

APPLICATION

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

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
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Self-evaluation report

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

University of Daugavpils

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1. Information on the Higher Education Institution/College

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

Brief characteristics of Daugavpils University

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

Daugavpils University mission and vision

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

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

Main objectives of DU activity:

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

Implemented study directions and the number of study programmes within them

Study process at DU is implemented in 16 study directions: "Education, pedagogy, and

sports" (10 study programmes), "Art" (6 study programmes), "History and philosophy " (4 study programmes), "Language and culture studies, native language studies and language programmes " (6 study programmes), "Translation" (1 study programme), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (3 study programmes), "Law" (3 study programmes), "Life sciences" (5 study programmes), "Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (6 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health care" (2 study programme), "Environment protection" (2 study programmes); " Internal Security and Civil Protection " (2 study programmes).

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

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2020" (<https://www.izm.gov.lv/lv/media/12842/download>)[1], DU occupies 7th place among Latvian higher education institutions as to the number of students. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2016 to 2022 (Figure 1) leads to a conclusion that the number of students at DU has remained steady and even increased in 2021 and 2022, despite the long-term decline and emigration of the population in Latgale and Latvia. According to the informative material "Summary: Economic and labor market trends", in the following years the number of the population of Latvia will keep diminishing (<https://prognozes.em.gov.lv/lv> - available in Latvian)[2]. The main reasons of this process include aging of the society, durably low birth rate and emigration of the population (<https://www.em.gov.lv/lv/media/598/download> - available in Latvian)[3]. Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions (https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina_Vasilevska_2014.pdf?sequence=%20%201 - available in Latvian)[4].

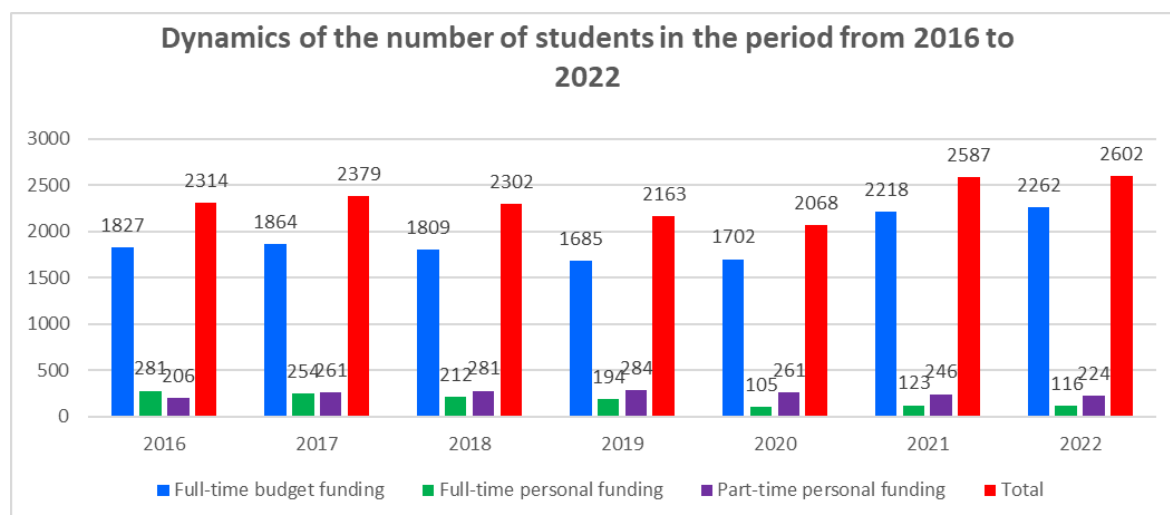


Figure 1. Dynamics of the number of students in the period from 2016 to 2022. Displayed data for October 1 of the respective year (September 26, 2022).

[1] Ministry of Education and Science, Survey of higher education in Latvia in 2020. Available: <https://www.izm.gov.lv/lv/media/12842/download> [viewed 11.01.2022]

[2] Ministry of Economics, Summary: Economic and labor market trends. Available: <https://proгноzes.em.gov.lv/lv> [viewed 11.01.2022]

[3] Ministry of Economics, Informative Report on Medium and Long-Term Labor Market Forecasts. Available: <https://www.em.gov.lv/lv/media/598/download> [viewed 11.01.2022]

[4] Vasilevska, Daina. Socio-economic factors for ensuring access to higher education in Latvia. Doctoral Thesis, University of Latvia, 2014. Available: https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina_Vasilevska_2014.pdf?sequence=%20%201 [viewed 11.01.2022]

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

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 26 study programmes are offered in English. In the time period from 2016 to 2021, there were 519 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Israel, Finland, Italy, Ukraine, Philippines and Indonesia. 3 – 4 times a year DU representative participate in higher education exhibitions in Belarus, Uzbekistan, Kazakhstan, as well as cooperate with higher education institutions and education institutions in foreign countries to inform of the current offer of study programmes, establish contacts with foreign universities for elaboration of joint programmes, to facilitate the attracting of foreign students and the academic staff.

Daugavpils University development strategy major goals and activity directions

DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth – Strategy). *Strategy summary in English see in "Other Annexes"*.

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

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

[1] Daugavpils University Development Strategy 2015-2020. Available in Latvian: https://du.lv/wp-content/uploads/2021/12/DU_attistibas_strategija_25.01.2021.-converted.pdf

Strategy determines the medium-term goals:

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

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

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

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

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

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

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

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

DU staff top representation and administration institution and decision-making institution in academic and scientific issues is the **Constitutional Assembly** – an authorized top collegiate representation, administration, and decision-making institution that is elected for three years by secret ballot: from professors and other academic staff – 70 representatives (70%), from students – 20 representatives (20%), and from general staff – 10 representatives (10%). Constitutional Assembly decides on passing, amending, or repealing the Constitution; Constitutional Assembly passes and makes amendments in Senate Regulation, elects Senate, revokes Senate members; elects and dismisses rector, hears rector's report; approves the Regulation on the Academic Court of Arbitration, elects the Academic Court of Arbitration; passes the Regulation on DU Constitutional Assembly. Constitutional Assembly is entitled to accept for consideration and deciding other conceptual issues concerning the activity and development of Daugavpils University.

Senate is a collegiate administrative and decision-making institution of DU staff. Senate approves the order and rules for all the spheres of academic activity, participates in the implementation of strategic goals of DU activity approved by the Constitutional Assembly and performs other

functions. Senate is elected by the Constitutional Assembly for three years: 21 representatives from DU academic staff (including 5 representatives from deans, heads of departments and scientific institutes), 6 representatives from students, and 1 representative from the administrative staff upon the rector's recommendation. Representatives of the academic staff are delegated to Senate

by meetings of the representatives of the academic staff. Representatives of students are delegated to Senate by Student Council. Students represented at DU Senate have veto rights in issues concerning students' interests. Senate activity is governed by Regulation approved by the Constitutional Assembly.

The highest official of DU is **rector**. Rector bears responsibility for the general administrative management of DU and without special authorization represents DU. Rector is elected by the Constitutional Assembly and approved by the Cabinet of Ministers. Rector facilitates the development of DU, bears responsibility for the implementation of DU strategy, secures the observance of the academic liberty of the academic staff and students, bears responsibility for the compliance of the activity of DU with the legislation of the Republic of Latvia, other laws and regulations and DU Constitution, bears responsibility for the quality of education, scientific research, and artistic creative activity executed at DU, secures lawful, economical, and purposeful use of state budget funds allotted to DU and DU property.

Academic Court of Arbitration maintains disputes between DU officials, structural unit administrative institutions that are in relations of subordination as well as applications of students and academic staff concerning the limitations and violations of their academic liberties and rights stated in the Constitution. Constitutional Assembly elects four representatives of the academic staff to the Academic Court of Arbitration by secret ballot for three years. No representatives of the administrative staff may be among them. Three representatives of students are elected by Student Council.

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

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

Faculty council supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council, and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units;

student representatives that are delegated by the faculty student self-governance (20% of the council members).

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

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

Quality ensuring policy is part of Daugavpils University development strategy for 2015-2020. According to the letter of the Ministry of Education and Science of November 1, 2021 no. 4-10e/21/99 "extend the term of operation of existing strategies until the start of operation of new strategies approved by the University Council, indicatively from 2023", Daugavpils University Development Strategy for 2015-2020 has been extended until the start of operation of a new approved strategy (indicative year 2023).

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

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

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

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project "Daugavpils University governance and management competence improvement"

(No. 8.2.3.0/18/A/010). Within the framework of the project, in 2021, the new normative acts for the internal study quality assurance were drawn up, which were approved by rector's ordinance, for example, "DU Study Internal Quality Assurance Policy", "DU Study Quality Policy and Study Quality Monitoring Strategies", "Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System", etc., which are aligned with the content of the newly developed "DU Quality Policy" and "Quality Management System Manual". All these documents are available from the DU internal network in Latvian (<https://veidlapas.du.lv/dazadi/>). *List of Regulations for internal quality assurance in in English see in "Other Annexes".*

Mechanisms of the study process quality provision

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

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

The main forms of quality assessment are as follows:

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

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

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

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

<i>Examining the issues related to the process of studies</i>	<p>Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters.</p> <p>Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.</p>
<i>Surveys</i>	<p>At the end of each academic year surveys of students (https://aptaujas.du.lv/index.php/811685/ - available in Latvian), employers (https://aptaujas.du.lv/index.php/544412 - available in Latvian), and alumni (https://aptaujas.du.lv/index.php/764263/lang-lv - available in Latvian) are carried out. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.</p>
<i>Self-assessment of the study direction and preparation of the self-assessment report</i>	<p>The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited.</p> <p>Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.</p>
<i>E-study environment improvement</i>	<p>DU e-study environment Moodle is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.</p>

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

Efficient results are reached by means of understanding and support of the administration, purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

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

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>DU is being implemented “DU study internal quality ensuring policy” that facilitate and ensure the quality of higher education.</p> <p>To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010) (see section 1.3).</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Complies</p> <p>In accordance with the “Regulation on Studies at Daugavpils University” (https://du.lv/en/about-us/documents/) and “Regulations on Opening and Managing Daugavpils University Study Directions and Study Programmes” (https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atveršanas-un-parv-nolikums.pdf - available in Latvian) there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination.</p>
3.	The criteria, conditions, and procedures for the evaluation of students’ results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>“Regulation on Studies at Daugavpils University” and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students’ academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students’ academic performance in surveys.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: “Regulation on elections to academic positions in Daugavpils University” and “Procedure of assessing the scientific activity of Daugavpils University academic staff”. Self-assessment reports include the results of surveys and measures of implementing students’ proposals and averting criticism.</p>

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies Surveys of students, alumni, and employers are organized every year. CSQA carries out express surveys to learn students' opinion on current issues related to the process of studies. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Complies DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

2.1. Management of the Study Field

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

The aim of the study direction "Language and Culture Studies, Native Language Studies and Language Programmes" is to prepare academic specialists in Latvian studies, Russian studies, English studies, Eastern European culture studies; specialists of the native language, literature and foreign languages (teachers, editors, specialists in e-text and advertising, press secretaries), intercultural relations specialists for Daugavpils, Latgale, Eastern Latvia and the country as a whole.

The aim and objectives of the study direction are related to the development strategy of Daugavpils University, which was approved at the meeting of the DU Faculty Council on 7th November 2016 and determines the implementation of study programmes of the DU study direction "Language and Culture Studies, Native Language Studies and Language Programmes ". "Daugavpils University

https://du.lv/wp-content/uploads/2021/12/DU_attistibas_strategija_25.01.2021.-converted.pdf - available only in Latvian] (based on Letter No. 4-10e/21/99 of the Ministry of Education and Science of 11.01.2021 "On Institution Development Strategies", implementation of nationally mutually agreed education and science policy and successful implementation of ongoing reforms, by decision of the DU Faculty Council (25 January 2021 DU Faculty Council meeting minutes No 1.) "Daugavpils University Development Strategy 2015-2020" has been extended until the implementation of a newly approved strategy (indicatively 2023)). The strategy puts special emphasis on the importance and role of the preparation of language, literature and cultural studies specialists for the development of the region and the country, as well as the coordination of the scientific research direction with the implementation of the academic programme.

Daugavpils University is the largest regional university in Latvia. It is located in Latgale – a border area where historically and nowadays there is a multilingual, multiethnic and multi-confessional population. This is an essential prerequisite for the DU humanities research, focusing specifically on the application of comparative and contrastive methodology at all research levels: identifying and systematizing text corpus, field research, expeditions, introducing traditional and innovative tools for knowledge transfer to the community. The mission of the DU study direction "Language and Culture Studies, Native Language Studies and Language Programmes" is to be the accumulator, and custodian of the local cultural and linguistic heritage, contributing to the development of global language, literature and cultural processes.

The regional studies, the study and learning of native and foreign languages, culture, literature and arts have an important function in ensuring the sustainable development of the Republic of Latvia. It increases the development potential of the country, creates and maintains informative educational material and technical provision, creates new knowledge and innovations, from a regional perspective, in a balanced way, attracts human resources, as well as promotes the socio-economic development of a less attractive territory of the country, creating preconditions for increasing the sustainability and competitiveness of both the region and the whole country. The mission of the study direction is to prepare specialists for work in a bilingual environment with representatives of minorities, to promote the official language in Daugavpils, where Latvian as a mother tongue is actually used by about 17 % of the population and is spoken by a small number of inhabitants in household communication; preparation of foreign languages and intercultural relations specialists for successful integration of Eastern Latvia and Latvia into the European Union and the global economic and socio-political environment.

The direction not only addresses the linguistic factor in promoting the competitiveness of the inhabitants of the Republic of Latvia, but through the study of literature, culture and history, brings to a focus the segments of national and European identity in the characterization of the studied texts, historical data and cultural phenomena. Such an approach implies language and literature as components of material and spiritual culture, interdisciplinary study of classical and modern texts and context relations, interpreting sociocultural evidence represented in narratives in the context of social history.

The bachelor, master and doctoral study programmes of the DU study direction "Language and Culture Studies, Native Language Studies and Language Programmes" (Table 2.1.1.) ensure the training of a wide range of specialists. The Bachelor study programmes "Language and Culture Studies" and "Eastern European Cultural and Business Relations" form a theoretical, research and practical basis for the selection of a future profession. At the master's level, students are offered the opportunity either to continue their academic studies in the Master study programme "Philology and Language Practices", or to continue their studies in the professional Master study programme "Intercultural Relations", to acquire theoretical and practical knowledge in another field of

communication. After both Master study programmes, it is possible to join the newly established doctoral study programme "Language and Literature Studies", which was developed as a modern interdisciplinary programme. In the previously implemented doctoral study programme "Literary Science", admission requirements were applicable to the graduates of both Master study programmes. Since 2017, the interest in doctoral studies has increased on the part of the graduates of the programme "Intercultural Relations". The acquisition of the doctoral study programme ensures in-depth specialisation according to the selected research theme, taking into account the latest theoretical and methodological approaches, and results in the elaboration of an original independent thesis.

In accordance with the approved consolidation plan, by reducing the fragmentation of the study programmes, the existing Doctoral study programmes "Literary Studies" and "Linguistics" will be closed after obtaining the license for the joint doctoral programme "Languages and Literature Studies", while existing students were re-registered in the new joint Doctoral study programme, retaining their budget places. Doctoral students have been warned about the prospects of their studies. Currently, the material of the newly created programme has been gradually integrated into the content of the existing study courses, especially it applies to the visiting foreign professors' study courses. The 'PDSP expert visit took place on September 12-13.

Table 2.1.1. *Study programmes implemented in the study direction*

N.p.k.	Title of the study programme	Number of creditpoints	Type of study	Degree/professional qualification to be obtained	Compliance of the study programme with the strategy of the Republic of Latvia and the higher education institution or college
1.	Academic Bachelor's study programme "Eastern European Cultural and Business Relations"	120 CP	Full-time studies	Bachelor of Humanities in Eastern European Cultural Studies	The study programme complies with the development strategy of Daugavpils University

2.	Academic Bachelor study programme "Language and Culture Studies" (with four sub-programmes: Latvian studies, English studies, Russian studies I (with language level, starting with B2), Russian studies II (without prerequisite knowledge)	120 CP	Full-time studies	Bachelor of Humanities in Literature and Linguistics with specialisation in one of the following directions: - Latvian philology - Russian philology - English philology	The study programme complies with the development strategy of Daugavpils University
3.	Academic Master study programme "Philology and Language Practices" (with four sub-programmes: Latvian Philology, English Philology, Russian Philology, Comparative Philology)	80 CP	Full-time studies	Master of Humanities in Literature and Linguistics with specialisation in one of the following directions: - Latvian philology - Russian philology - English philology - Comparative philology	The study programme complies with the development strategy of Daugavpils University
4.	Professional Master study programme "Intercultural Relations"	80 CP	Full-time studies	Professional Master's degree in Intercultural Relations and qualification of a strategic communication manager	The study programme complies with the development strategy of Daugavpils University

5.	Joint Doctoral study programme "Language and Literature Studies" (Daugavpils University, Liepaja University, Ventspils University College) - submitted for licensing within the framework of SAM project in May 2022	120 CP	Full-time studies	<p>The study programme complies with the development strategy of Daugavpils University</p> <p>The development of the new doctoral study programme is included in the consolidation plan of the DU, which provides for the closure of the existing doctoral study programmes "Linguistics" and "Literary Science" and the establishment of a new joint inter-university Doctoral study programme.</p> <p>At the moment of submitting the report, the programme is in the process of licensing.</p>
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2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/ improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

In order to promote the achievement of the aims of the DU Study direction "Language and Culture Studies, Native Language Studies and Language Programmes ", the Council of the Study Direction ensure the conformity of the activities of the direction with the challenges of a modern changing situation. With regard to the experience gained, carefully analysing the implementation and learning outcomes of the studies and research, the Council of the Study Direction shall evaluate the content, provision and organisation of studies, as well as research activity. Based not merely on the analysis of each aspect of study and research, but also on the survey data of students, graduates and employers, the management of the study direction shall perform SWOT analysis (Table 2.1.2.) .

Table 2.1.2. *SWOT analysis of the study direction*

Strengths	Weaknesses
Study process	Study process
<ul style="list-style-type: none"> · The study field is oriented towards the comparative and contrastive approach typical for eastern Latvia and Daugavpils multicultural and polylingual region in the development of study programmes, occupying the comparative and contrastive niche of language, literature and cultural studies in the humanities of Latvia. · The provided opportunity to acquire mutually successive academic and professional study programmes and to acquire appropriate competences. · Continuous improvement of study content and methodology, appropriate material base. · Active cooperation in the field of scientific research (teaching staff, doctoral students). · Students have the opportunity to influence the organization of the study process. · Good cooperation between teaching staff and students, regular evaluation of the development of study programmes. · Study programmes at all levels (from Bachelor to Doctoral) are included in the direction. The new version of the doctoral study programme has been developed as a common one, which expands the possibilities of cooperation of Doctoral students. 	<ul style="list-style-type: none"> · Insufficient public awareness about the advantages and specifics of studies at the Faculty of Humanities of DU. · Lack of awareness about work or further study opportunities on completing studies at the relevant level. · The inability of students to independently organize their study work in the context of their future professional career, focusing on the most important or specific field. · Insufficient funding for the research base. · Lack of funding for students' academic activities (excursions, linguistic internship abroad outside the Erasmus programme).
Students	Students

<ul style="list-style-type: none"> · Study work and cooperation with teaching staff. · High proportion of independent work. Involvement of students in Faculty projects, scientific and academic activities. 	<ul style="list-style-type: none"> · Decrease in the number of students in some study direction programmes. · Some students have poor knowledge of English, which hinders participation in international student exchange programmes. · The offered capacity of international cooperation and exchange programmes is not used fully.
Academic staff	Academic staff
<ul style="list-style-type: none"> · Involvement of lecturers in international and internal research projects. · Participation in international conferences, publication of research findings. · Development of experience and competence. 	<ul style="list-style-type: none"> · Disproportionate participation of teaching staff in scientific activities.
Opportunities	Threats
<ul style="list-style-type: none"> · Improvement of the direction development strategy. · Active involvement of academic staff and students in international cooperation and projects. · Increasing the scientific and methodological potential of lecturers. · Engagement of new lecturers in the programme. · Bringing visiting lecturers. · Opportunities to use an individual approach to each student, as the programmes have a small number of students. · Use of digital forms of training. 	<ul style="list-style-type: none"> · Deterioration of the material situation in the region and the exodus of potential students abroad. · Labour market restraint. · Continuous changes in the education system. · A small number of students in the programmes of the direction worsens financial indicators. · The difficult geopolitical situation in the region may affect interest in studies at Daugavpils University.

On completing the SWOT analysis, the respective structural units(departments) discuss the problematic points, after which the overall plan is developed by the Direction Council and approved by the Faculty Council. At the end of the academic year, the prospects of the direction and individual programmes are discussed. On this basis, the development plan of the direction is clarified and supplemented.

The problem of insufficient public awareness about the advantages and specifics of studies at the DU Faculty of Humanities was solved by the development of various types of promotional texts – every year promotional video releases and modern infographics are developed at the faculty on an independent basis. A graduation ceremony film release, which peculiarly presents the study direction programmes and has gained popularity on social networks, has become a good tradition at the faculty. During the study year, the Humanitarian Academy for Young People (started 2010) is implemented, where attendants (secondary school students) choose the said study direction programmes.

In order to inform potential students about work or further study opportunities after studies of the respective level, graduates of the programmes are actively involved in the promotion process. For example, in 2021, owing to the support of the graduates, a variety of materials were published in the city portal "Chayka.lv" regarding both the study opportunities and the success stories of programme graduates in the labour market.

To expose students into the context of their professional career, students are actively engaged in various projects. For instance, every year 3-4 students are engaged in projects supported by the Social Integration Foundation, which are implemented by the unit "Intelligence Park". It is an excellent basis for a career start-up, engaging in the development of project documentation, arrangement of advertising marketing, conducting language courses and classes for foreigners, as well as organizing children's camps.

A great emphasis is placed on internationalisation. In cooperation with the Erasmus+ project coordinator, various events are organized to stimulate the interest of students in the possibilities of the exchange programme. Thanks to the direction partner and job referee Sergejs Simonovs (the annual member of the Directional Council), the direction programme is offered to students with the opportunity to work with international students in the role of curator, which expands students' intercultural competence and enhances English language training. In 2021, within the framework of the cooperation project "Learn Russian in EU", Maria Kalinina, a student of PMSP "Intercultural Relations" (and ABSP "Eastern European Cultural and Business Relations"), worked as a lecturer at Williams College (USA), and currently, the college management has expressed their desire to continue cooperation by sending a student to work at the college every year.

The problem with the disproportioned participation of teaching staff in scientific activities is solved by absorbing various types of project funding, and announcing the DU internal project competition. The opportunities offered by the European Union, the possibilities for absorbing funds from various funds and programmes are also evaluated positively. Thus, in the academic year 2020/2021, Olesja Ņikitina, Inese Vičaka and Imants Frederiks Ozols started their work in the direction programmes within the framework of the ESF project "Strengthening the Professional Competence of Academic Staff in the Fields of Strategic Specialisation of Daugavpils University". Olesja Ņikitina, in compliance with the project terms, defended the Doctoral thesis in 2021 and in 2022 was elected to the docent position in the Department of Russian and Slavic studies, starting to work in the direction of Ukrainian studies within the framework of the existing programmes.

The weaknesses and threats detected in the direction raised the necessity to update the direction plan. The development plan of the direction "Language and Culture Studies, Native Language Studies and Language Programmes" was initially included in the DU strategy developed in 2015, but over time it required adjustments. The overcoming of the weaknesses of all level study programmes of the direction and further development of the programmes is being envisaged in the context of the development of DU and the Faculty of Humanities. The most important areas of activity are continuous improvement of the quality of all aspects of studies, strengthening of and expanding existing international relations, as well as improvement of the material and technical provision wherever possible.

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

staff of the higher education institution/ college provided within the study field.

The administration of the study direction takes place in accordance with the REGULATIONS FOR THE OPENING AND MANAGEMENT OF STUDY DIRECTIONS AND STUDY PROGRAMMES OF DAUGAVPILS UNIVERSITY

(https://old.du.lv/wp-content/uploads/2020/09/3_DU_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf). The implementation of the study direction is mainly ensured at the Faculty of Humanities, which facilitates the process of reviewing issues and decision-making. All programme directors are part of the Faculty Council and the Council for Studies. Programme sub-directors together with students (all study levels are represented) and employers are included in the Study Direction Board. This composition of the board helps to involve all interested parties in the evaluation, development and improvement of the direction. All decisions related to amendments in study plans, provision of the study process, promotion of cooperation, are taken collegiately. Decision-making is determined, on the one hand, by the fact that the directors of study programmes are fully familiar with the indicators of the quality and content of their programme, on the other hand, the head of the direction is responsible for the coordination of the aims of all programmes, the consolidation of learning outcomes, and the succession of programmes of different levels of the direction (Table 2.1.3.1.).

Table 2.1.3.1. Management Structure of the Study Field

	Role	Responsibility
Head of the direction	One of the study programme directors enlisted in the study direction, who supervises and coordinates the implementation of the study direction.	<ul style="list-style-type: none">- Convenes and chairs the Study Direction Council meetings.- Solves the programme implementation coordination problems.- Responsible for the direction to be engaged in projects.- Develops annual Self-Assessment Report.

Programme Director	<p>A representative of the academic staff approved by the Faculty Council to manage and coordinate the implementation of the study programme.</p>	<ul style="list-style-type: none"> - Responsible for the implementation of the programme. - Ensures communication between students and lecturers. - In cooperation with the lecturers involved in the study programme develops and prepares a study programme for licensing, accreditation, self-assessment of the programme. - Prepares self-assessment reports, provides information upon request to the head of the respective filed structural unit, the head of the study direction, the dean, the Department of Studies, the Study Quality Assurance Centre, the vice-rector for studies and the rector. - Follows labour market requirements and current events in the regulatory enactments of the field, ensures duly implementation of the necessary amendments in the content of the study programme. - In cooperation with the profiling structural unit, the development of study course descriptions in the study programme shall be organised in accordance with the form of description of the DU study course approved by the Council for Studies. - At the beginning of each academic year, if necessitated, organises the updating of the study course descriptions. - In DUIS, introduces or updates the study courses of the next study year with provision. - If the programme also has sub-programmes, the activities of the directors of the sub-programmes shall be coordinated. - Collects information and documentation for state/final examination (composition of the commissions, approval of the themes of the final papers).
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Sub-programme Director	A representative of the academic staff responsible for the implementation of the sub-programme part of the study programme.	<ul style="list-style-type: none"> - The study plans of the sub-programme to be updated. - Sends a request for the provision of study courses to structural units. - Prepares proposals on the composition of the state/final examination commission. - Arranges the approval of the themes of the final paper.
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Ancillary staff of the Faculty of Humanities (secretaries of the Department Management) are included in the implementation of the direction. The implementation of the direction is performed in cooperation with other DU structural units. This is especially relevant for programmes with the pronounced interdisciplinary character, ABSP "Eastern European Cultural and Business Relations" and the PMSP "Intercultural Relations", in the implementation of which representatives of structural units of other faculties are involved. The scientific work of the direction is performed in cooperation with the DU Culture Research Centre of the Institute of Humanities and Social Sciences (HSZI) and the Latgale Research Institute. In 2020, the HF and HSZI structural units jointly passed through international scientific accreditation. The implementation of the direction programmes is supported administratively, organisationally and technically by the administrative unit of DU (table 2.1.3.2). The decisions taken by the Direction Council in accordance with the laws and regulations are approved accordingly by the DU Council for Studies and the Faculty Council.

