest and demand. However, efforts should be made to improve student retention. It is worth noting that 75% of graduates find employment in industries related to their education, indicating positive employment outcomes.

Overall, the PMASP Psychology program complies with the study field of Psychology, its parameters are justified, and it has economic and social justification. Efforts should be made to improve student retention, but the program effectively prepares graduates for professional roles in psychology.

The methods used in the implementation of the program contribute to the achievement of the goals and learning outcomes of the courses and the PMASP Psychology program. Students are well-prepared for the job market and receive excellent reviews from employers. Most students who choose to work in the field of psychology find employment immediately.

The PMASP Psychology program is supported by suitable resources, including software, methodological, technical, and personnel resources. The program is funded through the state budget and external entities, with cost calculations considering various components such as faculty salaries and student social security costs.

The qualifications of the teaching staff meet the requirements for the implementation of the PMASP Psychology program and the requirements outlined in the regulatory acts. Compared to the previous reporting period, the proportion of lecturers with a doctor's degree has increased. Each member of the academic staff has published in peer-reviewed publications, including international publications, within the last six years.

Strengths:

1) There is an impressive team of management and educators working to bring high quality of education to dedicated future professionals of psychotherapy.

Weaknesses:

1) Unreasonable amount of workload on the academic staff. Hours dedicated to preparation of lessons and lectures, consultations and research must be included in contact hours that are required of full time staff.

Evaluation of the study programme " Psychology"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme " Psychology"

Short-term recommendations

Long-term recommendations

- | |
|---|
| 1) The teaching staff has a heavy workload, and therefore international mobility is limited. Make workload of the academic staff lighter - in the obligatory contact hours, consultation time, preparation of the lessons and also time for research must be included. |
| 2) During the reporting period, there is also significant dropout. It is necessary to solve this problem. Recommendation is to find opportunities to minimize the dropout rate. |
| 3) Experts recommend prioritizing further development of the psychology laboratory as the purchase of equipment for the lab is still in progress. Currently, the limited availability of scientific research equipment hinders the potential for extensive research in the lab. |
| 4) More psychological assessment methods could be offered to educational and school psychology qualification (IZGPSIH-izglītības un skolu psiholoģija), because those can be needed on a daily basis while evaluating children. |
| 5) No self-therapy is demanded of students; however, it is highly encouraged for them to seek professional guidance or support when needed. DU should make an effort to provide this to students. |

II - "Psychology" ASSESSMENT

II - "Psychology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. Based on the provided information in SAR p.61-62 and chapter 3.1.2 of the doctor study program "Psychology" 51313 (DSP Psychology) is designed to prepare highly qualified specialists for self-directed scientific research and academic activity in the field of psychology, specifically in the sub-fields of social psychology or pedagogical psychology. The purpose and objectives of the doctoral program, as well as the study results obtained during the program, align with the eighth level of the European Qualifications Framework (EQF), which is the level of doctoral studies.

Based on the provided information of SAR and assessment visit, the DSP Psychology in psychology appears to be in compliance with the study field of psychology. The program's goals, objectives, and study results are specifically tailored to the field of psychology, and the program aims to prepare specialists for research and academic activities within the psychology discipline.

2.1.2. According to the SAR (p. 60-62) the DSP Psychology falls under the study field of 'Psychology,' with an education classification code of 47313. The last three numbers (313) represent Psychology according to the classification of Latvian education (MC no. 322), which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>

The aim of the DSP Psychology is to preparing highly qualified specialists for self-directed scientific research and academic activity in the field of psychology, in the sub-field of social psychology or pedagogical psychology.

The tasks of the study program include:

- Ensuring the level of theoretical preparation of doctoral students that meets the requirements of Latvian and global psychological science;
- Improving the skills and abilities of organization and implementation of scientific research;
- Integrating the scientific research knowledge, skills and competences in academic activity.

The results of the study program include the following:

Knowledge: 1. Knows and understands the most current theories, priorities and development perspectives of psychological science; 2. Demonstrates in-depth knowledge of key psychological insights in an interdisciplinary context; 3. Knows and understands the methodology of modern psychological scientific research. Skills 4. Able to independently select, critically evaluate and analyze the obtained scientific information from the latest research conducted by the industry; 5. Able to discuss complex topical issues and scientific research in the field of psychological science with other specialists and representatives of related professions; 6. Able to independently conduct scientific research and use modern technologies in the field of psychological science in accordance with the requirements set for scientific research in the world. Competencies 7. Able to take initiative and responsibility when conducting scientific research at a high professional level; 8. Able to integrate research knowledge, skills and abilities in the process of self-development and self-improvement for further academic and research activities; 9. Able to manage and improve his scientific research activities independently.