Table 2.1.3.2 . Cooperation with other structural units

Unit	Main tasks
DU Department of Finance and Accounting	Develop procedures for the use, management and preservation of tangible, intangible and financial resources and ensure their accounting; keeps records of payments, etc.
DU Administrative Department	Analyzes personnel development, draws up employment legal relationships, develops personnel management system, etc.
DU Department of Studies	<p>The main objective of the activity is the coordination of academic and professional (full-time, part-time) studies at Daugavpils University.</p> <p>The main task is to solve general issues and common organizational problems of study content, organization of the study process and matriculation, accounting and exmatriculation of students.</p> <p>The Department of Studies collects and analyzes proposals on the organisation, improvement and development of the study process, organises the preparation of documents regulating and regulatory enactments of studies and controlling the implementation thereof.</p> <p>The Department of Studies prepares reports on the course of studies at Daugavpils University and statistical reports on student personnel and the course of studies and submits them in accordance with the schedule of the Ministry of Education and Science.</p>

DU Study Quality Assurance Centre	Provides consultations during accreditation and licensing of study programmes, conducts student surveys, compiles data on the quality of studies, etc.
DU Department of Science	The main task is to solve conceptual issues of DU scientific activity and ensure the appropriate level of scientific research for the university, strategic planning of the development of du, as well as development, coordination and monitoring of European Union and international mobility projects.
DU Information Technology and Communication Division	Ensures efficient use of information technologies, computer software, computer equipment, computer networks. Ensures the operation of the e-learning environment, technical support of support classes and events, etc.
International and Public Relations Office of DU	The main tasks are ensuring international relations, promoting the university's visibility and coordinating the exchange of information, informing students, attracting international students, providing consultations and services on various issues.
Procurement Department	<p>A structural unit for the organization, coordination and performance of large-scale and multifaceted economic activities. Procurement Department prepares contracts for utilities provided by other organizations (water, sewerage, heat, electricity supply, waste removal, deratization, laundry), as well as contracts for the lease of non-residential premises, procurement, technical maintenance of transport, servicing of communication and alarm systems, performance of mandatory health examinations of DU employees, etc.</p> <p>The structural unit shall monitor and ensure the quality of communication and information technology systems (telephone, fax, Internet), prepare proposals for technical improvements for reducing the costs of servicing the objects to be operated, carry out surveys of buildings, structures and engineering networks, ensure road transport for the study process and economic activity.</p> <p>PD organises compliance with the requirements of labour protection laws and regulations in du structural units, takes care of improvement of working conditions of employees.</p>
DU Lifelong Learning Centre	The aim is to identify and meet the needs of continuing education and lifelong learning by promoting the professional and personal development of each individual according to his or her abilities and wishes.
Dean of the Faculty of Humanities of DU	Develops, improves and implements the development plan of the faculty in accordance with the mission and development strategy of the higher education institution. Organizes the development and implementation of new study programmes, international mobility of students and academic staff, etc.

Faculty secretaries

Provides study consultations, assists in everyday issues related to the study process, conducts study records, advises on the information system of the higher education institution; ensures the work and study process, organizes the circulation of documents, administers data in the LUIS system.

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

Matriculation in the study programme takes place in accordance with approved admission rules for full-time and part-time studies, to be approved annually by the DU Faculty Council. Admission regulations for DU have been issued in accordance with the Law on Higher Education Institutions, Cabinet Regulation No. 846 of 10 October 2006, Regulations Regarding Requirements, Criteria and Procedures for Admission to Study Programmes, and the Constitution of the DU. The admission process is additionally regulated and before its commencement, [1]"Full-time and part-time study opportunities", registration fee, tuition fee in programmes, number of study places are approved by a decision of the DU Faculty Council. The Faculty Council approves the time periods for the competition and announces admission. Detailed information about admission is available on the DU website.[2]

Citizens of the Republic of Latvia and persons holding a non-citizen's passport issued by the Republic of Latvia, as well as persons who have been issued permanent residence permits in Latvia have the right to study at DU. For foreigners who have not been issued a permanent residence permit, the right to study at the DU is determined by Section 83 of the Law on Higher Education Institutions and the DU "Admission Rules for Full-Time Studies for Foreigners". The decision of the DU Admission Commission on the results of the competition may be contested in accordance with the "Procedures by which a person may contest and appeal decisions related to admission to the Study Programme at Daugavpils University" developed by the DU (https://du.lv/wp-content/uploads/2021/12/kartiba_uznemsanas_apstridesana.pdf - (available in Latvian). The procedure for admission to DU and information about it is arranged efficiently and transparently. During admission, informative stands are placed in the DU foyer on the ground floor, consultations are provided in person, by phone and by e-mail, it should be noted that most potential students communicate about admission issues via DU accounts on social networks.

Daugavpils University provides an opportunity to acquire Bachelor study programme for applicants who have a document certifying secondary education. Applicants are admitted on the basis of the results of the centralised examinations. In Master study programmes, the necessary previous education and evaluation from the bachelor's diploma, which is taken as a criterion for participation in the competition – the average grade for final/state examination – are recorded in the admission requirements. The joint Doctoral study programme provides for the entrance examination.

With reference to the "Regulations on recognition of competences acquired outside formal education or acquired in professional experience and study results achieved in previous education at Daugavpils University"

(https://old.du.lv/wp-content/uploads/2019/12/Nolikums_par_arpus_formalas_izglitibas_apguto_vai_profesion%C4%81laja_pieredze_ieguto_kompetencu_un_iepriekseja_izglitiba_sasniegtu_studiju_rezultatu_atzisanu_DU.pdf - available in Latvian, see Appendix 2.1.4.), it should be noted that during the last few years the Procedure for the Recognition of the Direction was applied in the study programmes at all levels. The documents from DU graduates of previous years were reviewed (e.g. desire to learn an additional foreign language or to deepen their knowledge in philology, if the previous education is related to pedagogy). Applications from graduates from other universities were also considered. Most commonly, the procedure involves the recognition of previous education. In the study year 2020/2021, four people went through the procedure for the recognition of study courses, and in 2021/2022 - five people.

[1] *Admission rules for full-time and part-time undergraduate studies in 2022.*

https://du.lv/wp-content/uploads/2021/12/uznem_not_pilna_nep_laika_pamatstudijam_2022.pdf
(available in Latvian)

Admission rules full-time and part-time Top-level studies in 2022.

https://du.lv/wp-content/uploads/2021/12/uznem_not_pilna_nepilna_laika_augstaka_limena_studijam_2022.pdf (available in Latvian)

Daugavpils University admission rules for full-time and part-time doctoral studies in 2022.

https://du.lv/wp-content/uploads/2021/12/uznem_not_pilna_nepilna_laika_doktorantura_2022.pdf
(available in Latvian)

Admission rules for full-time studies Aliens in 2022.

https://du.lv/wp-content/uploads/2022/04/uznem_not_pilna_laika_studijam_arvalstniekiem_2022.pdf
(available in Latvian)

[2] *Study opportunities full and part-time for the undergraduate study 2022.*

https://du.lv/wp-content/uploads/2022/06/Stud_iesp_pil_nep_laika_pamatstud_2022_bv.pdf
(available in Latvian)

Study opportunities full and part-time Top-level Studios in 2022.

https://du.lv/wp-content/uploads/2022/06/Stud_iesp_pilna_nep_laika_augst_lim_2022_bv.pdf
(available in Latvian)

Study opportunities full and part-time Phd Studios in 2022.

https://du.lv/wp-content/uploads/2022/06/Stud_iesp_pil_nep_laika_doktorantura_2022_bv.pdf

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

When assessing the acquisition of academic study programmes, the basic principles outlined in Cabinet Regulation No. 240 "Regulations Regarding the State Standard of Academic Education" (<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> - available in Latvian only) have been observed:

- the principle of mandatory evaluation – it is necessary to obtain a positive assessment of the acquisition of the content of the programme;
- the principle of the diversity of the types of examination used in the evaluation: different types of examination are used to evaluate the acquisition of the programme; the basic form of the examination – pre-examination and exam;
- principle of conformity of assessment – students are given the opportunity to prove their analytical, creative and research abilities, to demonstrate knowledge in tests and the skills of applying scientific knowledge;
- study results are evaluated on a 10-point scale.

At the end of the study programme, the final examination and the bachelor's/master's thesis shall be evaluated with the grade by State/Final Examination Commission, which shall be approved by the Rector of the DU upon the proposal of the faculty. Thus, both continuous and final evaluation of the results is carried out.

In order to achieve the learning outcomes set forward in the study courses, various methodological approaches are used, which provide to evaluate students' achievements. For example, in classes during individual presentations, students, expressing their opinion, improve their analytical skills. Acting this way, a continuous dialogue with the surrounding fellows is maintained - students are aware of the diversity of existing opinions and enrich each other's experience. In the study courses on the acquisition of practical skills and competences, special attention is given to the development of integrative reflection. Reflection promotes stabilization of students' acquisition of professional skills, as well as promotes self-knowledge and self-actualization. Therefore, in these cases, a format assessment of study results is of particular motivational importance in the study process. It is within the framework of the formative assessment that students understand the mistakes made and improve the acquired competence as formative assessment provides students with feedback on how knowledge is acquired.

In addition to the formative assessment, lecturers also use summative evaluation. Summative evaluation is formed in the case of grading mid-term tests. At the end of the study course, a test with a mark or an exam is envisaged. The final examination shall take place orally, in writing, in the form of an achievement test.

Students can get acquainted with the criteria, conditions and binding procedures for the evaluation of achievements in the descriptions of the courses of the study programme.

The principles and criteria of evaluation are described in the description of each study course, which is available in the E-environment of the DU. Upon commencing work with students in the auditorium, the teaching staff shall acquaint students with the requirements of the study course and with the knowledge and skills assessment system.

In order to analyse the conformity of assessment methods and procedures with the achievement of the aims of study programmes and students' needs, the results of student surveys, formal indicators of student success are described, the content of each study course and the quality of its teaching are examined in detail. If discrepancies in the assessment methods are detected, then the necessary amendments in the content of study courses or in the organisation of the study process are considered, if necessary, examining issues in the Study Direction Council. After that, proposals for changes in study courses or study programme are discussed in the Council of the Faculty of Humanities, and after its approval, they are directed to the DU Council for Studies, which evaluate the relevance and necessity of changes. In case of a positive decision of the Council for Studies, the changes are approved.

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

"Code of Ethics for Employees and Students of Daugavpils University" (<https://du.lv/wp-content/uploads/2021/12/Etikas-kodekss.pdf> - available in Latvian) defines ethical guidelines for DU employees and students. The Code determines that students shall support and maintain academic and professional integrity, shall not allow plagiarism, other disintegrated use of intellectual property or fraud, while the academic staff shall assess students' paper in a timely, integrate and fair manner, support and maintain academic and professional integrity without creating conditions enhancing academic fraud, shall follow the process of student work development, shall not allow plagiarism and other disintegrate use of intellectual property or other forms of fraud.

In implementing the principles of academic integrity, DU complies with the "General Guidelines of Academic Integrity", which contributes to the development of a common understanding of issues of integrity in science and entrepreneurship. Study programmes of the study direction shall observe the principles of academic integrity in compliance with the "Regulations on Studies at Daugavpils University" (https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_DU_2018-1-1.pdf).

For example, if students use unauthorised aids in the examination or signs of plagiarism are detected in the final paper, they shall be suspended from the examination as having not passed the examination and an appropriate entry in the examination report shall be made.

On October 28, 2019, within the framework of ESF SAM 8.2.3.0/18/A/010 project "Improving Daugavpils University management and leadership competencies", a six-hour training course "Academic Integrity" was organized for DU employees.

Beginning with the 1st year of studies, when students start research activity, the basic principles of academic integrity are explained. Nowadays, owing to the accessibility of various internet resources and sources of information, the question of academic integrity is being put forward. Therefore, the students are being explained on the concepts of copyright, citation, plagiarism and selfplagiarism.

DU have developed and follow the "Procedure for submission of final works for plagiarism control at Daugavpils University", which provides for mandatory submission and storage of electronic versions of the final examination papers in the Daugavpils University informative system and provides an opportunity to compare students' final papers with the set of papers defended in previous years. All DU final examination papers are examined prior to the defence using plagiarism control system PLAG LV (plag.lv). If signs of plagiarism have been detected in the process of comparing the final papers, the Expert Commission established by the Dean of the Faculty and approved by the Order shall evaluate the paper and decide on the detection of plagiarism in the paper. The expert commission shall, within three working days, examine the report and submit proposals regarding the student's responsibility to the Dean of the faculty.

2.2. Efficiency of the Internal Quality Assurance System

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

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 – SKNC). The aim of ensuring the quality and management system of the study process is to guarantee the conformity of the content of the programmes with the higher education standard, the quality of science, as well as the labour market demands in Latvia and the European Union.

Evaluation of the quality of studies is carried out with the aim to control the implementation of study programmes and plan development in order to fully achieve the aims set in the programme and to fulfil 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. The main forms of quality assessment are:

- external evaluation: licensing, accreditation and evaluation of independent international experts;
- self-assessment – internal quality assurance system. Internal control of the quality of studies is constantly carried out by the department and faculty, the Study Direction Council, this work is coordinated and managed by the Daugavpils University Study Quality Assessment Centre approved by the DU Faculty Council.

Surveys of students, employers, and graduates are constantly organized at Daugavpils University; their findings are used for operational decision-making, improvement of the quality of study courses, improvement of the quality of programmes, and improvement of teaching staff work. The operation of the programmes is evaluated at the meetings of the Study Direction Council. Proposals for changes in the study programmes are considered at the meetings of the Council of the Faculty.

Lecturers regularly review the descriptions of study courses and supplement them with relevant themes and latest literature. At the end of the academic year, lecturers update the data in the internal information system (DUIS) and discuss the annual results and directions of improvement in discussions with the directors of the study programme and the directors of sub-programmes. Strategic planning of the study process is carried out continuously, analyzing the weaknesses of the study programmes, risks, development opportunities and other related aspects. The information about the courses to be studied during the semester is provided in the DU e-learning environment Moodle – the following information is available to the students: a study course description, tasks specified for the performance of independent work, supplementary materials. Management and staff meetings are organised to ensure the exchange of information and decision-making on the study process, in which the staff involved in the provision of the programme are engaged.

The internal quality assurance system of the study direction "Language and Culture Studies, Native Language Studies and Language Programmes" is implemented in accordance with the practice implemented by the DU. The system is assessed as effective, transparent and coordinated with the aims and implementation process of the study direction "Language and Culture Studies, Native Language Studies and Language Programmes".

- Internal quality control of the study direction "Language and Culture Studies, Native

Language Studies and Language Programmes " is carried out by the Study Direction Council, programme and sub-programme directors, and teaching staff of respective structural units (departments). Discussion and evaluation of the direction development plan and measures for the improvement of the quality of studies shall take place at the end of each study year or as necessary.

- Once a year, the head of the study field "Language and Culture Studies, Native Language Studies and Language Programmes" in cooperation with the directors of programmes and sub-programmes prepares a self-assessment report of the study direction for the previous study year.
- The latest scientific literature and the experience gained by lecturers visiting European higher education institutions within the framework of Erasmus+ mobility are discussed at the meetings of the Study Direction Council, and at the departments meetings .
- In the process of implementation of the study direction programmes, the opinions of the lecturers professionals of the field engaged in the programmes, as well as employers and programme graduates are regularly examined. (surveys, expert examination of individual components of the programme, involvement of employers and graduates of the higher education institution in the Study Direction Council), which provides for closer coordination of the programme content with labour market demands. The quality of study work is facilitated by the intensive participation of graduates in the study process of the university, both by teaching mobility and by providing internships and workplaces. The positive experience was gained within the framework of the ESF project No. 8.2.1.0/18/A/019 "Reducing education programme fragmentation and strengthening resource sharing at Daugavpils University", when the teaching staff of the direction had the opportunity to do an internship at the workplace. In the period from 2019 to 2021, 12 lecturers participated in the internship.
- Part of the teaching staff (mostly visiting lecturers) involved in the study direction " Language and Culture Studies, Native Language Studies and Language Programmes " perform not merely academic activities, but also professional activities in the field of economics, business, management, finance, which ensures the compliance of study programmes with current trends in the labour market.
- Academic staff of the study direction " Language and Culture Studies, Native Language Studies and Language Programmes " participate in academic and methodological conferences, seminars and development trainings as lecturers or listeners, regularly improving study courses with innovative study forms and modern methods.
- By improving their skills to work remotely, lecturers in the study direction regularly participate in trainings, e.g., to exercise the full capacity of the e-learning environment Moodle. Within the framework of the ESF project No. 8.2.1.0/18/A/019 "Reducing education programme fragmentation and strengthening resource sharing at Daugavpils University", seminars were organized for the development and integration of study course supplementary materials necessary for lecturers in the study process.

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

The process of development of study programmes is regulated by the "Regulations on the Opening and Management of Study Directions and Study Programmes of Daugavpils University" (https://old.du.lv/wp-content/uploads/2020/09/3_DU_Studiju-virzientu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf - available in Latvian).

The development of a new study programme shall be commenced in accordance with the DU strategy or other strategic and study process regulatory documents at least one study year before the start of the implementation of the study programme. The development of a new study programme is monitored by the Study Direction Council, convening, when necessitated, meetings of the Study Direction Council to consider the content of the study programme, provision, etc. related to the development of the study programme. The person responsible for the development of the study programme shall prepare the characterization of the study programme and all appendices thereto in accordance with Cabinet Regulation No. 795 of 11 December 2018, "Regarding Licensing of Study Programmes". The person responsible for the development of the study programme, in consultation with the Head of the Study Department, shall develop the structure of the study plan and, in consultation with the Head of the Secretariat of the Admission Commission, prepare the admission requirements. The responsible person for the development of the study programme in cooperation with the Dean of the faculty, representatives of the respective structural unit and representatives of the structural units involved the implementation of the study programme shall develop a study plan of the newly created programme and proposals regarding the author(s) of the study courses, which are submitted for coordination to the Council of the Faculty. Following the approval of the study plan and study courses, the authors of the study courses shall draw up descriptions of the study courses.

The assessment of the study direction (as well as all programmes included in the direction) shall be carried out in accordance with the accreditation schedule of study directions of the Ministry of Education and Science of the Republic of Latvia, which is laid down in Clause 48 of Paragraph XII of Law on Higher Education Institutions. Preparation of documents and appendices required for the assessment of the study direction shall take place in accordance with the "Guidelines for the Development of the Self-Assessment Report of the Study Direction" developed by the Higher Education Quality Agency of the Academic Information Centre.

Every year, the study direction shall submit a self-assessment report on the academic year to the SKNC of Daugavpils University. The self-assessment shall comprise a characterization of the direction and evaluation of each programme. The self-assessment is prepared by programme directors and sub-programme directors under the guidance of the head of the direction. Self-assessment includes mandatory annual surveys, which allow to evaluate the strengths and weaknesses of the programmes with regard to the situation: student survey, graduate survey, and employer survey. During the COVID-19 pandemic, the necessity for a review of the programmes has increased. At that stage, programme directors regularly (1-2 times per term) conducted student surveys (in writing and orally to find out attitudes and define problems). In 2021, the DU Student Council initiated a survey of students with the aim to evaluate the quality of studies during remote studies. The results of the survey and recommendations were collected and submitted to the faculties, as well as considered at the Council of Study Direction.

During the review period, significant amendments were introduced to the content of the study programmes.

- The titles and content of the academic Bachelor study programme "Philology" and the academic Master study programme "Philology" were modified, putting more focus on the acquisition of professional skills and current trends in the field of language and literary studies. The changes are based on the results of the SWOT analysis, a summary of the

experience of European universities, students' and graduates' proposals to improve the programmes. The concept of changes was discussed initially in the Council of the Study Direction, then in respective structural units. Specific proposals were submitted to the Council of the Study Direction and, after compilation, to the Council of the Faculty for approval (changes were approved at the meeting of the Council of the Faculty of Humanities on 15 February 2022).

- Due to changes in the direction accreditation procedures, further examination was not directed to the Council of the Studies (according to the aforementioned Regulations).
- In the PMSP Intercultural Relations, the awarded qualification was changed due to changes in the classification of professions. The changes were proposed by the director of the study programme. The changes were reviewed by the Council of the Study Direction and approved at the meeting of the Council of the Faculty of Humanities on 15 February
- Within the framework of ESF project No.8.2.1.0/18/A/019 " Reducing education programme fragmentation and strengthening resource sharing at Daugavpils University ", a new joint doctoral study programme "Language and Literature Studies" (submitted for licensing in May 2022) was developed. According to the DU consolidation plan, following the licensing of the new doctoral study programme, the existing doctoral study programmes "Literary Science" and "Linguistics" will be closed. The development of the doctoral study programme "Language and Literature Studies" was carried out by a working group, which was established in October 2020. It included representatives of Daugavpils University HF, Liepaja University HMZF and Ventspils University College TSF, who have experience in implementing relevant Doctoral study programmes. The members of the working group met regularly and considered programme development issues such as the concept, content and layout of the programme, the development of new, innovative courses, admission requirements, the planned cooperation mechanism and quality assurance. During the development of the programme, the European and global experience in creating similar programmes examined, as well as the conceptual report "On the Introduction of a New Doctoral Model in Latvia" was approved. Representatives of partner universities shared their experience in Doctoral activities of a specific field: DU – in the field of literary studies and linguistics (contrastive and comparative linguistics), liepU – in the field of linguistics (Baltic studies, sociolinguistics), VUC – in the field of translation science. The partner experience was integrated into a new interdisciplinary model. The main stages of the process of creating the programme:
 - development of the concept of the programme (structure, content, layout, learning outcomes);
 - development of study course descriptions;
 - discussions and consent on the basic principles of the programme's operational mechanism;
 - preparation of a licensing report.

The concept of the programme was reviewed at the Council meeting of the DU study direction "Language and Culture Studies, Native Language Studies and Language Programmes" on 4 March 2022, at the Council meeting of the LiepU study direction " Language and Culture Studies, Native Language Studies and Language Programmes " on 28 March 2022. The programme licensing report was approved at the meeting of the DU Council of the Faculty of Humanities on March 9, 2022, at the meeting of the DU y Council for Studies on March 14, 2022, and at the meeting of the DU Faculty Council on March 28, 2022. The programme licensing report was approved at the joint meeting of the LiepU Study Direction Council and HMZF Council on March 28, 2022 and at the meeting of the Faculty Council of LiepU on April 4, 2022, at the meeting of the VUC TSF Council on 15 March 2022, at the meeting of the VUC TSF Study Programmes Council on 16 March 2022 and at the meeting of the VUC Faculty Council on 23 March 2022. As of the moment of submitting the study direction assessment report, the joint DSP "Language and Literature Studies" is in the

licensing process.

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

The student has the opportunity to submit complaints or proposals to the Study Quality Assurance Centre, the Council for the Studies, the Dean's office of the Faculty of Humanities, a respective structural unit or the director of study programmes. Students of the direction primarily choose to solve problems within the framework of the structural units of the faculty. For example, heads of the department or clerical secretaries receive complaints related to communication problems with visiting lecturers. Officially, in accordance with the law, the head of the structural unit or programme is entitled to respond to a written complaint (students are warned about this). During the remote studies, several proposals were received from the student's employees regarding the organization of the study process: the schedule of classes, the proportion of independent work, the choice of e-platform. When organizing state/final examination during the pandemic, students' opinions on the form of examination were taken into consideration.

Daugavpils University has an active Students Council, whose activities are organized in several fields, including internships. An example to provide is the case where, in reference to students' application, the questions regarding weekly schedule optimization were collegially considered: students expressed a proposal to arrange classes compactly, leaving more days in a week for independent work.

The student has the possibility to submit a complaint and proposal (in free form or in accordance with the procedures laid down in the internal laws and regulations of the DU) or an anonymous complaint and proposal (see SKNC home page <https://du.lv/par-mums/struktura/studiju-kvalitates-novertesanas-centrs/> - available in Latvian; The trust questionnaire created by the Student Council – <https://ej.uz/1jgg>).

Anonymous complaints are received electronically, following examination and analysis of the content of the complaint, the SKNC conduct discussions with the parties involved and, if necessary, implement the monitoring of the quality of studies. In current practice, SKNC work in close cooperation with the Students Council in reviewing anonymous complaints, considering cases and carrying out necessary measures to improve the quality of studies, as, in accordance with the "Regulations of the Students Council of Daugavpils University", the Students Council owe the right to request and receive information from any DU structural unit on all issues within its competence that affect the interests of students.

In order to examine complaints related to admission, in DU there operates "Procedure by which a person may contest and appeal decisions related to admission to the study programme at Daugavpils University" (https://du.lv/wp-content/uploads/2021/12/kartiba_uznemsanas_apstridesana.pdf - available in Latvian), according to which a person may contest the decision of the Admissions Commission on the results of the competition by submitting an application to the Rector of the DU within seven

working days after disclosure of the result of the competition.

In accordance with the "Regulations regarding studies at Daugavpils University" (https://du.lv/wp-content/uploads/2022/06/ENG-NOLIKUMS_PAR_STUDIJAM_DU_2018-1-1.pdf), students are entitled to submit a motivated appeal to the Dean of the faculty regarding the results of the examination within one working day after their notification. The appeal shall be examined within three working days by a commission established by a decision of the Dean, with the participation of the examiner and the head of the respective department.

Availability of information

All internal laws and regulations according to which students can submit complaints and proposals are publicly available on the DU website. Students can receive information by contacting the director, Vice-Dean, Dean of the study programme, the Student Service Centre, the SKNC and the Students Council.

Students are informed about the possibility to submit a complaint or proposals when launching into the studies at DU, at the organizational meeting of the Faculty of Humanities, as well as during the meeting when information about the programmes is provided. The student has access to the faculty e-address (hf@du.lv) to communicate and solve the problems that might have arisen.

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

DU, when collecting personal data, retains and processes personal data for specific, clear and lawful purposes and only in accordance with the procedures and to the extent provided for in regulatory enactments.

DU operates an information system DUIS, which contains statistical data and information about study programmes, students and lecturers. The system is available from the internal network of the DU. Data entry in DUIS is provided by the study programme directors, the Student Service Centre; their collection and verification is carried out by the Study Department. At the end of each month, the exports of the data collected in the DUIS system to the State Education Information System (VIIS) take place. The export of data is implemented in accordance with Cabinet Regulation No. 276 of 25 June 2019, "Regulations of the State Education Information System" (<https://likumi.lv/ta/id/307796> - available in Latvian). For the export of VIIS data, personal data of DU students, information on the status of students (number of matriculated and exmatriculated students, changes in their status, e.g., alliance to a semester, students on academic leaves, etc.) and other binding data are collected.

One of the main tools for promoting the improvement of study directions is student surveys (survey of 2021/2022 is available in Latvian at: <https://aptaujas.du.lv/index.php/811685/>), which is announced by SKNC for students of the 1st academic year 2 months following the start of studies, for other students at the end of each academic year. Based on the data and information provided in the surveys, SKNC, if necessary, conduct lecture observation and individual surveys of student groups, as well as organize discussions with lecturers on measures to improve the quality of studies.

The data obtained in the surveys are introduced in the DU survey system (Open Source Project LimeSurvey, available here – <https://aptaujas.du.lv/index.php/admin/authentication/sa/login>) and are analyzed. The results of the surveys are placed in self-assessment reports of study directions.

DU also organise surveys of graduates and employers. The data of the aforementioned survey (available in Latvian at: <https://aptaujas.du.lv/index.php/764263/lang-lv>) provide information on the employment trends of graduates, evaluation of the acquired study programmes and recommendations for their improvement.

Employer surveys (available in Latvian at: <https://aptaujas.du.lv/index.php/544412>) are implemented and data are compiled by the directors of study programmes. Their aim is to obtain recommendations for the improvement and development of the content of DU study programmes.

Systematically obtained data, their analysis and interpretation are used in the improvement of the study direction. The survey data of students and employers ensure the conformity of the aims, objectives of the study direction programmes with the market and social demands, allowing to track and evaluate the quality of each study course, their compliance with the aims and objectives of the programme. For example, student surveys raised the issue of a detailed explanation of the assessment system. Based on the students' suggestions, the section on the assessment system was expanded in the course descriptions, both by applying the percentage equivalent and by explaining the content of the assessment. When placing the study materials in a Moodle-environment, it is mandatory to provide an explanation of the possible assessment next to each task. The recommendation of "SIA Latinsoft", the employer, was related to the creation of a new module of the Russian language as a foreign language, which was also taken into account when renewing the programmes.

Much attention is paid to students' satisfaction with the quality of teaching direction programmes and study courses. The results of surveys are discussed at the meetings of the Council of the Study Direction. The obtained information is forwarded to the directors of study programmes and lecturers working in study programmes. When evaluating the quality of study direction programmes and individual study courses, the decision is taken on the necessary changes in the content of study courses or in the organisation of the study process.

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

All necessary information about studies, faculty, study direction and study programmes is published and updated on the DU website and is available to students. On the DU website you can find information about the Faculty of Humanities (<https://du.lv/studijas/fakultates/humanitara-fakultate/>) (Dean office, Council, structural units, study programmes, current events, study materials, etc.), study programmes, information on admission requirements, as well as descriptions of study courses in Latvian and English.

The International and Public Relations Office is responsible for the compliance of the information on the study directions of DU available on the DU website with the information available in the official registers. The Council for Studies is responsible for the regular and timely provision of information

regarding students in the VIIS.

2.3. Resources and Provision of the Study Field

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

The source of funding for the study direction "Language and Culture Studies, Native Language Studies and Language Programmes" is the state budget funding for studies (grant) and tuition fee. The calculation of costs for one student in the study direction programmes has been carried out in Department of Finance and Accounting of DU, including the salary fund and the employer's SSIA, the costs of business trips, materials, energy resources and inventory, the costs of purchasing books, equipment and investments, as well as the costs for the social security of students.

Students have the opportunity to apply for tuition fee discounts. More about tuition fees and discounts – <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/> - available in Latvian.

For the development of science of the study direction "Language and Culture Studies, Native Language Studies and Language Programmes" the funds of the development of the science basis are granted from the Ministry of Education and Science. The funds allocated for scientific development are obtained on the basis of the scientific achievements and indicators of the lecturers for the previous year, which are evaluated by the Council for Research of DU. Lecturers of the study field may apply for the payment of publications indexed in the Web of Science or SCOPUS databases, as well as receive remuneration for the Hirsch Index. In addition, for several years there is an opportunity to participate in the competition of research projects of Daugavpils University and receive funding (<https://old.du.lv/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2022-gadam/> - available in Latvian).

Students can apply for the student research project competition or participate in the research project competition together with lecturers and receive funding for the implementation of research activities (<https://old.du.lv/daugavpils-universitate-izsludinats-studejoso-petniecibas-projektu-konkurss-2022-gadam/> - available in Latvian).

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

For the implementation of the direction "Language and Culture Studies, Native Language Studies

and Language Programmes", the material and technical basis of DU in three blocks is used – Vienibas Street 13, Parades Street 1, Parades Street 1a.

The study process is provided with the material reproduction techniques, audio and video equipment, and visual presentation techniques.

The library provides students with access to high-quality information corresponding to the field of study, offering the information resources in its collection for study and research purposes, as well as booking them from other libraries. DU library is open 9 hours a day, 45 hours a week. The Reading room is open on weekdays from 9 a.m. to 8.30 p.m., on Saturdays from 9 a.m. to 5 p.m. The bibliography and information sector is open on weekdays from 9 a.m. to 5 p.m. Books can also be transferred outside the library's working hours using book transfer equipment at the study blocks at Vienibas Street 13 and Parades Street 1.

The total area of the library premises is 1000 m², students have 2 reading rooms with free access to the collection, 2 subscriptions, Bibliography and information sector, 20 computers, 3 multifunctional equipment, 2 copiers, 2 printers, the internet, including access to wireless Internet.

The library offers the following services: handing out books at home; use of literature, databases, e-catalogues, etc. resources in reading rooms; electronic booking and reservation of books for home, extension of the term of use; use of computers and the Internet; remote use of EBSCO, ScienceDirect and Scopus databases; remote use of the final papers developed at DU; consultations on the search for information in e-catalogues and databases; interlibrary subscription services; training of students to work with e-catalogues and databases; copying, printing and scanning services.

In the section "Library" of the university's webpage there are available "Links" to e-resources, including a link to the National Library of Latvia (books, periodicals, and other e-resources), remotely available Doctoral theses, final papers using the DUIS password; in a section "Internet Resources", you can view the electronic catalogue, as should the publication has an e-version, it is added to the description of the publication. Those who have received passwords in the Library for using Cambridge Journals Online, EBSCO, ScienceDirect, Scopus and Web of Science databases can use them remotely.

For the elaboration of bachelor's/master's/ doctoral theses, the computers available in the faculty and equipped with the relevant software (Cubasis, Sibelius, Sound Forge, Sonor, etc.) are offered.

Numerous databases are available to students:

- Cambridge University Press – humanities and social sciences;
- full electronic text database EBSCO Publishing (it includes 8 databases: Academic Search Elite, Business Source Premier, MasterFILE Premier, Newspaper Source, ERIC, Business Wire News, MEDLINE, Health Source – Consumer Edition, Agricola);
- Scopus database of bibliographical and citation information on multidisciplinary scientific publications of Elsevier Publishing House;
- multidisciplinary database Web of Science;
- Science Direct – Elsevier's database in the humanities and social sciences, which includes information about several thousand journals and books published by Elsevier. In DU there are around 2650 full texts of magazines, published mainly from 2002 to the latest issue of the magazine, as well as more than 350 e-books;
- Education and Culture – the e-newspaper contains information about everything that is important in education, providing informative support to academic staff and students, management and administration of higher education institutions;
- Letonika – a reference and translation system, the main purpose of which is to provide

systematized, encyclopedic reference and translation information. Letonika offers to search for and work with information found in 11 encyclopedias and other reference resources, 13 dictionaries (translating, comprehensive, terminology), as well as in collections with 10,000 images, audio recordings and videos. The database also contains a library of Latvian literature with 200 full-text literary works and a repository of language support with supplementary materials for the Latvian language. Letonika.lv serves as a guide to Latvian culture, history, language, nature and literature;

- LETA – news and archive – offers an opportunity to quickly search for published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information.

Supplementation of the library collection and subscription to databases takes place at the request of faculty lecturers. Applications for the purchase of books are regularly reviewed and approved by the Budget Committee of DU, thus implementing the mechanism for the purchase of the latest publications in the DU library. The library does not digitize the collection, but the final papers of DU students are uploaded to the library's information system. The library regularly informs faculties about the latest literature, about database trials and subscription opportunities, so that faculty lecturers and students can get acquainted with new offers. Interdisciplinary scientific publications are available in the library for the provision of study direction programmes.

In 2015, DU concluded the project on improving the quality of Daugavpils University study programmes and ensuring environmental accessibility, which was co-financed by the European Regional Development Fund (ERAF). Within the framework of the project, the modernisation and adaptation of DU infrastructure for persons with special needs was implemented, thus improving the accessibility of the environment for persons with functional disorders (movement, vision and hearing impairments). Study classrooms are accessible to people in wheelchairs – elevators and a lift are installed, thresholds have been removed, the width of the door adjusted. Information is available for visually impaired people – projection devices are installed; sound amplifying equipment fitted; nurseries have been created for young parents -students – nappy-changing and baby feeding facilities, and a playroom – for entertaining students' children during classes. In 2016, in the nomination Education for All DU was awarded the Apeiron's Award, which was awarded by this organization after active monitoring of environmental accessibility throughout Latvia.

Students can use various DU rooms: computer class, tutorial theatres, assembly rooms, library rooms for literature analysis, preparation of independent and research works, phonographs, as well as specially equipped premises for conferences, study and extra-curricular activities. Lecturers and students can receive medical support in the DU Health Room, where first aid in case of various illnesses is provided by a physician's assistant (paramedic).

2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether the opening times of the library are appropriate for the students, as well as the number/area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

The library is located in 2 premises with a total area of 1000 m², it is located in Daugavpils, Parades Street 1 and Vienibas Street 13. The library provides all services that promote independent study work. The services are provided in accordance with the "Daugavpils University Library Terms of Use" (<https://du.lv/par-mums/struktura/biblioteka/par-biblioteku/> - available in Latvian), approved on 15 June 2020 by DU Rector's Order No. 4-4/105. The services may be used by DU students, teaching staff, general staff, other libraries, students of other higher education institutions, as well as by any resident respecting the terms of use. DU Library provides free basic services and fee services.

The library offers the possibility to use subscribed electronic information resources (databases, e-journals) outside the DU computer network (Table 2.3.3.) by logging in with a username and password.

The library regularly provides pilot access to various databases, with an average of around 10 pilot accesses arranged annually.

Numerous databases are available to students:

- Cambridge University Press – humanities and social sciences;
- full electronic text database EBSCO Publishing (it includes 8 databases: Academic Search Elite, Business Source Premier, MasterFILE Premier, Newspaper Source, ERIC, Business Wire News, MEDLINE, Health Source – Consumer Edition, Agricola);
- Scopus database of bibliographical and citation information on multidisciplinary scientific publications of Elsevier Publishing House;
- multidisciplinary database Web of Science;
- Science Direct – Elsevier's database in the humanities and social sciences, which includes information about several thousand journals and books published by Elsevier. In DU there are around 2650 full texts of magazines, published mainly from 2002 to the latest issue of the magazine, as well as more than 350 e-books;
- Education and Culture – the e-newspaper contains information about everything that is important in education, providing informative support to academic staff and students, management and administration of higher education institutions;
- Letonika – a reference and translation system, the main purpose of which is to provide systematized, encyclopedic reference and translation information. Letonika offers to search for and work with information found in 11 encyclopedias and other reference resources, 13 dictionaries (translating, comprehensive, terminology), as well as in collections with 10,000 images, audio recordings and videos. The database also contains a library of Latvian literature with 200 full-text literary works and a repository of language support with supplementary materials for the Latvian language. Letonika.lv serves as a guide to Latvian culture, history, language, nature and literature;
- LETA – news and archive – offers an opportunity to quickly search for published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information.

Table 2.3.3 Statistics on the use of databases subscribed to by the DU

Database	Subscription period	Assessment of accessibility and trends
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Cambridge Journals Online	01.01.2021.-31.12.2021.	Accessibility dynamics – the number of access sessions is approximately the same over the last two years. <i>Subscribed to 2022.</i>
EBSCO databases (<i>Academic Search Complete + MasterFILE Premier, MasterFILE Reference eBook Subscription, Health Source: Nursing/Academic Edition+Consumer Edition, Newspaper Source, ERIC, GreenFILE, LISTA, MEDLINE, Teacher Reference Center</i>)	01.01.2021.-31.12.2021.	The dynamics of access – growing (the number of downloads has increased by 48%). <i>Subscribed to 2022.</i>
LETA Archive and Nozare.lv	01.01.2021.-31.12.2021.	<i>Subscribed to 2022.</i>
Letonica	01.01.2021.-31.12.2021.	Dynamics of access - the number of access sessions and the number of downloads decreased slightly. <i>Subscribed to 2022.</i>
Lursoft Newspaper Library NEWS.LV	01.05.2021.-31.01.2022.	<i>Subscribed to 2022.</i>
ScienceDirect	01.01.2021-31.12.2021.	Usage dynamics – the number of access sessions decreased slightly.
SCOPUS	01.01.2021-31.12.2021.	Usage dynamics – growing (number of sessions has increased by 8%).
Web of Science	01.01.2021-31.12.2021.	Usage dynamics – the number of access sessions is approximately the same over the last two years.

The library compiles the collection according to the directions of DU study and scientific activity, the requirements of study programmes, thus providing information to all DU study levels- bachelor, master, doctoral, as well as scientific research (both fundamental and applied) fields. The library ensures the purchase of information resources upon orders of the DU faculties, which have been reviewed and approved by the DU Budget Commission.

In 2022, 261 404 units of information resources are available to library users. The library collection provides necessary resources in line with the specifics of the study programmes of the study direction "Language and Culture Studies, Native Language Studies and Language Programmes".

Number of books in the field of specialization – 42372 (in literary studies – 16962, in linguistics 24975, in intercultural relations – 435).

In recent years, special attention has been paid to literature in English. While working on the research projects (DU internal grant system), the outcomes of which are integrated into the study process, the latest scientific literature in English was purchased through the website amazon.com. Each year, DU's library procurement includes up to 15 units of books in English. Moreover, the material provided in the databases is commonly available in English.

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

The study process is partly based on several principles of the e-learning environment. Forms and methods of study organization suitable for e-learning environment are used.

DU has developed an e-learning environment (Moodle), as a result of providing direct communication (e-mail, consultations) information is available in each study course. DU lecturers systematically use the e-learning environment Moodle (<https://estudijas.du.lv/>) and place various study materials in it: materials for lectures, seminars and practical classes, which support students' independent work. At the same time, e-learning reduces the risk of students dropping out in cases where it is not possible to attend all study courses in full due to their work or health conditions. Activation of the e-learning environment is an important step in promoting the possibility to keep the critical mass of students, thus ensuring the training of specialists not only for the region of Eastern Latvia, which is represented by the majority of the DU students but also for other regions of Latvia and abroad.

The study courses also include sending homework and tests via e-mail or adding them to the e-learning environment Moodle, receiving work evaluations and reviews by e-mail, consultations in the e-environment, the opportunity to use library and Internet resources. Thus, by integrating a variety of modern IT solutions (e-mail, Moodle, ZOOM, Skype, Facebook), the programme offers more flexible conditions for e-learning. The e-learning environment Moodle is synchronized with the DU information system DUIS, which facilitates students' access to study courses created in the e-learning environment without additional registration.

DU regularly organizes professional development courses for the lecturers, for example, development of study courses in the e-learning environment Moodle, use of the e-learning environment MOODLE in the distance learning process, assessment in the e-learning environment MOODLE. If necessary, the lecturers are provided with individual consultations. The students can receive technical support at the Student Service Centre and the Dean's Offices of the faculties.

In the e-learning environment Moodle, lecturers can also post their lectures in video format. The filming process of video lectures is carried out by the Multimedia Centre of the Department of Informatics and the Information and Communication Technologies Department. In the auditorium at DU, 1a Parādes Street, DU, modern equipment is available, which allows to create educational, informative and advertising video materials, as well as provides live webcasts of conferences. Video lectures are stored on the DU server and are available in the Moodle environment for each corresponding study course.

DU has an information system DUIS that contains descriptions of all study courses, a timetable of classes, and a student can see his/her progress and individual orders related to the study process in his/her profile.

The methodological support necessary for the implementation of the study field "Health Care" is available at the DU the Faculty of Natural Sciences and Mathematics: methodological materials for the development of studies, bachelor theses and regulations for professional internship.

The study and the research processes are sufficiently provided with the necessary photocopying

equipment, visual presentation equipment, video filming and video reproduction equipment, modern photo equipment and audio equipment. Students and lecturers have constant access to the Internet and the Internet connection of the local DU network, e-learning environment Moodle, as well as the opportunity to use e-mail and teleconferencing, various online platforms, such as ZOOM.

Taking into account the current covid-19 pandemic situation, a video tool was purchased at the Faculty of Humanities, which would provide a hybrid form that some students (due to illness, other sound reasons) have been offered the opportunity to connect to a face-to-face lesson in video format.

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

Election to an academic position takes place in accordance with the requirements of “Regulations on elections to academic positions at Daugavpils University” (https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APS_TIPRINATAIS.pdf - available in Latvian).

Information on vacancies for academic positions and competition announcements are published on the DU website or in the official publication of the Republic of Latvia “Latvijas Vēstnesis”, thus giving any interested person the opportunity to apply for a job at DU within one month after the announcement of the competition.

Both the citizens of the Republic of Latvia and foreign citizens whose academic education and professional qualifications meet the requirements of the fields of science or art, the study and the research at DU and who speak the state language and professional English may be elected to academic positions at DU.

After the announcement of the competition and receipt of the documents of the candidates for academic positions, the Faculty Council (Senate) or the Scientific Council of the scientific institute shall make a list of candidates for the respective academic position, indicating the number of positions and vacancies, length of scientific and pedagogical work.

At the meeting of the Faculty Council (Senate) or the Scientific Council of a scientific institute, the attendees are introduced to the documents of the applicants and motivated opinions of the structural units about each applicant for the academic position. After discussions with all the candidates for the respective position, the Council (Senate) or the Scientific Council shall decide on election or non-election to the relevant position by open voting.

The announcement of the vacancies, recruitment, election procedures are open. Several candidates may participate in the competition, and during the period under review there were three cases in which several candidates applied for the same position.

2.3.6. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualifications (including the information on the involvement of the teaching staff in

different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.

DU developed internal regulatory enactments and mechanisms that regulate the qualification and quality assurance of academic staff:

- Regulations on elections to academic positions at Daugavpils University (https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APSTIPRINATAIS.pdf - available in Latvian);
- Procedure for evaluation of the scientific activity of the Daugavpils University academic staff (https://old.du.lv/wp-content/uploads/2016/01/zinatniskas-_aktivitates_vertesanas_kartiba.pdf - available in Latvian);
- Student's surveys (<https://aptaujas.du.lv/index.php/811685/> - available in Latvian).

The qualification of academic staff complies with the requirements of the Law on Higher Education Institutions, as all lecturers have a Master's/ degree or Doctoral degree.

An important criterion for the involvement of the DU academic staff is the experience in the implementation of the ESF Project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff in the fields of strategic specialization of Daugavpils University". The project envisages the improvement of the competence of the academic staff of Daugavpils University, promoting renewal and international competitiveness. The aim of the project is to strengthen the capacity of the academic staff of Daugavpils University by involving foreign academic staff, doctoral students and applicants for scientific degrees and by improving the competence of the DU academic staff.

In order to ensure the implementation of the recommendation, several professional development programs were offered in DU in 2020-2022 to improve the professional qualification of lecturers in the framework of the ESF project "Strengthening the professional competence of the academic staff of Daugavpils University strategic specialization areas" (No. 8.2.2.0/18/A/022), for example, "Communication and Communication Skills", "Leadership ABC", "Leadership in the style of coaching", "Communication", "Emotional intelligence in education", "Basics of developing e-learning materials and virtual learning platforms", "Trends in the use of educational technologies 21. century". Within the framework of the mentioned project, self-growth lectures on the commercialization of inventions, nutrition, body health, personality charisma and prevention of burnout risks, anti-stress days, 24-hour professional efficiency promotion camps, experience-based training and company visits in Latvia will be organized for academic staff. By participating in seminars, academic staff have the opportunity to improve their professional competence and develop learning skills.

Within the framework of Erasmus+ mobility, the teaching staff of the direction shows more active. Particularly, it is the field of languages that gives a number of advantages, creating contacts in academic and research cooperation. Each year, the teaching staff of the direction applies for both the teaching and general mobility versions of Erasmus mobilities. During the mobility, the material of the existing study courses is taught as well as the new research-based material is approbated.

In recent years, using all the opportunities offered in the acquisition of digital skills and

improvement of Moodle-environment, 60% of the study material of the study programmes in the direction was placed in Moodle-environment.

The teaching staff of the study field actively use all the offered opportunities. Since 2018, lecturers have been actively applying for the DU internal projects (per year, 2-4 projects receive funding).

“ERASMUS+” programme supports staff development – the DU lecturers go to one of the foreign cooperation universities or participate in staff training, improving professional competencies, ensuring participation in training, observing work at a foreign cooperation university or branch organization. Foreign mobility gives the DU lecturers and staff the opportunity to gain knowledge and specific skills by learning from the experience and good practice of foreign partners, as well as to improve the practical skills required for the work at DU and professional development, encourages the academic staff to expand and improve the range and content of the study courses offered, and enables the students who do not have the opportunity to participate in the mobility programme to benefit from the knowledge and experience provided by academic staff and foreign guest lecturers from other European universities, and facilitates the exchange of knowledge and teaching experience between European higher education institutions

Every year, the teaching staff and general staff participate in various type mobility of the Erasmus+ programme. Lecturers from the direction are also actively engaged in teaching mobility within the framework of Erasmus+. Cooperation agreements are concluded or renewed annually, which, on the one hand, is the resultant indicator of established contacts, on the other hand, the signed cooperation agreements expand the possibilities of improving their skills and gaining new experience.

Academic staff involved in the provision of the study direction programmes purposefully and regularly participate in various professional development activities in the fields corresponding to their scientific interests in both Latvian and foreign higher education institutions (Table 2.3.6.).

Table 2.3.6. Motivation of the teaching staff

Teaching staff activities	Motivation
<p>Lecturers are given the opportunity to improve and expand their knowledge and professionalism within the framework of ERASMUS+, ERASMUS KA107, etc. mobility programmes (^{[1][2]} <i>Daugavpils University academic staff and general staff application, selection and scholarship procedure within erasmus+ programme</i>^[3]).</p> <p>Thus, the university ensures international cooperation, develops and supervises international mobility projects, coordinates contacts with foreign countries (DU Erasmus+ partner university lists)^[4].</p>	<p>Erasmus+ mobility is used by academic staff for short-term visits to both teaching (lecturing) and administrative cooperation (conclusion and renewal of contracts, coordination of joint activities, sharing experience, etc.), as well as to participate in various academic activities.</p>

Participation in conferences, development of scientific publications, work in projects, organization of scientific communication activities, etc.	Lecturers are granted funding for the scientific activities of the next period for the scientific performance of the previous period. At the end of each calendar year, DU lecturers in the Department of Science submit a report on achievements in scientific and creative activity, work projects, participation in scientific seminars and conferences, publications in accordance with <i>the procedures for evaluation of scientific activity of academic staff of Daugavpils University</i> ^[5] .
The preparation and publication of scientific articles in <i>Web of Science</i> and <i>SCOPUS</i> indexed editions is supported. (<i>Daugavpils University procedure for the payment of expenses for the preparation of scientific publications – available from the internal network of DU</i>).	Lecturers receive a refund for expenses related to the preparation of the publication (<i>proofreading</i> of scientific texts and publication fees).
The rise of the Hirsch index is encouraged.	DU academic staff receive remuneration for the citation Hirsch index in <i>SCOPUS</i> and/or <i>Web of Science</i> databases within the framework of the funding in the DU budget.
Covering of expenses for scientific missions. (<i>Daugavpils University procedure for the payment of expenses for participation in scientific missions and scientific events – available from the internal network of DU</i>).	The DU pays for missions related to participation in scientific activities and the conduct of scientific research.
DU organizes <i>Daugavpils University</i> research project competition (See <i>Daugavpils University research projects competition procedure</i> ^[6]).	As a result of the DU research project competition, funding for the promotion of research growth of DU academic, scientific staff and doctoral students is allocated to topical and qualitatively developed projects. For a number of years, DU HF lecturers have been developing and implementing high-quality research projects, involving both doctoral students and students in Master study programmes.

SKNC regularly organize free professional development courses.

Lecturers improve their knowledge of foreign languages free of charge, learn current events in teaching methodologies and participate in e-resource training, e.g., "Provision of English language learning for improvement of competences of academic staff of Daugavpils University within the framework of project No.8.2.2.0/18/A022 and project No.8.2.2.0/18/I/005 (80500000-9)", basics of development and use of E-learning materials and virtual study platforms, etc.

[1] Available: <https://du.lv/darbinieku-mobilitate/> - available in Latvian

[2] Available: https://old.du.lv/erasmus-ka107/du_webpage_admission-rules-6/

[3] Available:

https://old.du.lv/wp-content/uploads/2015/12/Erasmus_stipendiju_kartiba-1_Pielikumi.pdf - available in Latvian

[4] Available: <https://du.lv/erasmus-partneruniversitate/> - available in Latvian

[5] Available:

https://veidlapas.du.lv/wp-content/uploads/2017/12/zinatniskas_aktivitates_vertesanas_kartiba.pdf - available in Latvian

[6] Available:

https://old.du.lv/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2022-gadam/du_petniecibas_projekta_kartiba_2022/ - available in Latvian

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

In the field of study, 51 lecturer have been involved, of which 43 have been elected to academic and scientific positions, 8 are holding the positions of visiting lecturer, visiting assistant, visiting professor (Annex 2.3.7.). In the direction there are 6 professors, 7 associate professors, 14 assistant professors (docent), 10 lecturers, 1 assistant, 2 researchers and 3 leading researchers. DU full-time is calculated in the equivalent of hours, depending on the position, the workload of the professor and associate professor per year is 920 hours, the docent – 960, the lecturer – 980, the assistant – 1000. The number of contact hours is large. Only a part of the academic staff works full-time, some lecturers have 0.6-0.9 loads. The workload includes only academic work, scientific work does not fit into it. Researchers and leading researchers have been elected to institutes and in their workload, 500 hours are counted for doing scientific work, academic hours are added. Visiting lecturers work on the basis of a company contract, where the number of hours is noted. The teaching staff, who combine academic work with administrative work (Dean, Vice-Dean), have been employed full-time in the administrative position and for 0.5 workload in the academic position. The salary of heads of

department depends on the numeric composition of the department. Overload of academic staff and disproportioned distribution of workloads should be noted here. The issue was discussed several times with the management of the university. At the moment, the solution to the problem depends on the funding allocated by the state, as well as the new model of load calculation

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

DU infrastructure has been modernized and adapted to improve the accessibility of the environment for people with disabilities (movement, vision, hearing impairment), as well as there have been opened children's rooms for students, who are young parents, so that they could to change and feed their babies and a playroom to entertain the students' children while they are at their classes (<https://du.lv/en/about-us/environmental-accessibility/>).