The admission requirement for the DSP Psychology :

- Master's degree in Psychology;
- Entrance exam;
- Examination in a foreign language (English).

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

The DSP Psychology is implemented in Latvian.

Upon successful completion of the studies, students are awarded a Scientific doctoral degree Doctor of Science (Ph.D.) in Social Sciences.

The DSP Psychology is implemented in a full-time studies form, with a total of 120 CP (credit points) to be earned over the course of 3 years.

According to experts' opinions, the title, code, degree and qualification to be obtained, aims, objectives, learning outcomes, and admission requirements of the DSP Psychology are interrelated. The duration and scope of the DSP Psychology implementation, as well as the implementation language, are reasonable and justified.

2.1.3. There are no changes in the parameters of the DSP Psychology.

2.1.4. Based on the information provided from Chapter 3.1.3 of the DU SAR in DSP Psychology and the assessment visit, then DSP Psychology at DU is purposefully directed towards providing high-level specialists in the Latvian labor market who can be competent researchers, university lecturers, and professional psychologists. The DSP Psychology has been implementing study opportunities in the subfield of social psychology for over 20 years, which is also available at the University of Latvia. In 2021, the sub-field of pedagogical psychology was implemented, based on long-term pedagogical traditions within DU. This sub-field is unique in Latvia and not implemented in other universities.

The demand for highly qualified certified psychologists and appropriately educated academic staff in training professional psychologists and conducting scientific research has increased in Latvia. The psychology profession in Latvia has initiated a great demand for these professionals. The DSP Psychology at DU ensures the fulfillment of several tasks necessary for the full functioning of society, such as independent scientific capacity, developing psychological science-based guidelines and recommendations for specialists in other fields, strengthening Latvia's image in the international arena through research and publications, and adapting and standardizing research tools for psychologists in the Latvian context.

Currently, there are a total of 4 doctoral students studying in the DSP Psychology at DU. Two students were matriculated in 2020, one in 2021, and one in 2022. It is worth noting that there are no foreign students studying in the program.

Previous graduates of the DSP Psychology mostly work in the universities of Latvia. Several graduates are involved in DU as research and academic staff. Some graduates also work partly in the university and partly as entrepreneurs, utilizing their knowledge, skills, and competences in academic work and practical life. The report does not provide specific employment indicators or statistics regarding the graduates' employment outcomes.

Based on the information provided, the DSP Psychology seems to have economic and social justification. It aims to address the demand for highly qualified psychologists and academic staff in Latvia. The DSP Psychology offers unique sub-fields of psychological science and contributes to the development of psychological research and guidelines in Latvia.

2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The DSP "Psychology", its name, the degree to be obtained, the goals and objectives, as well as the admission requirements are interconnected and correspond to the field of psychology. Pedagogical psychology is a unique sub-field of psychological science in Latvia and is not implemented in other universities.

Strengths:

1) The DSP Psychology is directed towards providing high-level specialists in the Latvian labor market, who could be competent researchers, university lecturers and professional psychologists.

Weaknesses:

None

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The content of the DSP Psychology is well organized and subjects complement each other, program is made topical, corresponds to the objectives of the program and ensures the achievement of learning outcomes, as well as meets the needs of the industry, labor market and scientific trends.

DSP Psychology includes courses that educate students about most current theories, priorities and development perspectives of psychological science (3.2.1.DSP Psiholoģija_Studiju kursu apraksti.zip); Demonstrates in-depth knowledge of key psychological insights in an interdisciplinary context; and methodology of modern psychological scientific research.

Students are learning how to independently select, critically evaluate and analyze the obtained scientific information from the latest research conducted by the industry. As part of the study process they need to learn to discuss complex topical issues and scientific research in the field of psychological science and conduct research in accordance with the requirements set for scientific research in the world.

By completing DSP Psychology students are able to to integrate research knowledge, skills and abilities in the process of self-development and self-improvement for further academic and research activities; and improve his scientific research activities independently. (Study programmes for accreditation, 51313, parameters; for full course description see : <https://du.lv/en/studies/study-programmes/doctoral-study-programmes/psychology/>).