In 2016, the Latvian Association of Disabled People and their Friends "APEIRONs" awarded Daugavpils University a prize in the nomination "Education for All" on the grounds that "Daugavpils University, as a higher education institution, had done the most in ensuring accessibility of the environment. DU became accessible to people with special needs – the students have ideal conditions to attend full-time studies". DU modernized its premises and buildings not only for people with disabilities, but also for the visually impaired people, which is especially noted by the evaluators of the environmental accessibility competition, noting that "the building is easy to navigate and move around for everyone – <https://www.la.lv/ne-tikai-iek-lut-eka-bet-ari-parvietoties-invalidu-apvieniba-apbalvo-labakos-vides-pieejamibas-veicinatajus> - available in Latvian).

The students can use DU in various ways: computer classes and auditoriums – for consultations, meetings, library premises – for literature analysis, preparation of independent and research work, as well as specially equipped premises – for conferences, study and extracurricular activities (DU Sports Complex).

The lecturers and the students can receive medical support in a certified health office, where first aid in case of various illnesses is provided by a doctor's assistant. (paramedic).

Students, both during internships and during visiting lectures and science communication events, have the opportunity to meet with potential employers that develops an understanding of career opportunities. Psychological support derives from the principles of a student-centered system.

Lecturers of the direction "Language and Culture Studies, Native Language Studies Studies and Language Programmes" have extensive experience working with foreign students who are studying both within the framework of the Erasmus+ programme and other cooperation agreements. Erasmus students receive consultations and support from the programme or sub-programme director, who helps to draw up a study plan, introduces teaching staff and extra-curricular opportunities. An example of supportive cooperation is the fact that, at the initiative of the Department of Modern Languages and Cultures, Queen Mary University of London, regular meetings were organised in e-environment, during which information on the student training process was exchanged.

2.4. Scientific Research and Artistic Creation

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

The development trends of the humanities sector in Europe are focused on interdisciplinarity, integration of various thematically different research directions, application of the sociological methodology, and development of new methodologies. The role of the humanities is internationalization and practice-oriented professionalisation. The scientific activities of lecturers of the field take place in the fields of linguistics, literary studies, anthropology, and culture. The research is carried out through project works of various scope, within the framework of which, attracting funding from various programmes, cooperation networks are established, conferences of international and national significance are organized, research results in the form of scientific collections, monographs are published, interactive scientific and scientific transfer instruments are created, for example, e-museum (www.vitamemoriae.eu).

The multilingual, multicultural, religious and ethnic composition of the Eastern Latvian region and Daugavpils city defines and promotes the main scientific research direction of the Faculty of Humanities of Daugavpils University and the direction "Language and Culture Studies, Native Language Studies and Language Programmes", which is related to the crystallization of universal intercultural communication models and the understanding of common processes in the context of European cultural communication.. The niche of DU in the scientific space of Latvia is the study of foreign literature in the cultural context. DU systemically studies the modern Latvian language in functional aspect: Latvian – Slavic, Latvian – Germanic language contacts, Latvian - Lithuanian language in contrastive aspect. Scientific studies and definition of the research field in Lithuanian studies have been carried out, and interdisciplinary research of advertisement texts is conducted. Slavic and Russian studies play a special role in the cultural space of the border area, as the researchers of the faculty become intercultural mediators between East and West. Russian cultural studies, literary studies and linguistics present the development of Russian cultural traditions in the diaspora, synthesizing it with European experience. Under the influence of the international situation, productive scientific relations with the USA have recently been formed in the field of Russian studies, which sets a new international level of research and cooperation. As a separate area, Jewish studies develop (defining the Hebrew text in a semiotic aspect). The priority of fundamental research in the field is the incorporation of the place of Latvian literature in the context of the world's literary processes, emphasizing its regional and international aspects, the interaction of the centre – peripheral, global-local, national and European identity. Comparative research in anthropology is realized by choosing polysegmental phenomena of household culture.

In the direction of studies, comparative literary studies (comparativists) and contrastive linguistic schools have developed in the course of decades, where there is currently world-known professors (5 professors, 5 associate professors, 8 experts of the Latvian Council of Science). Head of the study direction, prof. M. Burima is an academician at the Latvian Academy of Sciences. A fundamental system of scientific traditions has been developed in this direction. Empirical studies and theoretical insights (monographs, collections of scientific articles) on cultural, literary and

linguistic contacts of Latvians and non-Latvians (Slavic, Jewish, Nordic, Western, Caucasus region) from a comparative perspective have been published in the comparative field. Professor E. Vasiljeva has received a high state award – the Cross of Recognition – for her significant contribution to the research and promotion of Latvian Jewish culture.

The Faculty of Humanities hosts an annual international scientific conference "Scientific Readings of the Faculty of Humanities" (since 1991) as well as an international scientific conference "Slavic Readings" (since 1996). On average, 250 participants from around 15 countries (the largest number of reports in 2015 – 280 participants) participate in the scientific readings of DU HF, who present their research in working groups "Baltic languages: synchrony and diachrony", "History: sources and people", "Slavic languages in the context of history and culture", "Contrasting and sociolinguistic aspect of English", "German texts: linguistics and poetics" and annual specialised cultural anthropological sections.

Since 1996, "Slavic Readings" unites outstanding philologists and folklorists from different countries, folklore, Slavic literature and language researchers.

The Faculty of Humanities regularly publishes collections of scientific articles in the field of direction:

- Literature and culture: process, interaction, problems (since 2001; included in the EBSCO database);
- Language in the context of different cultures (since 2003; included in the EBSCO database);
- Cultural studies (since 2009; included in the EBSCO database);
- Slavic readings (since 2000).

The topics of the teaching staff' research focus on the demand and needs of community. An important task is to develop the directions of humanitarian and artistic research, focusing on international recognition and the development of the region. One of the strategic tasks is to incorporate regional research into a wide scientific environment, based on the opportunity to study the phenomenon of border culture, post-Soviet culture and overcoming Soviet patterns of thinking and behaviour in the public consciousness. The existing field research paper is an experimental example: different cultural phenomena are concentrated in a small space, and a unique multicultural environment is created. The results of the research make it possible to follow significant processes in the humanitarian field as a whole.

Scientific activity in the DU strategy is defined as "Regionalism, Literary Science and Art". In 2020, international scientific accreditation of the scientific direction of the Faculty of Humanities received a high rating of "4", ahead of many Latvian higher education institutions. In turn, the criterion "Development prospects" was evaluated with the highest mark – "5".

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

The topics of scientific research work of academic staff are directly related to the study direction and the content of the corresponding study direction.

The crystallization of theoretical knowledge takes place in several directions: 1) presentation and inclusion of theories in the world system of scientific schools; 2) theories become a source of new

methodologies and methods; 3) theories and insights are used in the introduction of new intellectual and practical consumer products of the national economy and society; 4) research results are integrated into academic and professional study programmes at all levels: BA-MA-DR. Within the framework of the direction, in DU operates Council of Linguistics and Literary Studies, where high-quality doctoral theses are defended. Most of philology doctors are graduates of programmes of different levels of the direction, which maintain the research tradition in the field of linguistics and literary studies.

In the academic Bachelor study programme "Eastern European Business and Cultural Relations", regionalistic aspects are considered in the context of interdisciplinarity and the aforementioned three territorial perspectives, updating them in study and bachelor's thesis, thus creating a framework for the empirical basis of regional research. Students of the professional Master study programme "Intercultural Relations" are involved in interdisciplinary applied research based on one of the leading methodologies of the direction – the structural-semiotic school.

DU Faculty of Humanities organizes its scientific activities in centres (Table 2.4.2) set up at the departments.

Table 2.4.2. Centres of scientific activity

Ref. nr.	Name of the Centre (respective department)	Set-up time	Manager
1.	Robert Schumann Foundation's French Documentary Centre (Department of Foreign Languages)	1997	lekt. Sergejs Poļanskis
2.	Regional Centre for Further Education in German and German State Education (Department of Foreign Languages)	2000	lekt. Marina Rumjanceva
3.	Oral History Centre (Department of History)	2 December 2003	prof. Irēna Saleniece
4.	Russian Language and Culture Centre (Department of Russistics and Slavics)	26 March 2010	asoc. prof. Elvīra Isajeva
5.	Latvian Studies Centre (Department of Latvian Literature and Culture)	25 January 2016	prof. Maija Burima
6.	Lituanistic Center (Latvian Language Department)	25 January 2016	prof. Vilma Šaudiņa
7.	Confucius class	4 November 2015	Responsible person – Mg. Philol. Inesa Antonova

The centres are actively involved in various international projects (depending on the specialisation) and actively engage students in their activities, especially in science transfer activities.

The topics of bachelor's/master's/doctoral thesis are related to the research interests of scientific supervisors, and project themes of the respective structural unit.

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

The specifics of the direction determine long-term cooperation with the embassies of many countries in Latvia (USA, France, Israel, China, Great Britain, Norway, Poland, Germany, Sweden) and the development of joint projects in the field of intercultural understanding. Researchers in the DU field have developed long-term cooperation links in organizing mobility, conferences, congresses, seminars and providing other scientific activities, as well as established project implementation networks with many foreign academic and scientific institutions:

- Promotion of cooperation between foreign Baltic studies centres and Lithuanian higher education and research institutions "Lithuanian Academic Scheme for International Cooperation in Baltic Studies", a Baltic linguistics project
- "Learn Russian in the European Union" – a project led by a partner-entrepreneur. In the beginning, the project was only aimed at attracting foreign students (mostly in the USA) to Russian language studies, but in time it became a scientific research project focusing on attracting methodological and directional teaching staff to participate in ASEES (The Association for Slavic, East European, & Eurasian Studies). ABSP "Philology (Russian Philology)", ABSP "Eastern European Cultural and Business Relations", AMSP "Philology (Russian Philology)" and PMSP "Intercultural Relations" students are also involved in the implementation of the project (the names of the programmes for the reporting period are mentioned).
- Dissemination of EEA LVNO Project "Studies of Monuments to Famous Persons" Results and Establishing Guidelines for Further Networking". Daugavpils University and South-East Norway University College is a research project aimed at creating a network of comparative cultural studies in order to coordinate further activities in the joint Web of Science database of the journal Comparative Studies. Monuments to Famous Persons as a Component of National Identity" and the development of new projects in the field of comparative cultural studies. Students of various programmes who carried out comparative research of monuments in Latvia and Norway were also invited to the project as researchers.
- The implementation of the EU Commission's Measuring Youth Well-Being (MYWEB) international project of the EU Commission's FP7 programme envisaged a teaching staff of the direction in an interdisciplinary study.
- Cultural Heritage and Identities of Europe's Future (CHIEF) – an interdisciplinary cooperation project.
- Jewish Heritage Summer School (Nordplus Horizontal). DU participated in the project as a scientific partner. The study material of the Part C (optional) course "Jewish diaspora: history

and culture" was used in the project, as well as students had the opportunity to participate in the activities of the summer school.

- **Projects focusing on the development of a methodological and research basis for different languages:**

- VIEDEX - Virtual Education Experience in an Extended Nordic.
- "Ett steg mot Sverige" "A step towards Sweden" (NORDPLUS).
- Multilaterale Ger-manistische Insti-tutspartnerschaft (DAAD).
- Germanist Institutes Partnership (Germanistische Institutspartnerschaft Marburg-Kaunas-Daugavpils-Tartu).
- "The EUNIC Baltic Roadtrip 2019" (a scientific project involving students)
- Exploitation pédagogique et didactique des œuvres d'art dans l'enseignement du fle" " (French Institute in Latvia and Cannes International Campus Programme'
- Język polski na co dzień' ('Polish language today') project of the Embassy of the Republic of Poland.

By retaining connection with the European scientific context, new scientific opportunities are being sought in the USA, Africa, India and other regions. In recent years, several cooperation agreements have been concluded with US universities, as well as scientific cooperation regional studies, Jewish studies, the study of the phenomenon of post-Soviet culture (University of Virginia, Columbia University). In 2018, agreements were concluded with Hebrew University (Jerusalem), Mindelo University (Republic of Cape Verde), University of Sanskrite (India) (Sanskrite University has a centre of Baltic studies, cooperation with which opens new perspectives to Latvian studies).

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

The positions of the teaching staff involved in the direction are divided into academic positions (assistant, lecturer, assistant professor (docent), associate professor, professor) and research positions (researcher, senior researcher). The workload of teaching staff elected to academic positions shall not include lessons on scientific work. Teaching staff, on the other hand, are selflessly developing research in the field of humanities. Primarily, e-teaching staff involved in the direction are elected to academic positions (lecturers of structural units of the Faculty of Humanities). Teaching staff regularly participate in international scientific conferences, publish scientific articles and monographs, and fill in applications for fundamental and applied project competitions.

The overall statistics show that during the reporting period of the self-assessment report, lecturers of the direction have produced 662 publications, including indexed Web of Science, Thomson Reuters, SCOPUS publications (Tables 2.4.4.1., 2.4.4.2.).

Table 2.4.4.1. Publication statistics in Scopus indexed editions

Year	Number of publications
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2016	21
2017	23
2018	14
2019	14
2020	21
2021	15

Table 2.4.4.2. Publication statistics in WOS indexed editions

Year	Number of publications
2016	13
2017	14
2018	7
2019	7
2020	17
2021	26

Among the largest projects implemented at the Faculty of Humanities since 2005 is the programme "Letonika" supported by the Latvian Council of Science, as a result of the implementation of the project in 2017-2018, 6 scientific monographs were published.

In the European Research Area, the activities of DU scientists are historically recognized by fundamental research in comparative, contrastive linguistics, oral history and social sciences, which have been realized with the attraction of funding from the Ministry of Education and Science, the CFR, the NPC, the Nordic Council of Ministers, the EU cross-border cooperation programme, etc.

The results of the research activity are used in the development of study courses, as well as determine the choice of the theme of study, bachelor's and master's thesis, and provide the basis for comparison with the empirical material identified by the students.

Since 2018, internal project competitions have been announced in DU, within the framework of which the projects on the faculty leading research themes in English, Latvian, Russian, and Jewish studies are regularly implemented (Table 2.4.4.3.).

Table 2.4.4.3. Number of internal projects in the direction of the DU

Year	Number of projects
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2018	2
2019	4
2020	4
2021	4
2022	2

In 2020, researcher Evita Badina launched a post-doctoral project of the European Union Funds Operational Programme "Growth and employment" 1.1.1 of the specific support objective "Improve the research and innovative capacity of Latvian scientific institutions and the ability to attract external funding by investing in human resources and infrastructure" 1.1.1.2 of the measure "Postdoctoral research support" "Translation of literary and political discourse under totalitarian conditions: anglophone literature in Soviet Latvia". A large part of the research is applied in integration programmes and projects. Special attention is paid to Letonika block, because the maintenance of the Latvian language and literature in the region is important in the context of national security. One can mention the international summer school "Discover Latvia through Latgale region", Latvian language courses for third-country nationals "Language for Communication".

From 2017 to 2022, DU has carried out training of 530 minorities, non-citizens and third-country nationals, which has resulted in taking and integrating the examinations on the citizenship of the students and proficiency in the official language in Latvian society. The existing methodology for learning the Latvian language as a foreign language and the Latvian language as a second language has been improved. A unique trilingual methodology for learning Latvian as a foreign language has been developed, introducing the "Latvian language courses for third-country nationals "Language for Communication" programme, creating and methodologically justifying international summer schools, camps for diaspora children and other instruments promoting integration with recommendations. In 2022, the Latvian Study Centre started to implement the Society Integration Foundation project "Latvian Language Courses for Ukrainian Citizens".

All scientific research topics provide for science transfer activities related to the promotion of science, promotion of the university's recognition and the involvement of the general public in the range of issues to be considered.

Of social importance are field studies (dialectological and folklore expeditions, oral history expeditions), in which the memories of the older generation of people are collected (direct contact and involvement of representatives of the older generation in research activities take place). The interdisciplinary nature of research and its focus on the importance of intercultural relations contribute to the definition, identification and possibility of proposing a strategy for conflict resolution of existing societal, political, and ethnic issues.

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

The strategic sustainable objectives stem from the DU development strategies. One of the main objectives is to ensure the integration of study and research in order to promote the involvement of young scientists in the research process. The implemented research projects involve doctoral candidates whose promotional research topics derive from themes updated in the research direction. Previous experience with the active involvement of doctoral students in research projects produced a real impact on both the quality of scientific work and contributed to achieving the learning outcomes in the Doctoral study programmes. Launching the implementation of a newly created joint Doctoral study programme, it is envisaged by the direction to apply such an approach in the future.

The involvement of young researchers ensures the use of human capital with the aim of improving the economic situation in the regions, and promoting the attractiveness of regions at the national and European levels. Research results, when entering the public domain, increase innovation capacity using regional resources (cultural heritage, innovations in tourism, development of economically attractive cultural and artistic industries).

In Bachelor and Master study programmes students are involved in the preparatory activities of international scientific conferences of Daugavpils University, thus gaining the first experience in connection with the specifics and functions of the conference process. Master's students and doctoral students participate in the annual scientific conference "Scientific Readings" and other conferences of the Faculty of Humanities, approving the findings of their master's and doctoral thesis. In 2013, the Doctoral Study Programme Council initiated the establishment of a working group of doctoral students within the framework of the annual scientific conference of DU.

Doctoral students are obliged to participate in international scientific conferences and prepare publications for international scientific publications. They shall be evaluated by the Doctoral Council, receiving doctoral thesis of doctoral candidates for pre-defence. Participation in scientific communication activities is incorporated into the requirements of the academic Master study programme.

Students are involved in the implementation of science communication activities implemented by DU, organizing activities in the HF Youth Interest Education School "Humanitarian Academy for Youth", the East Latvian Literary Academy, the DU School of Science, as well as within the framework of the Science Festival and researchers' night events.

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

A large part of the theme of the direction contributes to the development of tourism clusters in the region. The overview of the monuments was presented in the project "Studies of Monuments of Famous Persons" Results and Establishing Guidelines for Further Networking". In the currently developed fundamental project applications – the creation of tourist routes with the help of e-tools has become a significant indicator of performance.

Every year, the HF Latvian Studies Centre implements several projects, which are supported by the

State Education Development Agency, the Ministry of Culture and the Asylum, Migration and Integration Fund. During the implementation of the projects, various process innovations are offered to the public: thematic integration courses for third-country nationals, summer camps for Latvian and diaspora children, intercultural competence training courses, Latvian languages and Latvian cultural courses for foreigners. More information on the realization of the Latvian Study Centre and the company "Intelligence Park" can be found on the website - <https://intelektaparks.lv>.

In 2015, the "Latvian, Lithuanian and Belarusian Cross Border Cooperation" programme project "Popularization of the Centres of Oral History in the LV-BY Cross-Border Area" was concluded, the main indicator of which was the creation of an e-museum. The e-museum vitamemoriae.eu is also now a platform for innovative research, the materials of which are regularly supplemented.

In 2022, an agreement was signed with SIA Skrivānek Baltic on the provision of training services for the acquisition of the legal Russian language (Customer's Contract No. 4.2-6/320-19) within the framework of the European Social Fund project "Justice for Development" (No. 3.4.1.0/16/I/001) - for interpreters and translators of courts and law enforcement institutions of Russian as a foreign language teacher. The collaboration has resulted in a new innovative service based on the latest research in language didactics as well as sociolinguistics.

2.5. Cooperation and Internationalisation

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

Successful cooperation with employers has been established for the implementation of effective functioning, further development and feedback of study programmes, as well as for ensuring the employment of graduates of programmes. Every year, this cooperation expands and improves and forms of cooperation vary. In cooperation with employers, several main directions can be mentioned:

- improvement of the implementation of study programmes and the quality of study courses;
- involvement in joint activities;
- employment of students and graduates.

In order to ensure the monitoring of the compliance of study programmes implemented within the framework of the study direction with the demands of the labour market, a survey of employers is regularly conducted. However, it is more relevant to Doctoral and professional Master study programmes, as graduates of academic Bachelor study programmes primarily continue their studies in various academic and professional Master study programmes in Latvia and abroad. Employer ratings and feedback on graduates play an important role, as these reviews and evaluations can contribute to the introduction of certain adjustments in the process of implementing study programmes.

The employers are represented and are actively engaged in the Council for Studies, providing proposals for improving the quality of the programme. For example, in developing the new joint Doctoral study programme "Language and Literature Studies", the employers actively participated in the development of the content of the programme, focusing on the new concept of Doctoral studies approved in the conceptual report "On the introduction of a new doctoral model in Latvia". Owing to the proposals of employers, the KDSP internationalization module developed a course "Business Practice", which aims to develop the entrepreneurial skills of Doctoral students based on specific business experience.

The employers participate in the State Examination Commission of the PMSP "Intercultural Relations" and after the evaluation process, analyse the significance of the findings of the Master's thesis in the specific fields.

Some employers (SIA LatInSoft, cultural associations, the Culture Department of Daugavpils) are the initiators and participants of numerous projects. Both lecturers and students of the direction participate in the projects. So, in the years 2020 -2021 the Culture Department of Daugavpils initiated the project "Daugavpils – European Capital of Culture – 2027". The teaching staff of the direction were invited as experts in the development of the project, with particular emphasis on the fact that the concept of the application was closely related to the main activity of the direction "Lingua Franca – Common Language". ABSP "Eastern European Cultural and Business Relations" and PMSP "Intercultural Relations" students were also involved in the analysis of survey results.

The involvement of cooperation partners in the study direction and study programmes is the result of long-term cooperation. The cooperation is based on common mutual interests. This provides for the inclusion of representatives of various fields in the process of realization of the direction: both from academic, municipal institutions, and entrepreneurs. Proposals for cooperation come from both parties. For instance, when identifying possible internships for students, the responsible teaching staff examines the appropriate opportunities for cooperation. In turn, the initiator of cooperation in the project "Learn Russian in EU" was a representative of the company.

The activities of the direction are supported by the city and parish municipalities and municipal institutions, emphasizing the role of the direction in the development of the region.

Extensive cooperation is necessary for the achievement of the aims and outcomes of the study programmes, as it is the various types of cooperation that enhance the sustainability of the direction and the impact factor.

The direction actively cooperates with Latvian universities, organizing and participating in scientific conferences, collections of scientific articles, and developing and organising joint projects. In Latvia, an important project "Competence approach in the curriculum" was implemented, in which representatives of the largest Latvian higher education institutions, including teaching staff of the direction, participated.

In the years 2018-2022, the ESF project "Modernisation of Daugavpils University education field "Education, Pedagogy, and Sports" for sustainable development of the Latvian education system" was implemented, which is part of the large project related to the modernization of the teacher education system in Latvia. The main goal of the project was to develop pedagogical education programmes common to the whole of Latvia. Daugavpils University was the leading partner in the development of language teacher training programmes. The University of Latvia, Liepaja University, Rezekne Academy of Technologies participated as co-partners in the project.

As a result of cooperation between higher education institutions, a joint doctoral study programme "Language and Literature Studies" (Daugavpils University, Liepaja University, Ventspils University College) was also created (Table 2.5.1).

Table 2.5.1. Cooperation with Latvian higher education institutions

Higher Education Institution of Latvia	Type of cooperation (projects, peer review of textbooks, correspondents, participation in conferences, organisation of joint conferences, scientific communication activities, etc.)	Scope of cooperation (linguistics, literary studies, teaching methodology, etc.)
University of Latvia	Participation in scientific research conferences, publication of scientific articles in the publications of the institution, cooperation projects, involvement in the work of the Council of Professors	Literary studies (Latvian, non-Latvian, comparative) Linguistics (Latvian, Russian, English, German, French, Swedish) History
Latvian Academy of Culture	The organisation of joint conferences in the field of cultural contacts and cultural reception research, cooperation projects	Comparative literary studies (Latvian – Norwegian, Latvian – Belgian, Latvian – French)
Riga Technical University	Participation in scientific conferences, inclusion of publications in the publications of the institution	Humanities methodology, digitalization of humanities
Liepaja University	Participation in scientific conferences, inclusion of publications in the publications of the institution	Literary studies Linguistics Teaching methodology
Rezekne Academy of Technologies	Participation in scientific conferences, preparation of joint scientific publications, development of joint projects	Regional studies Literary studies

Ventspils University
College

Science communication
activities

Linguistics
Translation theory
Intercultural
communication

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

The study direction "Language and Culture Studies, Native Language Studies and Language Programmes" has multifaceted cooperation with foreign institutions. Primary interests are related to the academic field (see Appendix 2.5.2.). Owing to the scientific work of lecturers, participation in international scientific conferences in all fields of research there are established contacts with foreign high schools and scientific institutions. The network was expanded owing to the mobility opportunities of the Erasmus+ programme. The major part of cooperation agreements have been signed within the framework of this programme.

Foreign cooperation partners highly appreciate the youth attraction instrument "Humanity for Youth" (HAJ) established by the Faculty of Humanities. For a number of years, the HAJ has been financially supported by the Board of the American Latvian Association's Culture Foundation.

In the field of Jewish studies, for a number of years, the direction has been cooperating with „Jad Vašem“, the Holocaust Centre for Remembrance and Documentation in Israel. In the years 2018-2020, three lecturers of the direction completed their mobility training and internship at „Jad Vašem“.

By supporting students' internships abroad, the faculty has established good partnerships with many cultural and social institutions. For example, Zarasu Tourism Information Center is a long-term cooperation partner.

The field of scientific activity of the teaching staff is related to diaspora organizations: Doc. I. Kupšāne, elaborating her scientific monograph, actively worked with the Latvian charity organization "Daugavas Vanagi Fonds" in Great Britain, which became one of the research partners in the field of Latvian science; prof. Maija Burima established contacts with the Oregon Latvian Centre (USA).

The involvement of foreign partners in the implementation of the direction is based on long-term academic and research contacts of the teaching staff (participation in conferences, projects, and publications). A good opportunity for the involvement of foreign partners is associated with the implementation of international projects, which enables the recruitment of the world's most distinguished industry specialists. The use of e-environment in recent years has expanded the possibilities to ensure the teaching of particular topics or study course modules. Part of the foreign non-academic environment partners was involved in the activities of the direction owing to the students who, during the Erasmus+ internship, found new contacts with the partner organizations.

Cooperation with U.S. universities is developing rapidly owing to the cooperation with Latinsoft Ltd.

The involvement of foreign partners facilitates internationalization processes in the study direction.

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

Public and Foreign Relations Office of Daugavpils University organizes promotional events for attracting students, which is the responsibility of the project manager for attracting international students, with whom the Council of the direction, structural units and programme directors work in close contact.

- Participation in international education forums and exhibitions. In this respect, great support is provided by the cooperation partner, employer, and Chairman of the Board of SIA "LatInSoft" Sergejs Simonovs, who annually participates in the ASEES convention education exhibitions. Owing to this cooperation, the direction gets the largest foreign number of students.
- Erasmus+ mobility activities. During mobility, all teaching staff of the direction introduce the study opportunities at the Faculty of Humanities.

The attraction of foreign teaching staff is mainly carried out through the Erasmus+ programme mobility: foreign lecturers give lecture courses (in the amount of at least 8 hours) on a topic corresponding to a particular programme. The opportunity is to invite world-renowned researchers with individual open lectures. For example, on June 2, 2017, the Faculty of Humanities held an open lecture by Professor Mark Lipoveck of Columbia University (USA) on the topic "The Cultural Origin of Rashism", which had a wide resonance and was attended by more than 120 listeners.

Beginning with 2019, thanks to the project "Strengthening the professional competence of the academic staff of the strategic specialization fields of the University of Daugavpils", the activity No. 3 "Studies of Languages and Cultures, Native Language Studies and Language Programs", 5 foreign lecturers were invited to conduct a number of study courses, primarily teaching in the Doctoral programme "Literature" and AMSP "Philology".

Visiting lecturers are actively engaged in teaching second foreign languages (Appendix 2.5.3).

The dynamics of mobility in recent years have been stable, the largest number of foreign students has been in the Bachelor study programme "Philology" in the sub-programmes of English and Russian Philology, in the Bachelor study programme "Eastern European Cultural and Business Relations", as well as in 2022 several foreign students chose the PMSP "Intercultural Relations".

The teaching staff of the direction are actively involved in the mobility of the same type, as evidenced by statistics. Lecturers of the direction occupy the first position in the university's overall statistics in terms of mobility. This can be explained by good foreign language skills, which provide for teaching abroad, as well as by a wide network of cooperation partners and relevant scientific topics. The general staff of the Faculty also use training mobility opportunities.

Outgoing mobility of students is more intensive at the level of Bachelor study programmes (students of all Bachelor study programmes and sub-programmes participate in Erasmus+

mobility). In 2017 and 2018, two students of the ABSP "Philology (English Philology)" used the opportunity to participate in the mobility within the framework of the China linguistic programme, which was supported by the Confucius Institute of the University of Latvia with a scholarship. The students of the Intercultural Relations programme actively took advantage of Erasmus+ internship and graduate internship mobility opportunities.

The disruption of mobility (both outbound and inbound) was associated with the COVID-19 pandemic, following which there was a restrained attitude towards mobility opportunities. The current situation shows a resumption of interest.

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

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

After receiving the expert evaluation, all recommendations were segmented into separate groups. Firstly, the shortcomings addressed by the common normative acts and procedures of the DU were identified, and the respective questions should be considered at the university level. Secondly, fast-track problems (minor corrections, content update) and long-term problems were defined. Unfortunately, there were also problems that defy solution: for example, the proposal to extend admission to AMSP "Philology" without limiting the selection of subprograms depending on the undergraduate education. In this Master program, the specialization in a certain field of language (English, Latvian, Russian) is very relevant.

Much of the recommendations focused on the improvement of the programmes, which was accomplished. Owing to the proposals of experts, the direction and programmes have been modernized and modified with a practical orientation. The recommendation contained practical suggestions regarding a methodological basis. Changing the content and the corresponding names of the two programs will increase their appeal to potential students.

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

(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	I_1.2_List of the main internal laws and regulations.pdf	I_1.2_Ieksejo normativo aktu un regulejumu saraksts.pdf
The management structure of the higher education institution/ college	I_1.2_Governance structure_need to be clarified.pdf	I_1.2_Parvaldības struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	2.1.3.Direction_plan.pdf	2.1.3.Virziena_plans.pdf
The management structure of the study field	2.1.3._direction_management_scheme.pdf	2.1.3_virziena_parvaldes_shema.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	2.1.4.Agreement_student_takeover.zip	2.1.4.ligumi_studentu_parnemsana.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	II_2.1.4_GUARANTEE_compensation.pdf	Apliecinājums par zaudējumu kompensāciju studējošajiem.edoc
Standard sample of study agreement	3.1.2.AMSP_Agreement_studies.pdf	2.1.4.Līgums par studijām_paraugs_AMSP_Filoloģija un val.prakses.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2.2.4.Surveys.zip	2.2.4.Aptauju_rezultatu_analize.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	2.3.7.List of teaching staff.xlsx	2.3.7.Macibspeku_saraksts.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	2.3.7.CV_ENG.zip	2.3.7.CV_LV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	II_2.3.7.STATEMENT_native_language.pdf	Apliecinājums par valsts valodas zināšanām.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	2.3.7.STATEMENT_foreign_language_B2.pdf	Apliecinājums par svešvalodas prasmi.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	2.4.4.quantitative_indicators.pdf	2.4.4.Kvantitatīvie_rādītāji_Pulikācijas_Projekti_Konferences.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.4.Publications_by_Teaching_Staff.pdf	2.4.4._Macibspeku_publicācijas.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2.5.1._coopertion.pdf	2.5.1._sadarbība.pdf
Statistical data on the teaching staff and the students from abroad	2.5.3._Statistical_data_foreign_students_and_teaching_staff.pdf	2.5.3._statistika_arvalstu_studejosie_macibspeki.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.3._mobility_students.pdf	2.5.3._mobilitate_studejosie.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.3._mobility_of_teaching_staff.pdf	2.5.3._mobilitate_docetaji.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	2.6.1.Eksperts_recommendations.pdf	2.6.1.Ekspertu_ieteikumi.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Application for evaluation of the study direction.pdf	Iesniegums studiju virziena_Valodu un kultūras studijas_ novērtēšanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		

Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		3.2.1.PMSP_Starpkult_attiec_plāns.pdf
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Development strategy of DU_summary	I_1.1_Strategy summary.pdf
Normatīvie akti iekšējās kvalitātes nodrošināšanai	I_1.3_Normatīvie akti iekšējās kvalitātes nodrošināšanai.pdf
List of Regulations for Internal quality assurance	I_1.3_List of Regulations for internal quality assurance.pdf
DU studiju iekšējās kvalitātes nodrošināšanas politika	I_1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-NODROŠINĀŠANAS-POLITIKA.pdf
DU studiju iekšējās kvalitātes sistēmas efektivitātes nodrošināšanas kārtība	I_1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-SISTĒMAS-EFEKTIVITĀTES-NODROŠINĀŠANAS-KĀRTĪBA.pdf
DU kvalitātes politikas un studiju kvalitātes pārraudzības stratēģija	I_1.3_DU-STUDIJU-KVALITĀTES-POLITIKAS-UN-STUDIJU-KVALITĀTES-PĀRRAUDZĪBAS-STRATĒĢIJA.pdf
Sadarbība ar ārvalstu augstskolām	2.5.2.Sadarbība ar ārvalstu augstskolām.pdf
REGULATION ON THE RECOGNITION OF COMPETENCES ACQUIRED OUTSIDE THE FORMAL EDUCATION	2.1.4.Regulations for the recognition of study results.pdf
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Intercultural Relations (47227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Intercultural Relations</i>
Education classification code	<i>47227</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Elīna</i>
Surname of the study programme director	<i>Vasiljeva</i>
E-mail of the study programme director	<i>elina.vasiljeva@du.lv</i>
Title of the study programme director	<i>Dr. philol., prof.</i>
Phone of the study programme director	<i>+371 29748928</i>
Goal of the study programme	<i>Prepare specialists with the qualification that corresponds to Latvian national and international criteria, who can strategically, creatively and innovatively analyse, plan, organize and manage work in the field of intercultural relations and communication, solving problems and predicting risks in a new or unfamiliar environment in a multicultural context, conduct and conduct research, analyse and improve intercultural relations and communication activities, and who, in terms of educational quality, are competitive in the Latvian labour market and the international environment.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>• to deepen knowledge in the theoretical and practical aspects of communication and intercultural relations, thus promoting the understanding of the peculiarities of different cultures and the problems of communication;</i> <i>• to expand theoretical preparation in order to improve students' abilities to improve, develop and use original ideas in applied research;</i> <i>• to introduce the problematic issues and activities of modern mass media, communications and media, the principles of cross-cultural communication analysis of Latvian and foreign media and other public information;</i> <i>• to develop master's students' ability to carry out internal and external activities of the organization that correspond to intercultural relations and strategic communication;</i> <i>• to develop the ability to predict, coordinate and prevent intercultural crisis situations, including problem situations;</i> <i>• to provide an opportunity to gain experience in planning, organizing and evaluating intercultural events and projects;</i> <i>• to develop the ability to manage intercultural strategic communication projects;</i> <i>• to give the opportunity to systematically and academically reflect on one's own intercultural experience at the theoretical and research levels.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of intercultural relations, communication, management, theories; 2. Masters the principles of journalism and advertising, legislation and media theory and digital tools of communication; 3. Demonstrates knowledge about the current affairs of the general situation in the EU, knows information about the peculiarities of the situation in Latvia and the Latgale region; 4. Knows communication and project budget basics and financial planning principles; 5. Has in-depth knowledge in the fields of culture, sociology, economics, political science and psychology. <p>Skills:</p> <ol style="list-style-type: none"> 6. Masters methods of social research, cultural anthropology, discourse analysis, and data collection; 7. Performs analysis of communication process and risk communication; 8. Develops, plans and coordinates the preparation of information for the media, creates the concept of printed, audio-visual and interactive media; 9. Is able to develop, provide and manage projects, events, trainings and other activities, preparing the necessary documentation and budget planning; 10. Is able to work with people, organize group work, and develop the concept of organizational strategy tactics. <p>Competence:</p> <ol style="list-style-type: none"> 11. Actively and effectively engages in creating intercultural dialogue in society, is able to ensure understanding between representatives of different cultures and organizations; 12. Perceives, understands and explains the diversity of society, is able to recognize another culture and to accept another culture's point of view; 13. Formulates the problems of intercultural relations and the scientific and practical possibilities of solving them; 14. Is aware of ethical responsibility and potential impact on society; 15. Is able to influence strategic decision-making, manage the creation of public image and reputation.
Final examination upon the completion of the study programme	Master's thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80

Admission requirements (in English)	<i>Academic bachelor's degree or or second level professional higher education in philology, history, economics, management, art, music, sociology, library science, culture</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Intercultural Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communications Manager</i>

Places of implementation

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

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic bachelor's degree or or second level professional higher education in philology, history, economics, management, art, music, sociology, library science, culture</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Intercultural Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communications Manager</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Considering the latest trends in the field of intercultural relations, the content of the existing study courses has been renewed and changes have been made in the composition of the teaching staff.

The forms of organising the studies have been supplemented with remote learning and a hybrid form of studies (when students, depending on the circumstances, can choose the form of participation either by attending face-to-face classes or by joining classes via the zoom-platform).

The significant changes are related to the awarding of the new qualification. The qualification to be obtained is the professional qualification of strategic communications manager (previously – intercultural relations manager). The qualification that was awarded previously (intercultural relations manager) referred to the Profession Standard Reg. No. PS 0225 (Level 5 of professional qualification) – public relations manager.

On October 9, 2018, the Cabinet of Ministers adopted Regulation No. 626 “Regulations on the List of Mandatory Occupational Standards and Professional Qualification Requirements and the Procedure for Publishing the Occupational Standards and Professional Qualification Requirements Contained Therein”. The qualification of public relations manager was replaced and new occupational standards were also proposed. In terms of content, the professional qualification of strategic communications manager is the most relevant to the study programme “Intercultural Relations”. The occupational standards were agreed upon at the meeting of the Tripartite Cooperation sub-council of Vocational Education and Employment on February 28, 2020; the profession has Level 5 of professional qualification (LPQ 5). A similar example already exists in the Latvian higher education system – Ventspils University implements the professional master’s study programme “Strategic Intercultural Communication”, with the degree to be obtained – Professional Master’s degree in Intercultural Communication, and the qualification – Strategic Communications Manager.

In accordance with the occupational standards, the content of the study programme was also renewed by replacing some study courses with newer ones that correspond both to the results updated in the occupational standards and to the modern trends in the field of intercultural relations.

In the updated version of the programme, studies will be conducted in Latvian and English (previously, studies were conducted in Latvian) to attract more students from abroad, as it can be concluded that there is interest in this type of study opportunities.

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

the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The professional Master's study programme "Intercultural Relations" is a logical part of the direction "Language and Cultural Studies, Native Language Studies and Language Programmes", which is evidence of the sequence of the existing programmes (PMSP is a continuation of Bachelor's level study programmes, the continuity of many outcomes is preserved, especially considering the ABSP "Eastern European Culture and Business Relations") and the openness of the programme to modern interdisciplinary trends. The content of the study courses is oriented towards the synergy of language (communication) and culture (in the broadest sense). Also, in the courses oriented to other areas ("Fundamentals and techniques of journalism", "Project management", "Cultural management", etc.), written and oral language skills are updated. The name of the programme reflects modern trends and practices: the word "relations" is updated and treated more broadly than communication. The study course "Intercultural communication" is the core of the programme that focuses on the qualification to be obtained (introduction to the profession). However, the study courses focused on the spectrum of public relations bring to the fore the context in which intercultural communication exists in modern culture. That is why in the name of the Professional Master's degree there is the definition of the programme's name – the Professional Master's degree in Intercultural Relations, which is oriented toward wider opportunities for applied research (in connection with the development of a Master's Thesis).

The choice of qualification is related to the current classifier and standards of professions. The requirements for the strategic communications manager, which are mentioned in the occupational standards, are most precisely related to the programme's aim and objectives, and to intercultural relations as a mission of separate discipline in modern society.

Programme code – 47227 reflects the status and the content of the programme. The first digits of the code (47) denote second level professional higher education; professional master's degree or Level 5 of professional qualification and professional master's degree). The second part of the code corresponds to the thematic field of education (22 – the Humanities) and the group of educational programmes (227 – Language studies and programmes).

PMSP "Intercultural relations" is an original programme by the Faculty of Humanities of Daugavpils University; while developing the programme, both the analysis of the existing social and geopolitical situation, as well as the rich experience of the Faculty's academic staff in developing interdisciplinary fundamental and applied research resulting in the creation of an original research approach that combines anthropological, linguistic and structural semiotic methodology. The principles of achieving the learning outcomes of the PMSP "Intercultural relations" are based on this very approach, which allows observing, analysing and modelling intercultural relations through the prism of linguistic world picture. The approach is made use of in several study courses, as well as in developed Master's theses. In the updated version of the programme, the course "Basics of Linguistics" is introduced in the bridging course module (envisaged for students with a previous degree in a non-humanities field). Language diversity and paraverbal means of communication also form the core of the programme's learning outcomes.

In the previous accreditation procedure, it was indicated that it would be logical to implement the programme in English, as it is interesting for foreign students in terms of its content and learning outcomes. This was also confirmed in recent years, when foreign students expressed their interest in studying PMSP "Intercultural Relations". On the other hand, it is strategically important to offer a version of the programme in the Latvian language, because the situation in Latvia in the field of

intercultural relations is unique, and the national language occupies a very important place in it. In addition, taking into account the qualifications to be awarded, it is necessary to strengthen and develop professional and field terminology, as well as communication in Latvian. The experience of previous years shows that there is interest in both versions of the programme.

The **aim** of the programme is aligned with the occupational standards and reflects the current trends in society: based on the knowledge acquired within Bachelor's programmes, to prepare specialists with the qualification that corresponds to Latvian national and international criteria, who can strategically, creatively and innovatively analyse, plan, organize and manage work in the field of intercultural relations and communication, solving problems and predicting risks in a new or unfamiliar environment in a multicultural context, conduct and conduct research, analyse and improve intercultural relations and communication activities, and who, in terms of educational quality, are competitive in the Latvian labour market and the international environment.

Objectives

- to deepen knowledge in the theoretical and practical aspects of communication and intercultural relations, thus promoting the understanding of the peculiarities of different cultures and the problems of communication;
- to expand theoretical preparation in order to improve students' abilities to improve, develop and use original ideas in applied research;
- to introduce the problematic issues and activities of modern mass media, communications and media, the principles of cross-cultural communication analysis of Latvian and foreign media and other public information;
- to develop master's students' ability to carry out internal and external activities of the organization that correspond to intercultural relations and strategic communication;
- to develop the ability to predict, coordinate and prevent intercultural crisis situations, including problem situations;
- to provide an opportunity to gain experience in planning, organizing and evaluating intercultural events and projects;
- to develop the ability to manage intercultural strategic communication projects;
- to give the opportunity to systematically and academically reflect on one's own intercultural experience at the theoretical and research levels.

Students are expected to develop their cultural sensitivity and skills for intercultural interaction that will enable them to manage a variety of multicultural environments and situations. Students will also develop their skills in data evaluation, critical and independent thinking, as well as the ability to analyse and solve problems, in which the experienced cultural diversity and differences cause complexity and challenges for specific situations and dilemmas.

The content of the programme is created by harmonizing the knowledge, the skills and the competences (the learning outcomes of the study programme are defined accordingly) specified in the occupational standards (Occupational Standards for Strategic Communications Manager, approved at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on February 28, 2020, Minutes No. 2, <https://www.izm.gov.lv/lv/media/2242/download> - available in Latvian) and the requirements of the second level higher education standard (requirements of the Cabinet of Ministers Regulation No. 512 "Regulations on the state standard of second level professional higher education", <https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standardu> - available in Latvian). The structure of the programme also reflected the specificity of the admission requirements – students with different Bachelor's study bases are enrolled in the programme (Bachelor's degree or 2nd level higher professional education in philology, history,

economics, management, art, music, sociology, library science, culture). Levelling modules are included in the mandatory part of the programme (A1 – basic education in the field of economics, A2 – basic education in the field of sociology and social sciences, A3 – basic education in the field of the humanities and arts).

The length of the study programme is 2 years; the volume – 80 CP are oriented towards the summarizing result of the studies - the awarding of a professional master's degree in intercultural relations and the qualification of strategic communications manager. The volume of the programme covers all the necessary components of the programme: study courses that ensure the learning of the latest achievements in the theory and practice of the industry – 18 CP; research work, creative work, design work and management study courses – 8 CP; courses for achieving professional competence – 8 CP; Practice – 26 CP. The variety and content of the study courses are aligned with the requirements outlined in the occupational standards; they prepare for the development of applied research and the compilation of its results in a Master's Thesis (20 CP).

The results foreseen in the programme are oriented towards building professional competence and research potential (Table 3.1.2.).

Table 3.1.2. Obtainable learning outcomes

Knowledge	Skills	Competence
<p>K1. Demonstrates knowledge of intercultural relations, communication, management, theories;</p> <p>K2. Masters the principles of journalism and advertising, legislation and media theory and digital tools of communication;</p> <p>K3. Demonstrates knowledge about the current affairs of the general situation in the EU, knows information about the peculiarities of the situation in Latvia and the Latgale region;</p> <p>K4. Knows communication and project budget basics and financial planning principles;</p> <p>K5. Has in-depth knowledge in the fields of culture, sociology, economics, political science and psychology.</p>	<p>S6. Masters methods of social research, cultural anthropology, discourse analysis, and data collection;</p> <p>S7. Performs analysis of communication process and risk communication;</p> <p>S8. Develops, plans and coordinates the preparation of information for the media, creates the concept of printed, audio-visual and interactive media;</p> <p>S9. Is able to develop, provide and manage projects, events, trainings and other activities, preparing the necessary documentation and budget planning;</p> <p>S10. Is able to work with people, organize group work, and develop the concept of organizational strategy tactics.</p>	<p>C11. Actively and effectively engages in creating intercultural dialogue in society, is able to ensure understanding between representatives of different cultures and organizations;</p> <p>C12. Perceives, understands and explains the diversity of society, is able to recognize another culture and to accept another culture's point of view;</p> <p>C13. Formulates the problems of intercultural relations and the scientific and practical possibilities of solving them;</p> <p>C14. Is aware of ethical responsibility and potential impact on society;</p> <p>C15. Is able to influence strategic decision-making, manage the creation of public image and reputation.</p>

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

graduates' employment.

Today, in the context of intense globalization and increasing migration, the problems of cultural diversity and the theoretical and practical understanding of cross-cultural relations are becoming more relevant. Currently, cultural diversity has become an integral part of Europe and the world. On the one hand, cultural diversity always encourages cooperation and reveals new possibilities. But on the other hand – such phenomena as stereotyped thinking, conflicts, fear are related to it. Thus, cultural diversity needs to be studied and professionally explained to the public. The focus of cross-cultural studies is the mechanisms of interaction between different cultures, the basis of which is an interdisciplinary approach that includes humanitarian and social fields. The centre of research is cultural, anthropological, social, economic, geographical factors that influence people's behaviour, perception, relationships, and the main task of intercultural studies is to understand, describe, analyse and manage cultural diversity and interaction in different contexts in theory and practice.

Intercultural communication is not just a matter of language and translation but it is also related to a meeting of different worldviews and abilities. The Intercultural Studies Master's programme aims to improve the professional intercultural competence (knowledge, skills and attitudes) of students who are preparing for careers with significant international and/or intercultural contact and content. The programme is based on current international developments and research perspectives and the student's ethnographic fieldwork as a basis for the Master's Thesis. The research encourages an advanced analytical and ethical understanding of life in multinational and complex societies. By combining theory, practical fieldwork, oral presentation and academic writing, students will develop their knowledge and ability to recognize and analyse intercultural problems and situations, as well as to adapt, apply and transfer their intercultural competence in a productive and context-appropriate manner.

In today's conditions, the programme has a special mission both in evaluating the situation in Latvia and in the global geopolitical context. From the moment the programme was created, the vision of the programme has been related to integration problems in Latvia and Latvia's integration into the European Union model. The core of the programme is learning about the diversity of cultures, the development of tolerance and the ability to deal with the intercultural context in various ways. The relevance of the programme increased by evaluating the events of the last three years:

- the COVID-19 pandemic: the existing theories of intercultural communication help to understand the public response to the consequences of the pandemic, the spread of fake news, the deficit of trust in the government, vaccination debates;
- the war in Ukraine and the position of the EU, the integration of refugees, the crisis of collective memory. This problem most highlighted the lack of specialists who could work with refugees and residents, correctly present information and avoid the influence of propaganda, correctly and scientifically explain historical events to the representatives of different cultures;
- public discussions on the definition of family. Intercultural relations include not only relations between different ethnic groups, but also issues related to various perceptions of gender, as well as the perception of the "stranger".

Specialists in intercultural relations and strategic communication specialists are representatives of future professions, who are able to look at the issue of intercultural contact contextually, evaluating the use of language, communication strategies, the use of neurolinguistic programming, the specifics of the behaviour and reaction of society and an individual, the objectivity of information

flow and its perception mechanisms.

The realization of the programme was enriched by the cooperation of the Faculty of Humanities with SIA “Latinsoft” as within the framework of the joint projects the number of foreign students increased, as well as the need to help foreigners to navigate Latvian culture. The students of the programme have the opportunity to apply the acquired knowledge in practice, and two graduates of the programme became employees of SIA “Latinsoft”.

The given qualification is not common in the labour market offers, but specialists with appropriate knowledge are needed in various fields. The ability to compete in the labour market largely depends on communication skills, which are also highly rated in the graduate survey. Practice (26 CP) is also an opportunity to apply to the labour market; practice is divided into three parts and allows students to get acquainted with different spheres: national or cultural associations, media institutions or companies, municipalities, governmental and non-governmental organizations. A high percentage of students already have a job when entering the programme. Their motivation to study is related to their desire to develop their competencies, to fill in the knowledge gaps in accordance with modern trends. A large number of students work in management positions and want to expand their skills specifically in the field of intercultural relations.

Table 3.1.3. Employment of graduates by field of activity

Sphere of employment	Employment %
Field of education	20%
Cultural field	20%
Mass media	16%
Social sphere	14%
Business	25%
Tourism sphere	15%
Other	10%

Graduates of the programme work in various spheres. The largest number of them work in the field of education (Daugavpils University, Rēzekne Academy of Technology, State Border Guard College, at the secondary education stage), in the social sphere (State Employment Agency, State Social Insurance Agency, SIA “IZZI”, municipal social affairs departments), in the media (TV Dautkom, “Rēzekne panorama”, Latgale radio, informational portals (delfi.lv, chayka.lv), in the field of marketing (SIA DEPO, SIA “New Europa Cinemas”).

In recent years, the trend has changed: the number of graduates working in education has decreased and the number in business and tourism has increased. There is a small percentage of students who founded their own companies. The graduates of the programme are often invited or win competitions for the position of public relations specialist.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the

students. The analysis shall be broken down into different study forms, types, and languages.

The dynamics in the number of students in the programme (enrolment, graduates, dropouts, funding) can be seen in Appendix 3.1.4. The statistics of the reporting period show a decrease in the number of students over the past two years, which could be explained by the COVID-19 pandemic (the number of students decreased in general, some students refused to study remotely). Starting from 2017, the number of students who studied for private financing decreased (mostly they were foreign students). This trend can be explained by the difficult economic situation in Latvia, when residents are not ready to invest in master's level education. This trend can be observed in Latvia in general. The dropout rate is 10-15%, which also reflects the general trend. The main reasons for the interruption of studies: change of living place (moving abroad), difficulties in combining studies with work, desire to change the field, problems with the development of the Master's Thesis.

The majority of foreign students (except students participating in exchange programmes) represent the post-Soviet space (Tajikistan, Russia, Belarus). All of them completed their bachelor's level education in Latvia, thus they were prepared for studies in the Latvian language. Thus, in the future, there is a necessity to implement the study process of the programme in English too.

Forms of study are offered according to the market requirements so that students can combine work with their studies. Students' recommendations have also been taken into account when choosing the time for full-time classes, which is why, in recent years, the full-time form has become more popular in comparison to the part-time form.

The study programme is basically implemented face-to-face, however, each lecturer, in coordination with the programme director, reserves his/her right to implement a part of the scheduled classes remotely. The remote learning is applied to the provision of individual consultations.

During the COVID-19 pandemic, the new forms of digital studies were learned, remote studies on the Zoom-platform. In the modern study process, the need to use hybrid forms is growing, offering students to connect to face-to-face classes through video conference devices in case of such a need.

During the previous stage of accreditation, the programme operated only in Latvian. The trend of recent years indicates the need for the programme to organize studies in English. Since 2015, foreign students have been involved in the programme. But in the spring semester of 2022, a group of foreign students from the Philippines and Tajikistan (8 people) studied in the study programme as part of the Erasmus+ programme. Currently, there has been received information from foreign students who would like to enrol in the "Intercultural Relations" programme.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the professional Master's study programme "Intercultural relations" is determined by its aim and objectives.

The content of the professional Master's study programme is structured as follows:

- mandatory courses that ensure learning the latest developments in theory and practice (Part A) – 20 CP,
- research work, creative work, design work and management study courses (Part B) – 10 CP,
- courses to achieve professional competence (Part B) - 4 CP,
- professional practice – 26 CP,
- Master's Thesis – 20 CP,
- Elective courses – 4 CP (from the offered 6 CP courses, students choose two courses for 4 CP)

Mandatory courses providing the latest developments in theory and practice (Part A)

The block of mandatory courses consists of two parts:

- **Part A – mandatory courses** in which the problematic issues of public relations and cultural communications are analysed and reviewed in the theoretical (*Public Relations, Communication theories, Public opinion theories*) and practical (*Intercultural communication, Fundamentals and techniques of journalism, Advertising and media law*) aspects, and research into the practical problems of modern society is also conducted. Course content and expected learning outcomes correspond to the standard requirements of the profession.
- **Part A_{1, 2, 3}** – mandatory elective courses, which depend on previously acquired education (See Table Part A_{1, 2, 3} blocks.). Taking into account that the programme admits students with academic education in different disciplines, three blocks are offered. Students acquire the block that includes subjects that are not included in the previously studied bachelor's or professional education programme. For example, if the student's basic education is in the field of economics, then he/she studies block **A₁** courses (basic courses in cultural studies and sociology: *Cultural history and media, Linguoculturology, Sociology, Ethnopolitics*). If the student's basic education is in the field of management sciences, sociology, then he/she studies the block **A₂** courses (basic courses in cultural studies and economics: *Cultural history and media, Linguoculturology, Fundamentals of accounting, Business economics*). If the student's basic education is in the field of philology, history, art or culture, then he/she studies the block **A₃** courses (basic knowledge in sociology and economics: *Sociology, Ethnopolitics, Fundamentals of accounting, Business Economics*).