2.2.2. For doctoral students, the awarding of a degree is based on achievements and findings of the relevant field of science or artistic creation and on the results of the study course "Doctoral examination in psychology". Examination is mandatory to test doctoral students' knowledge about the chosen research direction, so that they could demonstrate it in academic discussion (annex 3.1.2.DSP Psychology_Transcript_PEDPSYCH).

2.2.3. The study implementation methods contribute to the achievements of the aims and learning outcomes of the study courses and the DSP Psychology. The degree to be obtained, the goals and objectives, as well as the admission requirements (master's degree in psychology; entrance exam: report on the research topic and discussions about it; test in a foreign language (English) are interconnected and correspond to the field of study "Psychology" and is a sequential continuation of undergraduate and graduate studies.

After defending the doctoral thesis, the Doctor of Science Degree Doctor of Science (Ph.D.) in Social

Sciences is awarded, which opens up opportunities for international research in the field of social sciences under the post-doctoral research program (post-doctoral studies) (self assessment report 3.1. Indicators Describing the Study Programme, annex 3.1.2.)

As in other programs student-centered learning and teaching principles are always used. For this DSP Psychology each student is provided an individual plan with consultations with the scientific supervisor and individual elaboration of the research project. Supervisor is a specialist in the field of psychology that helps students to make individual plans for elaboration of the doctoral thesis; demands specified consultation dates to help students organize the thesis writing process. At consultations the topical issues of the research methodology and systematized list of bibliography are discussed. Help and planned supervisions are a part of each semester's plan (full description of specific study courses provided see: <https://studijudala.du.lv/kursiinfo/D0801>).

2.2.4. N/A

However this study programme does not have an internship, a part of DSP Psychology students get the opportunity to gain skills as lecturers by defending their doctoral thesis in front of bachelors and masters program students. They can gain experience as researchers and teaching staff by taking part in a psychological laboratory. For example, on an assessment visit experts met a doctoral student who partially works at a DUs psychological laboratory that helps other students with writing their research in bachelors and masters programs.

2.2.5. DU has a Psychology Promotion Council, which provides doctoral students with the opportunity to receive a promotion (available only in Latvian: <https://du.lv/zinatne/promocija/promocijas-padomes/psihologijas-promocijas-padome/>; approved on 24.10.2022.). The evaluation of the promotion process takes place in accordance with the "Regulations on Daugavpils University promotion councils" (available only in Latvian: <https://du.lv/wp-content/uploads/2021/05/Nolikums-par-DU-Promocijas-padomem-1.pdf>) and in accordance with the regulations of the Psychology Doctoral Council (available in Latvian: <https://du.lv/zinatne/promocija/promocijas-padomes/psihologijas-promocijas-padome/>).

After graduating from DSP "Psychology", the applicant for a scientific degree submits a doctoral thesis for examination at the Department of Psychology of DU. After making a positive decision, the doctoral council submits the doctoral thesis to the Department of Sciences of DU, which, in turn, sends the thesis to the State Scientific Qualification Commission [Valsts zinātniskās kvalifikācijas komisija](VZKK) for examination. The doctoral thesis is evaluated at the meeting of the VZKK and after a positive decision, the doctoral process is organized in accordance with the regulations of the DU Psychology Doctoral Council (full description see: 3.2. The Content of Studies and Implementation Thereof, annex 3.2.5.)

2.2.6. The topics of students' final theses are relevant to the field and correspond well to the DSP Psychology . Students of the DSP Psychology, together with academic staff, participate in various research projects, international scientific conferences, and publish scientific articles. As part of their doctoral thesis, doctoral students focused on current problems of applied social and pedagogical psychology, such as implicit and explicit attitudes towards Latvian and foreign food product brands, students' epistemological attitudes towards sources of knowledge, socio-psychological peculiarities of the formation of Latvian residents' sense of the future and time perspective, primary school-age children peculiarities of the development of mental intelligence, etc (self assessment, section 2.4. Scientific Research and Artistic Creation, annex 2.4.1.). In the assessment visit interviews lecturers stated that DU actively continues discussions on how to make the process of defending the doctoral thesis even more transparent and how to increase the research capacity of the DSP "Psychology"

program.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

DSP Psychology provided an in-depth understanding of general theoretical and methodological issues in the field of social/pedagogical psychology. After completing the program students know how to independently select, critically evaluate and analyze the obtained scientific information from the latest research conducted by the industry. As part of the study process they need to learn to discuss complex topical issues and scientific research in the field of psychological science and conduct research in accordance with the requirements set for scientific research in the world. Each semester students are provided with an individual supervisor who helps them to understand topical issues of the research methodology, helps to systematize the list of bibliography and impose specific thesis writing schedules.