Table Part A_{1, 2, 3} blocks

Part A_{1, 2, 3}

mandatory elective courses depending on previous education

Part A₁block	Part A₂block	Part A₃block
Cultural history and media Linguoculturology Sociology Ethnopolitics	Linguoculturology Business economics Accounting	Sociology Ethnopolitics Business economics Accounting
If the student's basic education is in the field of economics, then he/she studies the courses of A₁ block	If the student's basic education is in the field of management sciences, sociology, then he/she studies the block A₂	If the student's basic education is in the field of philology, history, art or culture, then he/she studies the block A₃

Research work, creative work, design work and management study courses (Part B)

The programme courses of **Part B** consider the practical issues related to intercultural relations in different directions:

- courses that, in accordance with the occupational standards, focus on the basic competence of management (*Culture management, Corporate culture, EU structure and processes*), and promote the development of research activity skills (*Interdisciplinary research approaches*);
- elective courses that contribute to the development of knowledge in the field of culture, bringing its problematic issues to the fore (*Problems of national identity in modern society, Minority culture in Latvia*). Elective courses also include *Professional English*; the course is set in the elective block because the students' level of knowledge of the English language is very different, most of the students have the highest level of English proficiency. Other opportunities for improving the English language are integrated into various courses, where compulsory reading of literature in English is provided.

Courses for achieving professional competence (Part B) – courses, the content of which, on the one hand, corresponds to the occupational standards of the profession, and, on the other hand, ensures the achievement of professional competence in business (*Communication psychology, Project management*).

Professional practice - 26 CP**Master's Thesis - 20 CP**

After completing the theoretical study courses, practice and passing the master's examination, the Master's Thesis is defended. In the regulations for the elaboration of the thesis, master's student gets acquainted with information on the organization of the research, the requirements for writing and designing the thesis, the volume of the thesis, submission, defence, etc.

Master's Thesis is an independent scientific and practical study dedicated to the solution of a topical problem; this work demonstrates the student's scientific erudition and research skills. It is based on scientific sources and practical study of intercultural relations; it takes into account both the study of the problem in scientific literature, as well as modern trends in the methodology and theory of intercultural relations. Master's Thesis should be practically significant in solving the problems of intercultural relations and thematically in demand in society. The work on the

elaboration of Master's research is led by the academic staff involved in the programme.

If, in the bachelor's study programme, the student has not completed the study courses "Environmental protection" and "Civil protection", the opportunity to complete them as part of the master's degree studies is provided.

The content of the study courses reflects the latest trends in the study discipline and research. The content of the courses is regularly updated according to the trends. In several courses, the content and topics of independent work reflect current issues and topics (the changing element, which is determined by the students' interest and current events in society. Scientific literature is regularly renewed. Individual topics in the courses may change depending on the students' research interests. When choosing the topics of the Master's thesis, the emphasis is placed on the student's interests (actualities of research, workplace, practice). The study course *Interdisciplinary studies in cultural studies* is regularly renewed, however, the main emphasis in the acquisition of research competence is placed on the development of the Master's Thesis and the student's individual work with the scientific advisor.

Necessary conditions for obtaining a professional master's degree:

- acquired theoretical courses of the programme, carried out the planned independent work and passed the final tests of the courses;
- successfully completed practice;
- successfully passed final examination of the master's studies;
- defended Master's Thesis.

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

The programmes envisage the awarding of a professional Master's degree in intercultural relations and the fifth-level professional qualification "Strategic Communications Manager". The professional Master's degree reflects the originality of the content of the programme and the modern trends and knowledge of the interdisciplinary context of the fields of humanities and arts (Linguistics and Literature, Philosophy, Ethics and Religion).

In the current geopolitical situation, studying intercultural communication is becoming more and more relevant. Intercultural communication specialists are highly demanded in many establishments, institutions, companies and administrative bodies. During the last two years, the students of the programme, both within the study courses and while developing their Master's theses, carried out some research that explains the public's perception of and reaction to various events: during the pandemic, both the patterns of human behaviour and verbal reactions to the introduction of restrictions and the vaccination process were analysed. Similar observations and studies were also carried out when analysing the Russian aggression against Ukraine and its perception among the local population, as well as public reaction to the evaluation of Soviet-era monuments. During the last years, students' interest in media content analysis increased, considering it from the readers' perception and modelling the information flow. It is the application of intercultural communication methodology that makes it possible to explain and evaluate

important communication processes on a national scale, as well as when considering individual groups of society, or the activity of certain specific institutions. Evaluation of the communication process allows predicting potential conflict situations and planning possible conflict reduction. All this generally meets the standard requirements of the profession of strategic communication manager.

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

In the implementation of the study programme, traditional and innovative methods are used.

Lectures are still one of the most important forms within contact hours. They are of particular importance in the part of mandatory courses that are based on theoretical knowledge. The choice of lecture forms depends on the availability of scientific literature. The lecturer tries to summarize topics based on conflicting sources and the material to be discussed in the form of a lecture.

Seminars are used both in basic courses and elective courses. They provide students with the opportunity to independently analyse texts, facts and social phenomena, express and defend their opinion, organize presentations. Before preparing the seminars, serious work with scientific literature, survey materials, sociological observations is planned. The seminars discuss debatable issues.

Individual work develops students' research and professional abilities. The acquisition of humanitarian and social knowledge is connected with the extensive study of literature. During studies, it is necessary to learn a lot of scientific literature, which is a time-consuming task. For monitoring the results of students' individual work, each lecturer chooses individual forms: colloquiums, tests, preparation of presentations and projects, etc.

Taking into account the practical specifics of the programme, the course "Intercultural communication" uses elements of intercultural **training**, which provides simulation of various situations, self-reflection and building observation skills.

Work in the Moodle environment – studies in the e-environment are used to optimize students' independent work. Most of the study materials are placed in the Moodle environment, which is additionally used as a communication tool between lecturers and students. In many courses, tasks for independent work are offered in the Moodle environment, additional study materials and interactive discussion forms are suggested too.

Mastering the content of study courses synthesizes individual approach and work (developing independent skills, conducting individual research), work groups (separate topics in seminars), collective work (presentations during classes, forums in the Moodle environment) and speaking in wider audiences (participation in different ways in conferences and scientific communication events). In some study courses (for example, *Intercultural communication*), it is offered to choose the level of the achievement of learning outcomes, which includes in-depth work with scientific

literature and conducting individual or group research in a public environment.

The development of students' research skills is one of the priorities of the programme; besides, master's studies are oriented towards more sustainable studies at the doctoral level. Therefore, students are also involved in the implementation of scientific projects. Since 2018, DU has been announcing competitions for internal scientific projects, in which the mandatory criterion is the involvement of students in the project.

Both the principles of the programme implementation and the content of the specific study courses are subject to the principles of student-centred education. When organizing the study process, students' possibilities are taken into account: when drawing up the timetable, the most suitable time for everyone is agreed upon. Following the students' requests, individual and group consultations are organized at the most convenient time for them. When implementing the programme in face-to-face form, if necessary the students are given the opportunity to join the class via Zoom conference website. The Moodle system is widely used for students' independent work. Taking into account the fact that the content of some study courses is related to the current situation and processes in Latvia, Europe and the world, the material analysed as well as examples discussed within the courses, may change according to the interests of particular students. In choosing the theme of the Master's thesis, preference is given to the interests and aspirations of students. Besides, students' interests are taken into account when determining the place of practice.

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

Practice (26 CP) is a part of the study process integrating theoretical and practical knowledge. It takes place in institutions and organizations, the work of which is related to the field of culture and public relations (national societies, embassies and consulates, self-governments, etc.), where students participate in the development of current projects, planning and organizing events. To ensure practice, Erasmus+ practice opportunities used by the students every year are offered. From the academic year 2015/2016 students actively have been using graduate practice opportunities in the Erasmus+ programme.

The purpose of the internship is to develop the ability to apply the acquired knowledge in a specific situation in practice.

Objectives of practice:

- to introduce students to the structure and operation of institutions and organizations that work in the field of intercultural relations;
- to promote the opportunity to observe and analyse the work process;
- to develop the ability to plan and organize events, projects and other activities;
- to make contacts with potential employers.

Practice is implemented in three separate parts:

1. Observation practice (4 CP)
2. Practice in media institutions (6 CP)
3. Practice in a specific field of intercultural relations (16 CP)

Daugavpils University has concluded several agreements with institutions and entrepreneurs regarding the offer of practice for the students of the PMSP “Intercultural Relations”. The list of practice names includes long-term partners of the Faculty of Humanities, among whom there are many graduates of PMSP “Intercultural relations”. The list is updated periodically. The practice manager offers students places of practice in accordance with the existing contracts at each stage of practice. In the event that a student wants to do practice in the place of his permanent living or in a particular institution, he/she is given the opportunity to choose the place of practice him/herself. In this case, either a one-time practice contract or a sustainable contract on cooperation in the organization of practice is concluded.

Practice for foreign students is provided taking into account the linguistic environment of the specific institution. National or cultural societies mostly use English in their activities (Observation practice). For practice in media institutions, the environment of Internet portals is more often used. In the last stages of practice (16 CP), the opportunity to do practice abroad within the framework of the Erasmus+ programme is offered as a primary option.

The analysis and evaluation of the connection of practice objectives with the learning outcomes to be achieved in the study programme are presented in Table 3.2.4.

Table 3.2.4. Analysis and evaluation of the connection of practice objectives with the learning outcomes to be achieved in the study programme

Practice	Objectives of the study practice	Learning outcomes to be achieved in the study programme	Assessment
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Observation practice	- to get acquainted with the most important documentation of national cultural societies, the principles of its compilation and storage;	K4, C12, C13	The objectives of the observation practice are oriented towards students' acquaintance with the activity of cultural institutions. The objectives relate to most of the programme's common outcomes. National and cultural societies have been chosen to give the students the opportunity to learn the basics of intercultural communication planning and management of organizations, as well as cross-cultural relations, on the example of a small (in terms of documentation, budget, administration) institution.
	- to get acquainted with the structure, officials and work planning of national cultural associations (centres, communities and other organizations)	K4, C11, C12	
	- to study the peculiarities of the composition of national cultural associations (centres, communities and other organizations);	S10	
	- to study the cooperation of national cultural societies (centers, communities and other organizations) with the city council, media, public organizations;	S7, S8, C14, C15	
	- to observe the principles of holiday (event) organization.	S9, C14, C15	

Practice in media institutions	- to get acquainted with the structure and operating principles of institutions and organizations that work in the field of intercultural relations;	K4, C12, C13	The objectives of practice are a logical continuation of the objectives of the previous stage of practice and, on the one hand, complement the achieved outcomes, gradually reducing the role of observation and moving to practical action. On the other hand, the objectives of this stage of practice are concentrated in the specific sphere of communication, along with the development of skills related to public relations, information gathering and presentation to the organization and society.
	- to observe and analyse the specifics of the work process of the media, public organizations and institutions;	K4, C11, C12	
	- to observe the connection of the media with other public bodies;	S7, S8, C14, C15	
	- to develop the skill of obtaining reliable information, gathering and structuring it by creating informative and analytical articles;	K1, S6, S7, S8, S10	
	- to perform practice analysis and submit practice documentation	P6, K12	

Practice in a specific field of intercultural relations	- to get acquainted with the structure and operating principles of institutions and organizations that work in the field of intercultural relations;	Z4, K12, K13	The objectives of practice are of summative nature, because this part of practice is intended for the development of skills and competences. The length of practice allows you to delve into the specific problems, to realize the essence of corporate culture. The role of a student in a host institution is related to real practical activity. Practice is oriented towards the possibility of performing specific work duties. The outcomes of practice foresee that students will realize their abilities to offer new ideas and solutions.
	- to observe and analyse the work process of public organizations and institutions;	Z3, Z4,P7	
	- to develop the ability to plan and organize events, elaborate and manage projects and organize other activities;	Z4, P7, P8, P9, P10, K11,K13, K15	
	- to conduct practice analysis and submit practice documentation.	P6, P9, k12, K13	

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

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

The topics of the PMSP Master's theses are varied. Oriented to the principles of student-centred studies, the student's interests have the advantage in choosing a topic, especially if they are related to the student's real field of activity. The guiding principle of the topics of the master's thesis is related to the practical meaning of the topic, which is why the following common requirements are put forward for choosing the topic:

- the topic should be related to current affairs in the field of intercultural relations;
- the subject and object of the research should be clearly defined (indicated within spatial and temporal boundaries);
- the study includes a survey of public opinion;
- research-related materials and sources should be available;

- the study necessarily includes recommendations or it is planned to which institution the results of the study will be directed;
- the research has an overall aim – to approach the characteristics of modern cultural model through the analysis of a specific topic.

The topics of the Master's Theses of recent years were related to various fields, mostly affecting the problems of the Latgale region and its inclusion in the context of the European Union and integration problems in Latvia. Most of the topics are related to the development of tourism, the existence of stereotypes and the nature of tolerance, the corporate culture and management style of individual companies, the role of the media in today's geopolitical situation: *Manifestations of Xenophobia in the Hotel Business in Daugavpils*, *Model of Human Resources Management in the European Border and Coast Guard Agency "Frontex"*, *Marketing Communication Strategy: Example of Joint Stock Company "Preiļu Siers"*, *Bilingual Mass Media in Latvia: Experience of DELFI News Portal*, *Work Specifics of Rezekne Preschool Educational Establishments in Conditions of the Covid-19 Pandemic*, *Communication Strategy of Artefact and War Museum*, *Culture Shock: Latvian – US Cultural Contacts*, *Kultūras šoks: Latvijas – ASV kultūru kontakts*.

Many topics are formed by summarizing the experience gained during practice. The separate group of Master's Theses consists of works based on projects (social entrepreneurship, EU structural fund projects, creative individual projects): *European Union Program "Europe for Citizens" Project "Challenges of Regional Centres: Depopulation Control, Development – Best Practices*, *Cultural Risk in Multicultural Organizations: A Case Study of Non-governmental Organization "Shelter "Safe House"*, *Intercultural Communication: Project "Learn Russian in the European Union"*.

The authors of Master's Theses are the authors, implementers, compilers of these projects. The results of Master's Theses are transferred to the relevant institutions as far as possible. This is especially applicable to works devoted to the analysis of the activity of a specific organization or institution. In most cases, before the development of the Master's Thesis a permission-agreement is signed by the organization/institution, in which it is stipulated that the obtained results will be given as feedback.

Master's Theses are defended at the meeting of the State Examinations Commission. The State examination commissions shall consist of three representatives from the employers' side, as well as a representative of the employer's office as the chairman of the commission. Before the defence, the work is handed over to the reviewer, who during the defence presents a detailed review of the work's compliance with the research requirements, the scientific-theoretical basis of the work according to the discipline, and the practical relevance of the work according to modern trends.

3.3. Resources and Provision of the Study Programme

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

More information on the compliance of the study base, science base (if applicable), informational

base (including library), material and technical base with the needs of the direction can be found in Part II Chapter 3, in 2.3.1.- 2.3.3. criteria.

The PMSP "Intercultural relations" uses the resources available for the course (see Section 2.3 "Resources and provision of the study direction"). The contact classes of the programme take place in the premises at Vienības street 13. Due to the practical orientation of some classes (e.g. trainings), auditoriums with a large area are used and technical support (301, 308, 309). Since a lot of students combine their studies with work and the form of the classes also provides for the opportunity for some students to join online, the auditoriums are equipped with video transmission technology.

Literature required for the study programme is regularly ordered through the centralized system of the DU library. As well as the system of internal projects of DU, makes it possible to purchase the latest literature in relation to the thematic issues. Digital resources are also actively used to ensure the acquisition of the study content. As part of the study course "Interdisciplinary research approaches", one of the classes dedicated to the DU's subscribed and accessible databases is led by a DU library employee, and later, students actively use the materials available in the databases for the development of their Master's Thesis.

When ordering the purchase of the necessary literature, specialized literature in English is also taken into account. It can be noted that the thematic literature on intercultural relations, intercultural communication and strategic communication is more widely available in English. The implementation of the study programmes in English is also ensured by the qualifications of the academic staff and their knowledge of the English language and experience in the academic application of the language.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Sources of funding are state funding (state-funded budget places and students' personal funding). The number of state-funded budget places in the programme is 32. The tuition fee for PMSP "Intercultural Relations" is 3.200 EUR (for two years).

Costs per student are calculated by the head of the Finance and Accounting Department of DU, based on the calculations submitted by the study programmes on the provision of the study programme (number of teaching staff, positions held, amount of credit points) and regulatory

documents of financial calculations (Table 3.3.3).

Table 3.3.3. Expenditure per student in the professional master's study programme "Intercultural relations"

No.	Name	Sum (EUR)
1.	Salary fund per student	1.844,20
2.	Employer's compulsory state social security contributions per 1 student - 24.09%	440,27
3.	Mission and duty travel expenses per 1 student	28.17
4.	Services per 1 student	99,84
5.	Costs of materials, energy resources, water and inventory per 1 student	98.44
6.	Books and journals acquisition costs per 1 student	4.22
7.	Equipment purchase and investment costs per 1 student	18.22
8.	Student social security per 1 student	158.22
Cumulative expenditure per 1 student		2.691,58

The expenditure per student and the stated tuition fee for students studying in Latvian and English are the same.

The minimum number of students in the study programme to ensure its profitability is 18 people (in both years of study) for studies in Latvian, 10 people – for studies in English.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

The following are involved in ensuring the study process: Department of Russistics and Slavic Studies, Department of Latvian Literature and Culture, Department of History, Department of

Foreign Languages (Faculty of the Humanities), Department of Economics and Sociology, Department of Law (Faculty of Social Sciences), Department of Pedagogy and Pedagogical Psychology (Education and Management faculty), Centre for Cultural Studies of the Institute of Humanities and Social Sciences, guest lecturers, employers (National Examination Commission). The practical implementation of the professional higher education master's study program "Intercultural relations" is led by the programme director Dr. philol., professor Elīna Vasiljeva.

The process of attracting and evaluating lecturers is transparent, efficient and is one of the prerequisites for a high quality of the study process. Recruitment of lecturers takes place in accordance with the *Regulations on academic and administrative positions*.

The qualification of the academic staff involved in the implementation of the study programme is in accordance with the specifics of the study programme, the requirements of the professional standard regarding the training content, the latest trends in higher education, as well as the requirements of regulatory acts in the field of education. All teaching staff are specialists in their field of science, discipline, actively participate in scientific research work or have worked professionally in the relevant field. In the last two years, everyone has learned e-tools and platforms to ensure the study process both in remote mode and by integrating digital technologies in the Moodle environment. Most of the lecturers participated in the training on the possibilities of working with the Moodle environment. A mandatory requirement for teaching staff is active participation in projects, conferences, preparation of publications, as well as participation in science communication events. Considering the possibility of implementing the PMSP programme in English, it should be noted that the teaching staff has good knowledge of academic English.

Table 3.4.1. Elected academic staff involved in the PMSP "Intercultural relations"

Position	Number
Professors	3
Assoc. prof.	3
Docents	6
Lectors	2
Researchers	1

In order to ensure high-quality acquisition of the study content, 3 guest lecturers and 3 work supervisors have been invited to implement the programme; they who ensure the assessment of the state examinations and the qualification awarding process. Visiting lecturers with appropriate education (for example, in management) or professional experience (work in the specific profession) ensure the achievement of results in the specialized disciplines: *Fundamentals of accounting, Fundamentals and techniques of journalism, Culture management*.

The qualification of the academic staff involved in the programme helps to achieve the results set within the programme and study courses. Academic and pedagogical experience, as well as qualification improvement, facilitate introducing and using innovative study methods, the choice of study forms, understanding the process of student-centred education, as well as in achieving learning outcomes. The learning outcomes envisaged in the study courses correspond to the research and professional experience of the lecturers.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The composition of the academic staff involved in the implementation of the study programme is stable; the academic staff has become a close-knit team. Changes in the composition do not exceed 1-2 people per study year, which allows maintaining stability and at the same time renewing the staff depending on the changes in the content of the study programme. All changes in the staff are objective and justified, and aimed at achieving the excellence of the programme.

During the reporting period, the following significant changes were made in the composition of the teaching staff:

- Taking into account the students' critical opinion (survey results), the study course on advertising and media law was changed. The currently working assistant professor Igors Trofimovs established good communication with the students, one can feel his to achieve the learning outcomes set in the course, taking into account the fact that the students do not have a basic education in law.
- The study course *Fundamentals and techniques of journalism* was previously provided by the lecturer of the electorate of DU. Since 2018, working journalists are invited to the programme. This allows to raise the achievement of the learning outcomes directly to the practical level.
- Rita Baltere, head of the Finance and Accounting Department of Daugavpils University, was involved in the implementation of the study course *Fundamentals of accounting*, which provided the students with the opportunity to get acquainted with the most current trends in accounting, to examine them in a practical way and on an example of the financial activity of a large institution.
- Since 2022, the *Ethnopolitics* study course has been provided by Olesja Nikitina, assistant professor of the Department of Russistics and Slavic Studies, who was also elected to the position of assistant professor in 2022, after participating in the Reducing education programme fragmentation and strengthening resource sharing at Daugavpils University project, one of the aims of which was personal renewal and raising scientific capacity. O. Nikitina is an active politician, so her experience allows to include current practical problems in the content of the study course. In addition, the lecturer's research interests are related to Ukrainian studies, which is relevant, taking into account the current geopolitical situation

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The teaching staff cooperates with each other both in the development of the programme and in its implementation. The ratio of the number of students and teaching staff within the study programme (at the time of submitting the self-evaluation report) is 2:1.

The basis of the development of each study course is the evaluation of the learning outcomes of the study programme and their coordination with the learning outcomes of a specific course. Basically, the exchange of information among the teaching staff takes place through the programme director, because, taking into account the interdisciplinary nature of the programme, teaching staff work in different structural units. When improving or renewing the content of the study course, the teaching staff got acquainted with the content of other study courses and the methods used by the lecturer, in order to avoid content overlap, while at the same time emphasizing cross-cutting topics that contribute to the achievement of common results. For example, the topic of the *Project Management* study course, which is related to budgeting, is coordinated with the tasks of the *Fundamentals of accounting* study course. In the study course *Intercultural communication*, the theoretical material overlaps with the material of the study course *Communication Psychology* (E. Hols, H. Hofstede), so the lecturers agreed on the use of specific works and the difference in problem questions, which allows for a general deepening of knowledge in a special field. The summarizing stage of cooperation is related to the defence of Master's Theses, in which most of the teaching staff (supervisors and reviewers) are involved. All involved teaching staff are invited to participate in the defence of the Master's Thesis during the state examinations, which allows for a complex evaluation of the achieved learning outcomes.

In the PMSP concept, it is important to involve more specialists in order to give students the opportunity to get acquainted with different methodologies and opinions.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1.2.PMSP_Intercultural_relations_Diploma_and_supplement_sample.zip	3.1.2.PMSP_Starpkult_attiec_Diploma un pielikuma paraugs.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	3.1.4.PMSP_Intercultural_relations_Statistics_on_students.pdf	3.1.4.PMSP_Starpkult_attiec_statistika_par_studējošajiem.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1.Compliance of the PMSP Intercultural Relations with the national education standard.pdf	3.2.1.PMSP_Starpkult_attiec_atbilstiba_valsts_izglitibas_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3.2.1.Compliance of the PMSP Intercultural Relations with the professional standards.pdf	3.2.1.PMSP_Starpkult_attiec_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1.Mapping of the courses.pdf	3.2.1.Studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1.Plan of the PMSP Intercultural Relations.pdf	3.2.1.PMSP_Starpkult_attiec_plāns.pdf
Descriptions of the study courses/ modules	3.2.1.PMSP_Descriptions of study courses.zip	3.2.1.PMSP_Studiju_kursu_apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.Regulation on professional practice PMSP Intercultural Relations.pdf	3.2.4.PMSP_Starpkult_attiec_Prakses_nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Eastern European Culture and Business Relations (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Eastern European Culture and Business Relations</i>
Education classification code	<i>43227</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Anna</i>
Surname of the study programme director	<i>Stankeviča</i>
E-mail of the study programme director	<i>annastankevica@inbox.lv</i>
Title of the study programme director	<i>PhD, prof.</i>
Phone of the study programme director	<i>+371 26009079</i>
Goal of the study programme	<i>To ensure the acquisition of theoretical knowledge and research skills in the field of culture and business of Eastern Europe taking into account current political and social trends.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>• to impart fundamental theoretical knowledge in order to develop students' competence in the field of cultural and business contacts of Eastern Europe;</i> <i>• to develop the ability to analyse contemporary societal and political challenges in Eastern Europe;</i> <i>• to develop students' abilities of scientific analysis and skills to independently resolve problems, thus training them for further research activities;</i> <i>• to develop skills of collecting and analysing adequate data in their own field of studies, skills of drawing conclusions, which is essential for conducting scientific research; such skills and abilities are needed at elaborating and defending Bachelor's Thesis;</i> <i>• to develop students' independent cognitive and research skills, thus training them for further studies in Master or professional programmes;</i> <i>• to develop skills and abilities of intercultural communication;</i> <i>• to train academically educated specialists in the field of cultural and business contacts of Eastern Europe who will be able to compete in the academic and professional environment in Latvia and abroad.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Demonstrate basic and specialized knowledge in cultural science, sociology and economics as well as a critical approach to this knowledge; 2. Demonstrate skills in the analysis of fundamental art forms and knowledge of the history of the development of these art forms in Eastern Europe in the context of world culture; 3. Understand the regularities of the development of the main business areas in Eastern Europe; 4. Demonstrate knowledge of the current affairs of the general situation in the EU and Eastern Europe, manages information on the peculiarities of the situation in Latvia and the Latgale region; 5. Are able to understand in detail and demonstrate knowledge of various specific Eastern European cultural and political processes in contemporary conflict situations. <p>Skills:</p> <ol style="list-style-type: none"> 6. On the basis of the acquired theoretical fundamentals, are able to conduct innovative and research activities, to formulate and analytically describe information, problems and solutions; 7. Are able to independently structure their learning process, promote their own professional growth; 8. Develop, plan and coordinate the preparation of information, are able to explain it and reasonably discuss it with both specialists and non-specialists; 9. Are able to communicate in three languages, in writing and orally, in both familiar and unfamiliar contexts; 10. Are able to work with people, organize group work, develop the concept of organizational strategy tactics. <p>Competence:</p> <ol style="list-style-type: none"> 11. Are motivated to build a future career, continue education, lifelong learning in a knowledge-oriented democratic, multilingual and multicultural society in Europe; 12. Are able to plan and carry out learning or work tasks in the profession individually, in a team or leading team work; 13. Are able to take responsibility for the quality and quantity of learning results; 14. Are aware of ethical responsibility and potential impact on society; 15. Are able to influence strategic decision-making, manage the creation of public image and reputation.
Final examination upon the completion of the study programme	Bachelor's thesis and bachelor's exam

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3

Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor's Degree of Humanities in Language Studies and Programs
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

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

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Taking into account the latest trends in the field of intercultural relations, the content of the existing study courses has been partially renewed and changes have been made in the personnel composition of lecturers.

The significant changes are related to the interest in the program that has appeared among students of foreign universities. Over the past six years, students from 31 US universities have matriculated into the program or its individual courses, so several courses are taught in English.

The content of the program has also been renewed, replacing some study courses with new ones. This has been done to make all the courses of the program meet the requirements set for work not only with Latvian, but also with foreign students.

In the updated version of the program, studies will be conducted in Latvian and English (previously, studies were conducted only in Latvian) with the aim of attracting more students from abroad, as it can be concluded that there is interest in this type of study opportunities.

In addition to face-to-face studies, remote study and hybrid forms (when students, depending on the circumstances, can choose the form of participation either by visiting the studies in person or by joining classes via the zoom platform) have been introduced.

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

The academic Bachelor's study program "Eastern European culture and business relations" is a logical part of the direction "Language and culture studies, native language studies and language programs". The fact that many graduates of this program continue their education in the professional Master's program "Intercultural relations" also shows the close connection of the program with the direction and other programs, which ensures continuity of results.. The program is open to contemporary interdisciplinary trends. The content of the study courses is oriented towards the synergy of language (communication), culture (in the broadest sense) and business. The linguistic aspect is widely and diversely represented: students have the opportunity to learn the basics of business and professional English during three semesters. The courses "Applied Latvian"

and "Applied Russian" are also oriented towards the acquisition of professional and business-related language knowledge. As a separate module in the program (Subpart VALKUR – Language courses) the linguistic cycle courses are represented ("Conversational Latvian and Communicative Linguistics", "Conversational Polish and Communicative Linguistics", "Conversational Lithuanian and Communicative Linguistics", "Conversational Russian and communicative linguistics"). Written and oral language skills are also activated in the courses focused on other areas ("Project Management", "Applied Business Ethics").

The title of the program reflects modern trends and practices. The word "relations," which is actualised in the title, is widely interpreted. Studies centre around the culture and economy of five countries - Latvia, Lithuania, Poland, Russia and Belarus. In today's complex geopolitical situation in Eastern Europe, it is especially important to determine the nature and boundaries of these relations, when three of the neighbouring countries are members of the European Union and NATO, but next to them is the aggressive Russia and its ally Belarus. Graduates of the program, who will receive *Bachelor's Degree of Humanities in Cultural Language Studies and Programs* will be able to understand and orient themselves in the most complex multi-directional political, cultural and economic processes taking place in these countries. The offered program will allow to prepare high-level specialists with appropriate understanding of the course of political and social processes and their logic.

The code of the study programme- 43227 reflects the status and content of the programme. The first digits of the code 43 – academic education (Bachelor's degree), which can be implemented after general or professional secondary education. The second part of the code corresponds to the thematic field of education (22 – the Humanities and education programme group (227 - Language studies and programs

The strategic aim of the study program is to ensure the acquisition of theoretical knowledge and research skills in the field of culture and business of Eastern Europe taking into account current political and social trends.

The objectives of the study program:

- to provide students with the opportunity to gain extensive theoretical knowledge and quality research experience and competence in the field of culture and business, preparing them for further academic activity in related or close branches of science;
- to develop creative personalities necessary for Latvia's cultural environment and competitive on an international scale;
- to prepare highly qualified specialists in the field of Eastern European culture and business relations, who are competitive in terms of educational quality in the labour market in Latvia and in the international environment.

Tasks:

- to impart fundamental theoretical knowledge in order to develop students' competence in the field of cultural and business contacts of Eastern Europe;
- to develop the ability to analyse contemporary societal and political challenges in Eastern Europe;
- to develop students' abilities of scientific analysis and skills to independently resolve problems, thus training them for further research activities;
- to develop skills of collecting and analysing adequate data in their own field of studies, skills of drawing conclusions, which is essential for conducting scientific research; such skills and abilities are needed at elaborating and defending Bachelor's Thesis;
- to develop students' independent cognitive and research skills, thus training them for further

studies in Master or professional programmes;

- to develop skills and abilities of intercultural communication;
- to train academically educated specialists in the field of cultural and business contacts of Eastern Europe who will be able to compete in the academic and professional environment in Latvia and abroad.

Students are expected to develop cultural sensitivity and skills for intercultural interaction. Students will also develop their skills in data evaluation, critical and independent thinking, as well as the ability to analyse and solve problems where the cultural diversity and differences experienced create complexity and challenges for specific situations and dilemmas. Skills in working with mass media, ability to stand against propaganda will be improved.

Students are enrolled in the program after obtaining general or professional secondary education. The duration of the study program (3 years), the program workload (120 CP) are oriented towards the obtaining of the summative result of the studies - Bachelor's Degree of Humanities in Language Studies and Programs. The scope of the program covers all necessary components of the program: study courses that provide guidelines, principles, structure and methodology of the field - 21 CP; history of field development and current problems - 19 CP; characteristics and problems of the field in the cross-field aspect - 22 CP; culture and business studies - 34 CP; language learning - 8 CP; free electives - 6 CP. The variety and content of the courses are aligned with the requirements set forth in the Professional Standard, as well as prepare students for the development of applied research and the summary of its results in a Bachelor's Thesis (10 CP).

The outcomes envisaged in the program are oriented towards building academic competence and research potential (Table 3.1.2)

Table 3.1.2. Learning outcomes

Knowledge	Skills	Competence
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K1. Demonstrate basic and specialized knowledge in cultural science, sociology and economics as well as a critical approach to this knowledge;

K2. Demonstrate skills in the analysis of fundamental art forms and knowledge of the history of the development of these art forms in Eastern Europe in the context of world culture;

K3. Understand the regularities of the development of the main business areas in Eastern Europe;

K4. Demonstrate knowledge of the current affairs of the general situation in the EU and Eastern Europe, manages information on the peculiarities of the situation in Latvia and the Latgale region;

K5. Are able to understand in detail and demonstrate knowledge of various specific Eastern European cultural and political processes in contemporary conflict situations.

S6. On the basis of the acquired theoretical fundamentals, are able to conduct innovative and research activities, to formulate and analytically describe information, problems and solutions;

S7. Are able to independently structure their learning process, promote their own professional growth;

S8. Develop, plan and coordinate the preparation of information, are able to explain it and reasonably discuss it with both specialists and non-specialists;

S9. Are able to communicate in three languages, in writing and orally, in both familiar and unfamiliar contexts;

S10. Are able to work with people, organize group work, develop the concept of organizational strategy tactics.

C11. Are motivated to build a future career, continue education, lifelong learning in a knowledge-oriented democratic, multilingual and multicultural society in Europe;

C12. Are able to plan and carry out learning or work tasks in the profession individually, in a team or leading team work;

C13. Are able to take responsibility for the quality and quantity of learning results;

C14. Are aware of ethical responsibility and potential impact on society;

C15. Are able to influence strategic decision-making, manage the creation of public image and reputation.

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

Modern Europe has faced a whole series of challenges that can be resisted and solutions for which can only be found when fundamental principles of classical democracy, tolerance, etc. are fully accepted in society, and at the same time when any kind of inequality - xenophobia, aggression, totalitarianism - become absolutely unacceptable. Nowadays, in the context of intensive globalization and increasing migration, problems related to cultural diversity and the theoretical and practical understanding of cross-cultural relations are being brought up. In Eastern Europe, they have a particularly sharp manifestation, because countries with opposite development vectors are geographically close. On the one hand, it is Latvia, Lithuania, Poland, on the other - Russia and

Belarus. Meanwhile, the citizens of the mentioned countries are constantly in contact with each other as relatives, friends, neighbours or pen pals. Thus, the resulting situation in the cultural and economic discourse must be studied and professionally explained to the public. The focus of Eastern European culture and business studies is the interaction mechanisms of different cultures, the research of which is based on an interdisciplinary approach that includes Humanitarian, Social and Economic fields. The research concentrates on cultural, anthropological, social, economic, geographical factors that influence the behaviour, perception, and relationships of individuals. The main task of cross-cultural studies is to understand, describe, analyse and offer society rational models of coexistence.

Intercultural communication is not only a matter of language and translation, but also a meeting of different worldviews and opportunities. The aim of the Eastern European Culture and Business Bachelor's program is to prepare highly qualified specialists in the field of Eastern European culture and business relations with research experience and competence in culture and business. The program is based on the analysis of the current international situation, its research in perspective. By combining theoretical studies, practical field work, oral presentations and academic writing skills, students will develop the necessary knowledge and abilities to recognize and analyse Eastern European intercultural problems and situations, as well as productively and in a way appropriate to the context to apply the competences related to the understanding of the regularities of the development and existence of the cultural and business environment in Eastern Europe.

The program has a special mission in the context of modern conflict, evaluating the current situation in the geopolitical context. From the moment the program was launched, the vision of the program was related to the formation of a united political nation in Latvia and Latvia's integration into the European Union model. The core of the program is learning about the diversity of cultures, the development of tolerance and the ability to solve different types of conflicts in an intercultural context. The relevance of the program increased by evaluating the events of the last three years:

- The COVID-19 pandemic: the analysis of different approaches and attitudes towards the pandemic in the countries under study has made it possible to identify, on the one hand, the different cultural and economic development vectors of two groups of countries. On the other hand, existing theories of intercultural communication help to understand the public response to the consequences caused by the pandemic, the spread of fake news, distrust of the government, vaccination debates.
- The events of the war in Ukraine and the refugee problem in Eastern Europe because of this tragedy have revealed a lack of specialists who in extreme conditions would be ready to work with the victims who came to Latvia and participate in creating a tolerant environment between representatives of different ethnic groups, correctly present information and avoid the influence of propaganda, appropriately and scientifically explain historical events to representatives of different cultures.
- The confrontation between Russia and Belarus with the Western world threatens to develop into an economic crisis. This, in turn, actualizes the demand in society for understanding the real course of things, the causes of events and their consequences; the search for possible ways out of the current situation also comes to the fore.

Specialists in the field of Eastern European culture and business relations are representatives of the future professions, who are able to look at the issue of intercultural contact contextually, evaluating the use of language, communication strategies, the use of neurolinguistic programming, the specifics of society and individual behaviour and reaction, the objectivity of the information flow and its perception mechanisms. Creating ideas about the existence of different models of economic development is the main condition for ensuring the development of society in the right direction.

The realization of the program was enriched by the cooperation of the Faculty of Humanities with SRL "Latinsoft", within the framework of whose projects the number of foreign students increased. As a result, there was a need to help foreigners familiarize with Latvian culture. This has enabled almost 60% of the program students to be activated as volunteer assistants and communication partners. The students of the program had the opportunity to apply the acquired knowledge in practice, and one graduate of the program became an employee of SRL "Latinsoft".

Bachelor's studies are only the first stage in obtaining higher education. The results of the graduate survey confirm that the program provides great potential for further education. Most of the graduates continue their studies at a Master's degree. Particularly popular are DU *Intercultural Relations, Career Counsellor and Specialist in Youth Affairs, Community and Establishment Administration*. A small part of the graduates continues their education in the relevant study programs at the LU and Rēzekne Academy of Technology, as well at foreign universities.

The academic program envisages two academic internships, each lasting one week. Place of study practice: cultural associations, institutions or companies, municipalities, governmental and non-governmental organizations. Two weeks in general is not a long time, but it allows the student to immediately determine the sphere of their professional interests.

The motivation to study is related to the desire to acquire current knowledge, to develop one's competences according to modern trends.

Table 3.1.3. Employment of graduates by field of activity

Employment sphere	Employment %
Field of education	5%
Cultural field	10%
Mass Media	5%
Social sphere	15%
Business	40%
Tourism sphere	15%
Other	10%

Graduates of the program work in various fields (Table 3.1.3.). The most part work in the cultural, sports and social spheres - in the municipal structures of Latvian (Daugavpils, Rēzekne) and Lithuanian (Visaginas) cities and counties (Preiļi, Jēkabpils). Among these structures are such organizations as tourist information centres, the Department of Youth, the Department of Social Affairs, the National Cultural Association, the Daugavpils Olympic Centre. A relatively small part is employed in the field of education (secondary education) and media (Daugavpils television, Latgale, radio), in marketing sphere (SRL DEPO, SRL Mono Holdings, Silene Resort & SPA), culture sphere (Latgale library, Tallink & Silja Line). Some graduates work as senior managers.

In recent years, the number of graduates working in the field of education has decreased, but the number working in the field of business and tourism has increased. There is a small percentage of students who have founded their own companies. Some graduates of the program have chosen military service or police work as a profession.

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

The dynamics of the number of students in the program (matriculation, graduates, dropouts, funding) can be seen in Appendix 3.1.4. The statistics of the period under evaluation show a decrease in the number of students over the past two years, which could be explained by the COVID-19 pandemic (the number of students decreased overall, some students gave up the distant form of the study process). Starting from 2017, the number of students who studied for private financing also decreased (they were mostly foreign students). This trend can be explained by the difficult economic situation and can be observed in Latvia as a whole. The dropout rate is 10-15%, which also reflects the general trend. The main reasons for quitting studies: the change of place of residence (moving abroad), problems combining studies with work, desire to change the field of study, problems with the elaboration of a Bachelor's thesis.

The majority of foreign students (except students participating in exchange programs) represent the post-Soviet space (Tajikistan, Russia, Belarus). Due to the fact that part of the courses related to the cultural studies of Russia and Belarus are taught in Russian (bilingualism was a moment of transition), students have had the opportunity to learn the Latvian language at a sufficient level in three years to pass the state exam and write a Bachelor's thesis in the national language.

Study forms are offered according to modern requirements. When choosing the full-time classes, the suggestions of students are taken into account, which is why this form of study has become more popular in recent years compared to the part-time form.

The study program is basically implemented face-to-face, however, each lecturer, in agreement with the program director, reserves the right to hold part of the scheduled classes remotely. Especially the distant-way form is applied for individual consultations.

During the COVID-19 pandemic, the new forms of digital studies were learned, distant studies via zoom-platform. In the modern study process, the need to use hybrid forms is growing, offering students an opportunity to connect to onsite classes through video conference devices if it is necessary

In the previous accreditation period, the program proceeded in Latvian and Russian. The trend of recent years indicates the need to organise studies in English. Since 2015, foreign students were involved in the program. Their main interest is regional studies: the culture and economy of the Baltic and Slavic republics in a comparative aspect.

Students from universities in the US and Britain matriculate most often for one semester. They master the program (20 CP / 30 ECT) in regional studies and languages. Approximately 15% of them decide to continue their studies during the year. So, in the autumn semester of the academic year 2022/2023 students from 10 universities (United States Naval Academy, United States Air Force Academy, George Washington University, University of Chicago, University of Bristol, etc.) have been enrolled in the program Eastern European Culture and Business Relations. Five of them will continue their studies in the spring semester in 2023. In turn, according to preliminary applications for the spring semester, 12 more students from US universities will be admitted.

The largest number of students have come from the following universities:

Table 3.1.4.1. Foreign universities from which the largest number of students are matriculated

1.	Virginia Polytechnic Institute and Staty University	128
2.	US Military Academy West Point	35
3.	US Naval Academy	15
4.	US Air Force Academy	12
5.	University of South Carolina	6

Therefore, most of the courses for these students were taught in English.

Currently, information has been received from 10 foreign students who would like to enrol in the "Eastern European cultural and business connections".

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the academic Bachelor's study program "Eastern European culture and business relations" is determined by its aim and objectives.

The academic Bachelor study program consists of three parts: mandatory, restricted elective and free elective part.

The content of the program consists of:

- **Mandatory courses of part A - 72 CP:**
 - guidelines, principles, structure and methodology of the field (NOZPAM) – **21 CP**;

- history of field development and current problems (NOZAKT) – 19 CP;
- characteristics and problems of the field in the cross-field aspect NOZRAC) – **22 CP**;
- final examinations (GALPAR) – **10 CP**
- **Restricted Electives of part B – 42 CP**;
 - culture and business studies courses (KULBIZ) -**34 CP**
 - Language courses (VALKUR) - **8 CP**
- **Free Electives of part C – 6 CP**

Mandatory courses of part A

- The first sub-part of the mandatory Part A (NOZPAM) includes theoretical courses that form the foundations for understanding contemporary problems in the European context (*Fundamentals of EU, Civil Defense, Environmental Protection*). The next series of courses lays the methodological foundations for studies of general cultural discourse (module *Fundamentals of Art Studies, Semiotics of Culture, Theory of Ethnos, Theory of Culture*). The third group includes courses devoted to general economic issues (*Fundamentals of Economics, Applied Business Ethics*).
- The second sub-part of Part A (NOZAKT) includes courses devoted to Eastern European culture studies in the context of European cultural processes (from traditional cultures to the present-day ones). The core of this sub-part consists of two modules: *History of Art (Latvia, Lithuania, Poland, Russia, Belarus)* and *History of Cultural Process*.
- The third sub-part (NOZRAC) comprises the basic courses of the economic block, including those devoted to Eastern Europe (*Business Environment in Eastern European Countries, Tax System in Eastern European Countries, Fundamentals of Marketing*). The rest of the courses in this sub-part have an interdisciplinary orientation (*Eastern European Cultural Contacts and Integration, Eastern European Business Relations, Peculiarities of Borderland culture (Latvia, Lithuania, Poland, Russia, Belarus)*). Two term papers are also interdisciplinary in nature, the topics of which are mostly related to cultural, economic and social processes in the countries under study.
- The sub-part of the mandatory Part A (GALPAR) consists of two final examinations: *Bachelor's examination* and *Bachelor's thesis defence*.

Restricted Elective Courses of part B

- The first sub-part of limited elective courses of part B (KULBIZ) have a theoretical-practical orientation. First of all, students acquire system-type knowledge about the principles of the structure of the state and society in the studied region of Eastern Europe, as well as in the European Union as a whole (*Country Studies (Latvia, Lithuania, Poland, Russia, Belarus), Commercial Law (Latvia, Lithuania, Poland, Russia, Belarus), Policy and state political relations in EU countries*). Other courses will help not only to acquire important general economic and cultural knowledge, but also to develop professional skills and competences (*Business Latvian language, Business Russian language, Cultural Tourism, Project Management, Management*). This will allow students to further combine their Master's studies with work in the field of culture and business relations. In today's geopolitical situation, specialists with this level of knowledge and skills are and will be in demand. *Professional and practical English language* courses are included in the optional block due to the fact that the students' level of English knowledge is very different - some students have a high level of English, while for others it is a good opportunity to improve their language competence. Other opportunities for improving English language skills are integrated into various courses where reading of compulsory literature in English is provided. Students who are involved in

volunteer work with foreign mates get a good opportunity to practice English.

- The sub-part VALKUR is another proof of the serious linguistic orientation of the program. Students are offered four more courses for language improvement: *Conversational Latvian and communicative linguistics*, *Conversational Russian and communicative linguistics*, *Conversational Polish and communicative linguistics*, *Conversational Lithuanian and communicative linguistics*. From these four courses, each student must choose two. When choosing a language, each student prefers the one that is closest to them, taking into account, of course, the field of their future profession. During the last few years, students were also offered to choose Belarusian language studies, however, there has been very little interest, and this course has been moved to the reserve. If there is a larger number of interested students, it will be possible to put it back into the program.

Elective courses of part C

- This group of courses is common to the entire course; they have different topics and are mostly not directly related to the student's chosen program. The main task of the courses of the elective part is to expand students' horizons, develop typological thinking, comparative analysis skills. The list of optional courses for this part of the program is constantly renewed. Currently, students are offered to choose from the following list: *Swedish language*, *German Language*, *Applied communication and language*, *Jewish diaspora: History and culture*, *Islam - religion, culture, politics*, *Language in cultural dialogue*, *Paradoxes of history*, *Ancient East cultures in the modern world*.

Bachelor's Thesis - 10 CP

After completing the theoretical study courses, academic internship and passing the Bachelor's exam, the Bachelor's Thesis is defended. In the regulations for the elaboration of the Thesis, the student gets acquainted with information about the organization of the research, the requirements for writing and designing the Thesis, the scope of the Thesis, submission, defence, etc.

A Bachelor's Thesis is an independent scientific and practical study devoted to the solution of a topical problem. The aim of the Bachelor's Thesis is to develop independent research that would promote in-depth learning of the chosen branch of science, strengthen and improve the research competence acquired during studies. Thus, the successfully elaborated and defended Bachelor's Thesis demonstrates not only the quality of the student's theoretical knowledge, but also the acquisition of skills necessary for conducting research.

The Bachelor's Thesis is based on practical research on scientific sources and problems related to cultural and economic relations in one of the five Eastern European countries under study. The paper must examine both the reflection of the problem in the scientific literature, as well as the modern trends in methodology and theory, which treat the systems of relations between Latvia, Lithuania and Poland on the one hand, and Russia and Belarus - on the other.

The work on the elaboration of Bachelor's research is supervised by the academic staff involved in the program.

The content of the study courses reflects the latest trends in the field and scientific research. The content of the courses is regularly updated. In several courses, the content of independent work demonstrates current problems and topics (the variable element determined by the students' interest and current affairs in society). The list of scientific literature is regularly updated and supplemented. Individual study topics in the courses may change depending on the students' research interests. Also, in the selection of Bachelor's Thesis topics, emphasis is placed on the students' interests (current issues of research, workplace, the place of academic internship). The elaboration of a Bachelor's Thesis and the student's individual work with the scientific supervisor

are essential in the acquisition of research competence.

Necessary requirements for obtaining an Academic Bachelor's Degree:

- the theoretical courses of the program acquired, the tasks of the planned independent work carried out and the final tests of the courses passed;
- academic internship successfully acquired;
- Bachelor's final exam successfully passed;
- Bachelor's Thesis defended.

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

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

The choice of the forms of implementation used in the study process promotes the acquisition and improvement of theoretical knowledge, as well as develops critical and creative thinking, the ability to discuss and to substantiate one's opinion, skills and abilities to use active learning methods, analyse and gather information. The lecturers choose the study forms, taking into account the content and characteristics of the study courses, aim, objectives and tasks. Both traditional and innovative methods are used in the implementation of the study program.

Lectures are still one of the most important forms within onsite studies (face-to-face). They are of special importance in the part of mandatory courses that are based on the teaching and learning of theoretical knowledge. The choice of lecture forms depends on the availability of scientific literature. The lecturer tries to summarize topics based on conflicting sources and debatable material in the form of a lecture.

Seminars are used both in mandatory courses and elective courses. They provide students with the opportunity to independently analyse texts, facts and social phenomena, express and defend their opinion, organize presentations. Before preparing the seminars, serious work on scientific literature, survey materials, sociological observations is envisaged. Debate issues are discussed in the seminars.

Hybrid study forms. are used to make the study process more dynamic. The lecture methodology can resemble, for example, the Socratic one, when after a half-hour long lecture the lecturer

presents a problem question, the answer to which the students must find by working in groups within 15 minutes. After discussing the obtained answers, the lecture continues. Studies with the use of computer equipment and the use of Internet resources, workshops, etc. can also be considered as additional types of work.

Individual work develops students' research and practical abilities. The acquisition of humanitarian and social knowledge is associated with a thorough work on literature. During studies, it is necessary to examine many sources of scientific literature, which is a time-consuming task. To control the results of students' individual work, the lecturer chooses individual forms: colloquiums, tests, preparation of presentations and projects, etc.

Work in the e-study environment Moodle – studies in the electronic system are used to optimize students' independent work. A large part of the study materials is placed in the Moodle e-environment, which is additionally used as a communication tool between lecturers and students. Many courses offer tasks for independent work, additional study materials and interactive discussion forms.

Learning the content of study courses combines individual approach and work (developing independent skills, conducting individual research), work in groups (separate topics in seminars), collective work (presentations during classes, forums in the Moodle environment) and presenting in wider audiences (participation in conferences and science communication events).

The study process takes place both in Latvian and in Russian in study courses, where it is necessary, which is in accordance with Article 9, point 3.3 of the Education Law. This point states that study programs can be implemented in a foreign language if it is necessary to achieve the objectives of the study program; language and culture studies, studies in language programs can take place in a foreign language. Some specialized subjects are taught in English, Polish, Lithuanian, Belarusian. Along with learning foreign languages, students also get to know the culture, the business environment, and the current socio-economic and political situation of the respective countries. Lectures and seminars are also attended by young people from other countries, among whom not all speak Latvian or Russian (in the case of Russian or Belarusian cultural studies). In such cases, lecturers should apply information backup methods. So, for example, students who have applied for a course in traditional Russian linguistics would like to receive information in the state language. They have been joined by students from Bulgaria, who prefer English, as well as a group of students from the United States, who ask for lectures on Russian culture to be read in Russian. The lecturer uses a hybrid methodology: the audio part of the presentation is in Latvian, but the visual part of the presentation (including video) is in English and Russian. For further work, students are divided into three groups - depending on the language in which they would like to communicate. The lecturer communicates with each group separately in the respective language, thus showing flexibility and the ability to adapt to the needs of students - planning their independent work, choosing scientific literature, working with practical material.

In the organization of the study process, it is important to take into account the possibilities and opinions of students. The usual practice is to schedule midterm tests during the study process in such a way as to find out to what extent the mandatory study subject is mastered. However, such a form of work is chosen so that the student can independently study the material that interests them more. For example, when preparing presentations in art studies, history of culture, students themselves choose the art form or the work of the author of the studied period that attracts them the most. In the reporting period, the course "Culture and Information Communication" was added to the program, about 25% of the content of which is the discussion of current problems and geopolitical challenges. In choosing the material to be analyzed, the initiative belongs to the students, the lecturer only moderates the discussion and directs it in a constructive direction.

The COVID pandemic has seriously adjusted the organizational principles of the study process. Now almost every lecturer has their own zoom office and thus has the opportunity to provide individual consultations in online format. Many students of the program combine their studies with work, with foreign business trips, some have difficult family circumstances. Lecturers are always welcoming and ready to meet online for individual work.

Bachelor's program is the first stage of higher education. Most of the graduates of the program continue their studies in the Master's degree, so already at the Bachelor's level, students learn the fundamentals of scientific research. This is not only research work within the term paper and Bachelor Thesis, but participation in scientific conferences, taking part in remote conferences as listeners.

The student-centred orientation of the program is also implemented at the level of constant monitoring of the degree of student satisfaction with the content and quality of teaching. Anonymous interim surveys are regularly conducted, when students have the opportunity to express their wishes regarding changes in the forms of educational work or the content of the educational process. The programme director is in constant personal contact with students, group chats and group mailboxes have been created, which greatly facilitate communication. The programme director performs the function of a kind of mediator between students and lecturers preventing possible conflicts or disputed situations, contributing to the optimization of the educational process.

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

Academic internship is a part of the study process integrating theoretical and practical knowledge. It takes place in institutions and organizations whose work is related to the field of culture and business and public relations (national societies, embassies and consulates, municipalities, etc.) where students participate in the development of current projects, planning and organizing events.

The aim of the academic internship is to be able to apply the acquired theoretical knowledge in practice in the field of Eastern European culture and business relations.

Tasks of academic internship:

- to introduce students to the structure and strategy of institutions and organizations operating in the field of Eastern European culture and business relations;
- observe and analyse the work process at internship locations;
- develop the ability to plan and organize events and other activities;
- to deepen students' understanding of Eastern European culture in a multicultural environment.