DU provides students with the opportunity to defend their thesis in accordance with the "Regulations on Daugavpils University promotion councils". Afterward confirming the thesis by the State Scientific Qualification Commission [Valsts zinātniskās kvalifikācijas komisija](VZKK).

By study course content and descriptions it is visible that the DSP Psychology program is devoted to the sixth stage of the elaboration of a doctoral thesis in psychology.

Strengths:

- 1) DU actively took into consideration the previous course evaluation and has made a priority to pay more attention to doctoral students theses, to increase the number of doctoral theses defended and published.
- 2) Students are very dedicated to the program and give very good feedback about the quality of the program and lecturers.

Weaknesses:

None

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Fully compliant

The scientific research of the "Psychology" field of study at DU is aligned with the study process, which shows its compliance with the development goals of the field of study and the internationally accepted practice in psychology education.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. The DSP Psychology is well-equipped with abundant resources, ensuring that students have the necessary tools and materials for learning and conducting scientific research. Students have access to a wide array of resources, encompassing study facilities, a material and technical infrastructure, various tools and equipment designed to assist in the preparation, integration, visualization, and distribution of study and research materials. Furthermore, information networks,

including the Internet, intranet, and Moodle, are readily accessible. A diverse selection of databases, such as the library network, DU research center databases, and open-access resources like the database of book materials, is available to students. Additionally, a wealth of materials, including research documents, scientific publications (including those indexed in Web of Science and Scopus), and archives, can be accessed.

Moreover, students benefit from a range of services, including administrative, financial, and IT support, as well as network services and access to official statistical data. Furthermore, a variety of computer applications and software tools, including Standard Office, SPSS, GIS, data visualization resources, online communication platforms, and software for enhancing the learning experience, are at their disposal. These comprehensive resources collectively facilitate students' engagement with all the study courses within their program and empower them to pursue research endeavors at different stages of their academic journey. This holistic approach underscores the adaptability and student-centric nature of the educational environment. This topic is more explored in Chapter 3 (Resources and Provision of the Study Field).

While study materials and core literature are available in both Latvian and English, supplementary literature is primarily in English. According to SAR (p. 111), the number of books in psychology in English - 437 books, that is 19% of the books in psychology. The number of literature sources available in English is sufficient.

DU has implemented the previous recommendation for opening a physical laboratory for experiments. During the previous assessment, DU had no psychological lab space, relying on their partners in Riga, which is over 2 hours away by any means of transport, and that severely limited the research of the academic staff, as well as the field's students. The expert team is sure that further development of the psychology laboratory will contribute to increasing the number of interdisciplinary studies, as well as the involvement of students and teaching staff in research projects, and increasing the quality of scientific research.

The newly created Psychological Support Center will provide psychological support to the students and staff of DU.

2.3.2. SAR p. 70, during the reporting period, the DSP Psychology benefited from collaboration with the Laboratory of Neurocognitive Implicit Processes of the Baltic International Academy, utilizing specialized laboratory equipment and software for experimental procedures (E-Prime 71 2®).

2.3.3. According to SAR (p. 71), the DSP Psychology is funded primarily through the state budget and contributions from individuals or organizations. Cost calculations for each student include faculty salaries, mandatory social insurance contributions, business expenses, materials, energy, books, equipment, and investments.

Unlike bachelor and master programs, there is no specified minimum number of students required for the DSP Psychology, and, as mentioned in SAR (p. 71), the costs for preparing students from the state budget align with those of European Union countries in the relevant field.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

The DSP Psychology is well-equipped with resources, ensuring that PhD students have the necessary tools and materials for learning and conducting scientific research.

Strengths:

- 1) Evidence of good practice of cooperation with other research institutions.
- 2) Well-structured system for funding scientific and research activities.

Weaknesses:

- 1) Insufficient funding for the PhD program.
- 2) The purchase of the equipment for the Psychology lab is still in the process, currently not much scientific research can be done in the Lab.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The resources are sufficient for the successful implementation of the DSP Psychology.

The finances are balanced, however there is still room for improvement.

2.4. Teaching Staff

Analysis

2.4.1. The Psychology Doctoral Council and the International Council of Professors of Sociology and Psychology also operate at DU. (see SAR p 15). The high level of the doctoral program is confirmed by the fact.

During the reporting period, 11 teaching staff are involved in the implementation of the professional doctoral study program "Psychology" – five professors, three associate professors, three assistant professors, of them – one visiting professor (University of Salford, Great Britain), one visiting associate professor (University of Latvia) and one visiting associate professor. Eight lecturers have been elected at Daugavpils University. All the lecturers have a doctor's scientific degree, one of them has a qualified doctor of pedagogy and a qualified doctor of psychology (dr. habil.paed, dr. habil.psych), seven lecturers have a doctoral degree in psychological science (dr. psych.), one lecturer – scientific degree of doctor of philology (Dr.phil.), for two lecturers – scientific doctorate degree of doctor of science (Ph.D.). (see SAR p. 72).

Analyze Appendix 2.3.7. all teaching staff correspond to their qualification and DSP Psychology requirements, all have relevant knowledge and adequate knowledge of the country and foreign languages. Quantitative data collected in the appendix (2.4.4.Quantitative data on the scientific work.docx) show good results in scientific research.

The faculty member in the DSP Psychology is fully qualified.

2.4.2. Due to minor changes in the plan of the DSP Psychology and the reduction of the number of contact lessons in the core teaching staff, working relationships with two visiting professors were terminated, which did not have a negative impact on the quality of studies.(see SAR p. 73).

2.4.3. During the reporting period (2020-2022), the teaching staff involved in the implementation of the doctoral study program "Psychology" have published 53 scientific publications, which are indexed in Web of Science/SCOPUS databases and 26 scientific publications in other peer-reviewed publications.(see SAR p. 73-76).

During the reporting period (2020-2022), the teaching staff involved in the implementation of the doctoral study program "Psychology" have published 53 scientific publications, which are indexed in Web of Science/SCOPUS databases and 26 scientific publications in other peer-reviewed publications. The most important scientific publications indexed in Scopus or WoS CC databases, for example:

1. Korniseva, A., Guseva, S., Dombrovskis, V., & Capulis, S. (2022). Predictors of Student Procrastination in Latvian Higher Education Institutions during Distance Learning. *The International Journal of Learning in Higher Education*, 29(1), 171-183. <https://doi.org/10.18848/2327-7955/CGP/v29i01/171-183>
2. Korniseva, A., 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>
3. Badjanova, J., Iliško, Dz., Ignatjeva, S., & Nesterova, M. (2021). Dynamics of gender-specific behaviours in the digital educational environment. *International Journal of Interactive Mobile Technologies (ijim)*, 15 (24), 155 - 166 DOI: 10.3991/ijim.v15i24.27879 <http://doi.org/10.3991/ijim.v15i24.27879>. (Indexed in SCOPUS).

Since the last accreditation evaluation, a huge amount of work and investment in research work has been done.

Teaching staff involved in the implementation of the DSP Psychology participate in both research projects and ESF and other projects: Prof. Dzintra Iliško [Dzintra Iliško]

1. 01/10/2020 - 29/09/2023 Norwegian financial instrument 2014 - 2021 period programme "Research and education" activity "Innovation centres" in the project "Creating an innovation centre in Daugavpils." Project participant.
2. - 2021 IP program of the NORDLUS TEN network "Innovative and Sustainable Aesthetic Methods for Citizenship Education: Nordic and Baltic Perspectives" (ISAMCE). Project participant. 76
3. 2020 - 2021 E-Twinning GE18ENIOT 0219 project No. ENI/2020/414-971 "Supporting intersectoral collaboration possibilities between Research and Industry". Project participant.

The six teaching staff involved in the implementation of the DSP Psychology are experts of the Latvian Science Council in social sciences - psychology.

2.4.4. During the reporting period (2020-2022), the teaching staff involved in the implementation of the doctoral study program "Psychology" have published 53 scientific publications, which are indexed in Web of Science/SCOPUS databases and 26 scientific publications in other peer-reviewed publications. This is more than in the previous reporting period.

A series of procedures and mechanisms have been developed for how teaching staff are involved in scientific activity and how expenses related to scientific activity and research are covered. For example: Daugavpils University procedure for paying the expenses of preparing scientific publications" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "The procedure for paying Daugavpils Scientific publications and monographs of the university's academic staff" (available from the DU internal network: <https://ieej.lv/kZtZq>), "Daugavpils University procedures for paying the expenses of participation fees for scientific business trips and scientific events" (available from the DU internal network: <https://veidlapas.du.lv/kartibas/>), "Procedures of the competition "Daugavpils University research projects" (available in Latvian: <https://du.lv/aktualitates/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2023-gadam/>).

The teaching staff of the study field "Psychology" together with the students prepare and submit applications for fundamental and applied project competitions of the Latvian Science Council, European Structural Funds project competitions and DU research project competitions. 46 In the reporting period, the number of scientific publications in the Web of Sciences and SCOPUS databases (21 publications in the field of psychology) and in other internationally peer-reviewed journals and collections of articles has increased for the lecturers of the study field "Psychology", but the participation in international scientific conferences has decreased due to the restrictions of the COVID-19 pandemic. (see SAR p.45-46).

The level of scientific publications, the expert rights of the teaching staff of the Latvian Science Council and the recognition of the quality of doctoral theses by the State Scientific Quality Commission confirm the correspondence of the research of the field of study to the level of scientific development. The scientific activity is summarized in 2.4.4.Quantitative data on the scientific work.docx and 2.4.4.Scientific activity of academic staff.docx. The documents show that the science of the teaching staff is fully adequate. The submitted documents 2.4.4.Scientific activity of academic staff.docx. on the scientific activity of the academic staff prove the active participation of the academic staff, incl. conferences, projects and other scientific activities, collected.

Each staff involved in the implementation of the DSP Psychology participates in both research projects and ESF and other projects (see previous section 2.4.3.).

In the future, it would be good if more lecturers elected by DU were involved in research projects.

2.4.5. Teaching staff involved in the DSP Psychology cooperate both in the development of study course descriptions and in the planning of study course content, jointly agreeing on the goals, tasks, achievable results and content of the study courses to be developed and taught. The teaching of several study courses involves two or more teaching staff who have mutually divided responsibilities, for example, each lecturer leads the part of the study course or specific topics with which his research activity is related, and they then jointly participate in the evaluation of the achieved results. The logical sequence of the implementation of the study courses is discussed and evaluated both in the sessions of the study field "Psychology" and in the sessions of the profiling department, which helps to avoid overlapping of specific topics in different study courses. (see SAR p.77).

After the self-evaluation report written and the DU assessment visit, it can be concluded that the teaching staff cooperates and jointly develops courses and improves them.

During the assessment visit of the experts, it was possible to observe that the academic staff is very supportive and available, the teaching approach for each student is individual and appropriate for each student's knowledge and capabilities (including students with disabilities, various movement disorders, etc. health problems). Academic staff are available and provide support in any need c, incl. in solving various problems. Students responded very positively about the teaching staff's support, positive attitude and cooperation during their studies. This greatly affects the quality of studies and the achievable study results.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

The teaching staff involved are fully in line with the DSP Psychology. Many scientific research publications are available for teaching staff to implement the program. The teaching staff

cooperates with each other.

Strengths:

- 1) The teaching staff involved are highly qualified, fully in accordance with the doctoral study program Psychology.
- 2) Almost half of the teaching staff involved in the implementation of the doctoral study program "Psychology" are experts of the Latvian Science Council in social sciences - psychology.
- 3) DU has a well-developed collaboration of teaching staff in the development of programs and courses.

Weaknesses:

- 1) In the future, it would be good if more lecturers elected by DU were involved in research projects.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

All the academic staff involved are high-level scientists with the corresponding requirements of Latvia.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Not relevant

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Not relevant

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

According to annex "3.2.1. PMSP Psychology_Descriptions of study courses" - study course descriptions are accessible in two languages (Latvian and English) and are compliant with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

According to annex "3.1.2.DSP Psychology_Diploma and transcript" the sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

According to SAR of DSP Psychology and annex "3.4.1.DSP Psychology_Statement of staff compliance with the Higher Education Law" the academic staff is compliant with the requirements.

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Fully compliant

According to annex "3.4.1.DSP Psychology_Statement of staff compliance with the Higher Education Law" at the time of evaluation, there are 5 members of teaching staff that are experts approved by the Latvian Science Council in the field of Psychology and 11 with a doctoral degree (including those mentioned above).

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Annex 2.3.7.STATEMENT_native language.docx - A statement from the rector has been provided.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Fully compliant

Annex "2.3.7.STATEMENT_foreign_language_B2" - statement from the rector - assures to experts that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

According to annex “2.1.4. Agreement on studies_DU” , study agreement complies with “Ministru kabineta noteikumi Nr.70 “Studiju līgumā obligāti ietveramie noteikumi””.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

By annex “2.1.4. AGREEMENT between DU and LU” experts have been assured that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme’s license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

By annex “2.1.4. CONFIRMATION_Compensation guarantee for students” experts have been assured that students are guaranteed compensation for losses if the study programme is not accredited or the study programme’s license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

As all of the applicable criterion are fully compliant – the study programme is fully compliant with all of the regulatory enactments and requirements.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:

In general, the DSP Psychology at DU is highly commendable and meets the requirements of a doctoral-level program in psychology. Its focus on educating scientists and preparing highly qualified specialists for research and academic activities is well-aligned with the field of psychology.

The programme sets clear goals and objectives, ensuring a high level of theoretical preparation and improving research skills and abilities. The study results expected from the program are comprehensive, covering knowledge, skills, and competencies in key areas of psychological science.

The admission requirements for the programme are appropriate for selecting qualified candidates, including a master's degree in psychology and language proficiency. Offering studies in both Latvian and English allows for international students to participate and adds to the program's diversity and global perspective.

The content and organization of the programme are well-designed and relevant to the objectives of the program and the industry's needs. The implementation methods, including student-centered learning and teaching principles, facilitate the achievement of the program's aims and learning outcomes. Students are provided with individual plans and regular consultations with their scientific supervisor to support their research projects.

The programme also has a robust process for awarding the doctoral degree, including a doctoral examination and thesis defense. This ensures that students are thoroughly assessed in their chosen research direction and are well-prepared to contribute to the field of psychology.

Furthermore, the programme encourages students' involvement in research projects, conferences, and scientific publications. The topics of students' final theses are relevant and aligned with the program, showcasing the program's commitment to addressing the needs of the industry and labor market in Latvia.

While there are some identified shortcomings, these do not significantly detract from the overall excellence of the programme. The program's strengths, including its alignment with the field, clear goals and objectives, comprehensive study results, and opportunities for international participation, justify an assessment of Excellent.

Strengths:

- 1) The doctoral study program is well-equipped with resources, ensuring that PhD students have the necessary tools and materials for learning and conducting scientific research.
- 2) The teaching staff involved are fully in line with the doctoral study program in Psychology. Many scientific research publications are available for teaching staff to implement the program. The teaching staff cooperates with each other.

Weaknesses:

- 1) In the future, it would be good if more lecturers elected by DU were involved in research projects.
- 2) In DU the doctoral study programme needs more state financed study places.

Evaluation of the study programme "Psychology"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Psychology"

Short-term recommendations

Long-term recommendations

- 1) In the future, it would be good if more lecturers elected by DU were involved in research projects.
- 2) Now there is insufficient funding for the PhD program. It is necessary to increase the funding.
- 3) The purchase of the equipment for the Psychology lab is still in the process, currently not much scientific research can be done in the Lab. It is necessary to develop the Lab.

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation			Comment
R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:	Fully compliant			The continuous improvement, development, and efficient performance of the study field is described in the "DU study internal quality ensuring policy" . Yearly quality assurance meetings for the staff and regular student surveying are effective ways to maintain the quality of the studies and to help detect shortcomings and solve them appropriately. Eksperts identified some weaknesses, but they are only for improvement, and don't affect evaluation.
R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)	Fully compliant			DU science is at a highly developed level, research has been carried out, work on projects has been carried out, high-level cooperation between students and lecturers in the field of research. Scientific research fulfills all the requirements.

Requirements	Requirement Evaluation			Comment
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.	Fully compliant			DU's active cooperation with higher education institutions in Latvia and international partners in the field of psychology greatly contributes to the achievement of the study field's aims and learning outcomes.
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.	Fully compliant			Analyzing Appendix 2.6.1, and also during the visitation of DU, the team of experts concluded that the management of DU has taken great steps to fix the problems that were identified during the previous accreditation visitation. The issues that could be amended between visitations have been addressed, and reforms have been initiated to tackle the remaining issues.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Psychology (43313)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent
2	Psychology (47313)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Excellent
3	Psychology (51313)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Excellent

The Dissenting Opinions of the Experts

Experts do not have dissenting opinions.