The scope of academic internship is 2 CP. The internship is divided into two stages: Academic

internship I (observation) and Academic internship II (active internship). DU has signed agreements with organisations, institutions, and entrepreneurs on providing internship for ABSP "Eastern European Culture and Business Relations" students. The list of internship providers includes long-term partners of the Faculty of Humanities. Places of academic internship: institutions and organizations whose work is related to the field of Eastern European culture and business relations (Latvian, Belarusian, Russian, Lithuanian, Polish associations/centres/communities, local municipalities, Latgale planning region, etc.). The list of places for academic internship is regularly renewed and supplemented.

The individual approach is also implemented during the academic internship organization. The first academic internship (1 CP, 1st year of study) envisages mostly observation and takes place in national cultural societies and diplomatic institutions. During this internship, students have the opportunity to get to know the culture of the country under study including the language environment. If the student is not ready to communicate in the language of the country, which is the object of study, then the internship is conducted in Latvian. If academic internship is chosen as a course by foreign students (when matriculating for a partial study cycle, they have the right to choose courses) who do not speak our national language, study communication takes place in English. In such cases, the lecturer supervising the internship assumes the role of interpreter. In the second internship (1 CP, 3rd year of study), each student is given the opportunity to choose an interesting and comfortable place for academic internship, which would be related to Eastern European culture or business, because this part of the internship requires the student's active involvement in the work of the chosen institution. Foreign students are also offered interesting places for internships, according to their study preferences. For example, the Latgale planning region can become such a place, where all employees are ready to communicate in at least three languages.

Internship evaluation takes place on the basis of the submitted materials and the discussion of the results of the internship at the final conference. After fulfilling all the requirements, the student receives a graded evaluation.

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

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

"Eastern European Culture and Business Relations" students' Bachelor Theses have a theoretical and practical meaning. Students must demonstrate a high level of mastery of theoretical material and the ability to apply knowledge in the study of a specific problem. The topics of Bachelor's Theses are different: they can be related to the cultural space of one or more countries under study. The presence of the applied part in the work is desirable, however, it is not mandatory, since the Bachelor's Degree of Humanities in Cultural Studies of Eastern Europe is obtained. Focusing on the principles of student-centered studies, the student's interests are the priority when choosing a

topic. The guiding principle of the topics of the Bachelor's Thesis is related to the practical meaning of the topic, as a result of which requirements are set for the choice of the topic:

- the topic must be related to current affairs in the field of Eastern European culture and business;
- the subject and object of the research must be clearly defined;
- space and time boundaries must be precisely indicated;
- the empirical part of the research should include the analysis of the conducted questionnaire or interview;
- research-related materials and sources must be available;
- the research has the main aim – to focus on the specific features of the characteristics of the modern cultural model through the analysis of a specific topic.

The topics of Bachelor's Theses in recent years were related to various spheres, mostly concentrating on the problems of Latvia, culture and business relations with other regions and neighbouring countries. Most of the topics are related to the role of modern art, denominations, family culture problems, tourism development, the activities of national associations, the media in the modern geopolitical situation.

The Program Council recommends and the Council of the Faculty approves the topics of bachelor's theses, taking into account their relevance and content significance. A few examples of topics of work defended in recent years:

“Daugavpils Theatre Activity and Peculiarities of Repertoire (2015–2020)”; *“Cruise Tourism and Consequences of the Pandemic (Case of JSC “Tallink Grupp)”*; *“Resorts and Places of Leisure in Daugavpils: History and Prospects”*; *“Krāslava Secondary School “Varavīksne” as a Subject of East European Cultural Ties”*; *“System of Economic and Ethical Values in Old Believer Family”*; *“Project “DAU” in Cultural Space of Russia”*; *“Biblical Plots in U. Karatkevich’s Novel “Христос призямліўся ў Гародні”: Interpretation Variants”*; *“Culture Tourism in Poland (2015–2020)”*; *“Poster Art in Latvia from the 1920s to the Present Day”*.

Defence of Bachelor's Theses takes place at the meeting of the Final Examination Commission. Before the defence, the paper is submitted to the reviewer, who during the defence presents a detailed review of the work's compliance with the research requirements, the relevance of the scientific and theoretical basis of the Thesis to the field and the practical topicality of the Bachelor paper.

The final evaluation for the Bachelor's Thesis depends on the following points: the reviewer offers a grade, taking into account, firstly, the extent to which the research tasks have been fulfilled, and secondly, evaluating the results of the scientific discussion. In the closed meeting of the commission, its members discuss the defence process, share with each other their impressions regarding how successfully the author of the Thesis has defended and substantiated their opinion in the scientific discussion (in which everyone present can also participate with their questions and retorts). The final grade is decided by a vote of all commission members. Grades may be announced privately if students wish.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision,

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

More information about the compliance of the study base, science base, informational base (including libraries), material and technical base with the needs of the direction can be found in the criteria of Part II, Chapter 3, 2.3.1.– 2.3.3.

ABSP "Eastern European Culture and Business Relations" uses the resources available for the direction (see Description point 2.3. "Resources and provision of the study direction" (Studiju virziena resursi un nodrošinājums)). The onsite (face-to-face) classes of the program take place in the DU building at Vienības Street 13. Several university rooms of the faculty are provided with modern equipment that allows working in the format of a video conference. This possibility is used when specialists from the countries under studies (Lithuania, Poland, Belarus, Russia) are invited to give individual lectures. Since a large number of students combine their studies with work and the study form envisages the opportunity for students to connect to the classes online, the rooms are equipped with video broadcasting equipment.

Centre of Lithuanistics and Centre of Russian Language and Culture operate at the university, where libraries and a wide range of materials on the language and culture of these countries are available. Centre of Polish culture is in the process of opening. The Department of Russian and Slavic Linguistics keeps an extensive library of Polish art and scientific literature; books have been donated by partner universities and the Polish Ministry of Science. By working in these centres, students of the program get an additional opportunity to learn the culture of the countries under study.

The literature required for the study program is regularly ordered through the centralized system of the DU library, as well as the internal project system of DU allows to purchase the latest literature. Digital resources are actively used to enable study content.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Sources of funding are state funding (state-funded budget places and students' personal funding). The number of state-funded budget places in the programme is 32. The tuition fee for ABSP "Austrumeiropas kultūras un biznesa sakari" is 3.200 EUR (for two years).

Costs per student are calculated by the head of the Finance and Accounting Department of DU, based on the calculations submitted by the study programmes on the provision of the study programme (number of teaching staff, positions held, amount of credit points) and regulatory documents of financial calculations (Table 3.3.3).

The minimum number of students in the study programme to ensure its profitability is 18 people (in both years of study) for studies in Latvian, 10 people – for studies in English.

The expenditure per student and the stated tuition fee for students studying in Latvian and English are the same. The expenditure per student in all study programme are the same.

No.	Name	Sum (EUR)
1.	Salary fund per student	1.844,20
2.	Employer's compulsory state social security contributions per 1 student – 24.09%	440.27
3.	Mission and duty travel expenses per 1 student	28.17
4.	Services per 1 student	99.84
5.	Costs of materials, energy resources, water and inventory per 1 student	98.44
6.	Books and journals acquisition costs per 1 student	4.22
7.	Equipment purchase and investment costs per 1 student	18.22
8.	Student social security per 1 student	158.22
	Cumulative expenditure per 1 student	2.691,58

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

Department of Latvian Literature and Culture, Department of Latvian Language, Department of Russian and Slavic Linguistics, Department of History, Department of English Philology and Translatology (the Faculty of Humanities), Department of Economics and Sociology, Department of Law (the Faculty of Social Sciences), Department of Pedagogy and Educational Psychology (The Faculty of Education and Management), Centre of Sustainable Education and Centre of Social Research of the Institute of Humanities and Social Sciences, are involved in the provision of the study process of ABSP "Eastern European culture and business relations." The practical implementation of the Academic Bachelor's study program "Eastern European culture and business relations" is led by the program director Dr. philol., professor Anna Stankeviča.

The process of attracting and evaluating lecturers is transparent, efficient and is one of the prerequisites for a high quality of the study process. Recruitment of lecturers takes place in accordance with the *Regulations on Academic and Administrative Positions*.

The qualification of the academic staff involved in the implementation of the study program is in accordance with the specifics of the study program, the requirements of the professional standard regarding the study content, the latest trends in higher education, as well as the requirements of regulatory acts in the field of education. All academic staff are specialists in their field of science, discipline, actively participate in scientific research work or have worked professionally in the relevant field. (3.4.1. table). In the last two years, everyone has learned about e-tools and platforms to ensure the study process both in remote mode and by integrating digital technologies in the Moodle environment. Most of the lecturers participated in the training on the possibilities of working in the Moodle environment. A mandatory requirement for academic staff is active participation in projects, conferences, preparation of publications, as well as participation in science communication events. Considering the possibility of implementing the ABSP program in English, the teaching staff has good knowledge of academic English.

3.4.1. table. The elected academic staff involved in the studies of ABSP "Eastern European culture and business relations"

Position	
Professors	5
Associate professors	2
Docents	7
Leading researchers	2
Lecturers	6

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

In the reporting period, a whole series of changes have taken place beneficially effecting the quality of education. Master N. Yefimovs, who has held legal cycle courses in the program, successfully defended his PhD Thesis and obtained The Doctor of Laws degree. As the lecturer's qualification level increases, the quality of teaching undoubtedly increases as well. The quality of students' knowledge within the economics study block has been positively affected by adding the young scientist, Doctor of Economics and Associate Professor Ludmila Aļeksejeva to the teaching program. Having successfully defended her doctoral thesis at the end of 2021, in May 2022 Olesja Ņikitina joined the teaching team of the Department of Russian and Slavic Linguistics; she was elected to the position of docent as a participant of European Social Fund project No. 8.2.2.0/18/A/022 "Strengthening of the Academic Staff in the Fields of Strategic Specialization at Daugavpils University". In the "Eastern European Culture and Business Relations" program, the docent Ņikitina leads a group of volunteer students who work as language partners with foreign students. O. Ņikitina is also the head of the Youth Department in Audšdaugava municipality, a member of the Daugavpils Ukrainian National Cultural Association, a person who is actively interested in contemporary geopolitical problems. An active politician and a specialist in the fields of culture and business, she gives the study process an important practical accent, forms and develops students' political orientations.

During the reporting period, the following significant changes were made in the composition of the academic staff:

- In 2018, G. Markov, the docent of the Department of Russian and Slavic Linguistics, a specialist in the theory and history of art, passed away. His courses in modules *Fundamentals of art studies* and *History of art* began to be held by the docent of the same department Ž. Badins.
- Due to the change of place of work of the docent of the Department of Latvian Literature and Culture V. Lukaševičs, the course *Peculiarities of borderland culture (Russia, Belarus, Lithuania, Latvia, Poland)* since 2019 has been taught by the docent Ž. Badins.
- In 2017, the docent of the Department of Russian and Slavic Linguistics N. Fjodorova retired, who taught the literary courses of the modules *Fundamentals of art studies* and *History of art* in the program. Currently, these courses are taught by Assoc. Professor A. Ņeminuščijs.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying

the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The academic staff cooperates with each other both in the development and the implementation of the program. The basis of the development of each study course is the evaluation of the results of the study program and their coordination with the results of a specific course. Basically, the exchange of information between academic staff is mediated by the program director, because, taking into account the interdisciplinary nature of the program, lecturers work in different structural units. When improving or updating the content of the study course, the academic staff got acquainted with the content of other study courses and the methods used by other lecturers, in order to avoid content overlap, while at the same time emphasizing cross-cutting topics that contribute to the achievement of common results. The lecturers involved in the program are in constant contact, because many courses logically follow each other. Thus, for example, there is close cooperation between lecturers holding *Fundamentals of economics* in the first semester and *Economics of Eastern European countries (Latvia, Lithuania, Poland, Russia, Belarus)* and *Business environment in Eastern European countries* in the third year. General economic discourse should be studied in such a way that information is supplemented, expanded and there are no repetitions. Approximately the same principle of cooperation exists between lecturers working in the modules *Fundamentals of art studies* and *History of art*. The efforts of the academic staff are aimed at ensuring that as many different works of art as possible are comprehended and analysed during lectures and seminars. A different methodological approach to this process is encouraged, as the variety of interpretations is the key to the development of free creative thinking.

Of particular mention is the cooperation with professors from Western universities who come with groups of students who are enrolled at the University for the program "Eastern European culture and business relations" (language courses and regional studies). The forms of communication between lecturers are different: lectures, trainings, discussion of scientific publications. Most of the lecturers involved in the program take part in this kind of joint activities. This unites and gives an incentive to improve teaching methods.

The summarizing stage of cooperation is related to the defence of Bachelor's Theses, in which most of the academic staff (supervisors and reviewers) are involved. All involved lecturers are invited to participate in the defence of the Bachelor's Thesis in the final examination, which allows for a complex evaluation of the achieved results.

In the concept of ABSP, it is important to involve more specialists in order to give students the opportunity to get acquainted with different methodologies and opinions.

Students - 41, lecturers - 20.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1.2.ABSP_Eastern_Diploma and supplement.zip	3.1.2.ABSP_Austrumeiropas_kult_st_Diploma un pielikuma paraugs.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	3.1.2.Summary of the opinion of the Council of Higher Education.pdf	3.1.2.AIP_atzinums_Bak_austrumeiropas_kult_250.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	3.1.4.ABSP_Eastern_number_of_students.pdf	3.1.4.ABSP_Austrumeiropas_kult_studejoso_skaits.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1.ABSP_Eastern_Compliance with State Academic Standards.pdf	3.2.1.ABSP_Austrumeiropas_kult_st_Atbalstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1.ABSP_Eastern_Mapping of study courses.pdf	3.2.1.ABSP_Austrumeiropas_kult_st_Studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.1.ABSP_Eastern_Plan.doc	3.2.1.ABSP_Austrumeiropas_kult_biznes_Studiju_programmas_plans.doc
Descriptions of the study courses/ modules	3.2.1.ABSP_Eastern_Description of study courses.zip	3.2.1.ABSP_Austrum_kult_Studiju_kursu_apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.ABSP_Eastern_Regulations on the academic practice.pdf	3.2.4.Prakses_nolikums_Austrumeiropas_kulturas_un_biznesa_sakari.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	II_2.3.7.STATEMENT_compliance_with_the_University_Law_ABSP_Eastern.docx	Apliecinājums par atbilstību Augstskolu likumam (ABSP Austrumeiropas kultūras un biznesa sakari).edoc

Language and Culture Studies (43226)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Language and Culture Studies</i>
Education classification code	43226
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Oļehnoviča</i>
E-mail of the study programme director	<i>ilze.olehnovica@du.lv</i>
Title of the study programme director	<i>Dr.philol.</i>
Phone of the study programme director	<i>+371 29139268</i>
Goal of the study programme	<i>To provide students with an understanding of the most important concepts and regularities of English / Latvian / Russian linguistics, literary studies, culture studies, integrated acquisition of theoretical knowledge, practical and research skills, achieving the learning outcomes specified in the study programme, which correspond to the Level 6 knowledge, skills and competence of the European qualification framework specified in the classification of the Latvian education.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>• to ensure integrated acquisition of theoretical knowledge and research skills and abilities in the fields of linguistics, literary studies and culture studies, to develop intercultural communication skills and abilities;</i> <i>• to develop and improve students' skills to raise research problems, conduct theoretical and applied research in the fields of linguistics, literary studies and culture studies, to formulate and analytically describe information and findings in accordance with the set research goals;</i> <i>• to develop the ability to present information, ideas and solutions in front of the audience of both specialists and non-specialists, based on cultural communication skills and abilities;</i> <i>• to develop students' competence of independent inquiry, analysis, synthesis and evaluation, preparing them for further studies in academic or professional master's study programmes, as well as for a successful start of employment;</i> <i>• to provide students of the sub-programmes of English, Latvian, and Russian Studies with the opportunity to acquire one more language (Swedish, French, German, Spanish, or Chinese); in the sub-programme English Studies to provide the opportunity to choose and acquire Latvian or Russian as a second language, as well as in the sub-programmes Latvian Studies and Russian Studies I to provide the opportunity to acquire English as a foreign language or (respectively) Russian or Latvian as a second language.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. students know and understand complex phenomena and processes in their mother tongue and/or foreign language, account for their interrelationship, and are aware of the trends in modern linguistics and interdisciplinary research; 2. know and understand complex literary phenomena in the cultural context, explain their interrelationships, are familiar with modern literary theory and the latest literary and interdisciplinary studies; 3. know and efficiently use the methods of text analysis and interpretation and cultural phenomena of the languages studied, based on the traditions and theory of linguistics and literary studies; 4. are aware of the spheres of public communication and the today's information space, are familiar with text formation techniques and the basics of digital text editing, the possibilities of language acquisition and translation e-tools; <p>Skills:</p> <ol style="list-style-type: none"> 5. choose and use appropriate methods and tools, including modern information communication technologies, when searching for and collecting, processing and critically evaluating information, analysing the content of the media and the authenticity of information, creating media texts in the native and/or foreign language; 6. analyse, synthesize, summarize and discuss the main principles of native and/or foreign language structure and usage; 7. understand and interpret concepts, thoughts, feelings, facts and opinions in the mother tongue and/or in a foreign language, both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication, including computer-based, audio-visual and media communication; <p>Competences:</p> <ol style="list-style-type: none"> 8. using the acquired theoretical foundations and knowledge in the field of language and culture studies, are able to perform innovative or research activities, formulate and analytically describe information, identify problems and find solutions, analyse and synthesize theories, collect and compile empirical data; are able to explain them and discuss them with both specialists and non-specialists in a reasoned manner, thus applying the acquired communicative competence; 9. independently structure and direct their further learning and professional development, use scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative solutions in changing circumstances; 10. use the acquired knowledge and personal, interpersonal, intercultural skills and sociolinguistic competence in the promoting their professional career and further research work, assessing the impact of their professional activity on the environment and the society.
Final examination upon the completion of the study programme	Bachelor's Thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree in Humanities in Literature and Linguistics</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education. Proficiency in English B2 according to CEFR.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree in Humanities in Literature and Linguistics</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The prerequisite of the academic bachelor's study programme (hereinafter – ABSP) “Language and Culture Studies” is that since the establishment of Daugavpils University, philology has been one of the main study fields in the university's academic activity with modern methodologies rooted in tradition. DU is famous for the world-renowned school of literary studies and linguistics, which has its own important place in Latvian science and the system of education thanks to its theoretical, comparative, contrastive, synchronous, diachronic, sociolinguistic, cognitive linguistics studies.

Currently, the academic bachelor's study programme “Philology (English philology / Latvian philology / Russian philology with a second foreign language (English, Chinese, French, Spanish, German, Swedish) or a second language (Latvian, Russian))” is being implemented at the Faculty of Humanities of DU in the form of full-time studies (FTS) the duration of studies is three years. During the implementation of the study programme in the reporting period, the range and content of the offered study courses, their compliance with the students' interests and needs, the demand of the labour market, as well as the recommendations received from the experts during the previous accreditation were constantly evaluated. At present, the study programme submitted for accreditation has been updated so that it both maintains the acquisition of the fundamental aspects of philology, as well as becomes a bachelor level study programme that meets the trends and demands of the 21st century labour market and modern requirements, thereby increasing the quality of the bachelor's study programme, offering an innovative approach focused on the students' needs and up-to-date content of studies, emphasizing the main object of the study programme, i.e. the synergy of language, literature and culture studies.

What concerns the most important characteristics of the study programme, there are no significant changes. The amount of the ABSP “Language and Culture Studies” in full-time studies is 120 credits, 10 of which are envisaged for the elaboration of a Bachelor's thesis. The form of studies – full-time on-site (face-to-face) studies, the duration of studies is six semesters.

The most significant changes introduced during the reporting period in the ABSP “Language and Culture Studies” were implemented based on the recommendations received in the previous accreditation, the students' interests and needs, as well as the today's trends in the labour market:

- In the previous accreditation (10.04.2017) ABSP “Philology” the degree to be awarded was a Bachelor's degree in the Humanities in philology with the specialization in Latvian philology or Russian philology or English philology. Now, in accordance with Cabinet of Ministers Regulation No. 240 “Regulations on State Academic Education Standards”, Section II, Clause 12, the degree awarded to graduates of the programme is the Bachelor's Degree in Humanities in Literature and Linguistics with the specialization in English Studies or Latvian Studies or Russian Studies.
- The name of the programme has been changed. During the previous accreditation, it was repeatedly pointed out that the name of the study programme “Philology (English, Russian or

Latvian philology)” was outdated, therefore now the programme has been renamed “Language and Culture Studies”. The choice of such a name for the programme has also been determined by the fact that language and literature are separated in the *School2030* (*Skola2030*)^[1], which is being implemented in all schools in Latvia, i.e. the field of languages does not include literature studies, while literature studies are made part of the field of cultural awareness and self-expression in art. Consequently, it will be easier for applicants to understand what they will study when choosing the study programme “Language and Culture Studies”.

- In the updated study programme, the names of the sub-programmes have also been changed: “English Philology”, “Russian Philology” and “Latvian Philology” – “English Studies”, “Latvian Studies” and “Russian Studies”. In addition, it is planned to implement the sub-programme “Russian Studies” in two versions: “Russian Studies I” (for students whose knowledge of the Russian language at the beginning of their studies corresponds to B2-C1 level knowledge according to the scale of the European unified language proficiency assessment system) and “Russian Studies II” (for students without prior knowledge of the Russian language). The initiative to create this sub-programme was determined by the geopolitical situation (the war in Ukraine and the restrictions on crossing the borders and staying in Russia), as well as the constantly growing demand (especially from the partner universities within “Erasmus+” mobility programme and the project “Learn Russian in the EU” where Russian is taught as a foreign language study programme). It is envisaged that in the near future such a programme would become increasingly popular.
- In the updated study programme “Language and Culture Studies” submitted for accreditation, the number of study courses, which the students of the programme acquire together in Latvian and/or English, has been significantly increased.
- It is the range of study courses focusing on culture studies that has been significantly expanded, for example, the mandatory part of the programme includes such new study courses as “Digital transformations in culture” (2 CP), “Western culture processes” (8 CP), “Screen media and Anglophone / Latvian / Russian literature”. The study courses focused on the integrated acquisition of language, literature and culture are also part of the sub-programmes, for example, the sub-programme *English Studies* offers such study courses as: “Literary paradigms in anglophone culture” (8 CP); the sub-programme *Russian Studies I*: “Russian literary and cultural processes” (14 CP), “Russian traditional culture and national studies” (2 CP), “Russian culture in Latvia: language, literature, cultural processes” (3 CP); “Slavic cultures and contemporary geopolitical processes” (2 KP); In the sub-programme *Latvian Studies*: “Regional literature: changing traditions in Latgale”, “Places of cultural memory” (2 CP), “Migration of cultures” (2 CP), etc. The cultural component is also included in the content of several other study courses on linguistics and literature.
- Taking into account the rapid digitization of the world, which was undeniably promoted by the Covid-19 pandemic, as well as the employment choice of the programme graduates and even students, modern and improved existing study courses, such as “Information space and introduction to media culture” (2 CP), “Project development and creative industries in the field of the humanities” (2 CP), “Translation and language acquisition e-tools” (4 CP), “Interdisciplinary research in English / Russian / Latvian linguistics” (4 CP), “Creative and academic writing (in English / Latvian / Russian)” (4 CP), “Text creation, analysis and interpretation” (8 CP, in the sub-programme of *English Studies*), etc. have been introduced into the study programme.
- Taking into consideration the recommendation of the accreditation commission, the part of the study programme providing the restricted electives, namely foreign language (English, Chinese, French, Spanish, German, Swedish) study courses have been changed – now the names of the study courses indicate and envisage that the students reach a certain level of

language acquisition in accordance with the Common European Framework of Reference for Languages and the language acquisition levels of the Chinese proficiency test (HSK).

- Academic internship in the humanities (1 CP) has been introduced in all the sub-programmes of the ABSP “Language and Culture Studies” (until now there was no internship in the sub-programme *English Philology*).
- Study courses are structured in larger groups, namely modules (see the appendix “Plan of ABSP “Language and Culture Studies””).
- The increase in the number of foreign students has determined that the mandatory part of the courses will be taught in the national language (Latvian) for Latvian students and in English for foreign students.

[1] <https://www.skola2030.lv/lv/macibu-saturs/merki-skolenam/macibu-jomas> (available only in Latvian)

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

Regional studies, the research and acquisition of mother tongue and foreign languages, culture, literature and arts have an important function in ensuring the sustainable development of the Republic of Latvia. They increase the country's development potential, create and maintain the informational and educational material and technical base, create new knowledge and innovations, attract human resources in a balanced manner in the regional aspect, as well as contribute to the socio-economic development of the less attractive national territory, creating prerequisites for increasing the sustainability and competitiveness of both the region and the entire country.

The Development strategy of Daugavpils University 2015-2020^[1] is based on the goals defined in the guidelines of the *UN Decade of Education for Sustainable Development*, the conclusions of the Council of the European Union on education for sustainable development, the *Sustainable Development Strategy of Latvia until 2030*, the *Guidelines for the Development of Education of the Republic of Latvia* and the *National Development Plan of Latvia 2014-2020*. Representatives of all interested parties (DU management, academic staff, employers, graduates and students) have participated in the development of the strategy, who made a significant contribution to defining the proposed future vision and the strategic approach. In the course of the strategy development, both national-level higher education and scientific activity policy planning and regional documents^[2] have been taken into account, as well as the current situation in the fields, their development potential in the future and the prevailing trends in the global scientific environment.

DU is the largest and most important university in the Eastern region of Latvia, which carries out international-level scientific research and provides quality education in study programmes of three levels, and whose activities are aimed at the development of education, science, culture, innovation and business environment in the city of Daugavpils, the municipalities of Latgale, and in the country as a whole.

The mission of the study direction “Language and Culture Studies, First Language Studies and Language Programmes” is to be the accumulator, keeper and maintainer of the local cultural-historical and linguistic heritage, contributing to the development of global language, literature and cultural processes.

ABSP “Language and Culture Studies” is the undergraduate study programme of this study direction, which lays the foundations for the implementation of the mission of the entire study direction.

The code of the study programme– 43226 reflects the status and content of the programme. The first digits of the code 43 – academic education (Bachelor’s degree), which can be implemented after general or professional secondary education. The second part of the code corresponds to the thematic field of education (22 – the Humanities) and the group of educational programmes (226 – Literature and linguistics)[3].

Languages of the study programme implementation: Latvian and English. Taking into account the recommendations received as a result of the previous accreditation and the need for resource consolidation, the updated study programme “Language and Culture Studies” has significantly increased the number of study courses that the students of the programme acquire together in Latvian and/or English. It is envisaged that Latvian students study the mandatory courses of the field in Latvian, while foreign students are taught these study courses in English, thus also promoting the internationalization of the programme and observing the principles of student-centred education. The usefulness of such an offer is also determined by the increase in the number of foreign students (both foreign students enrolled in the programme (from Kazakhstan, Belarus, Lithuania, Ukraine, etc.) and Erasmus+ mobility participants).

Enrolment in the study programme takes place in accordance with the DU Admission Regulations, which are approved annually by the DU Senate. The DU Rules of Admission issued in accordance with the Law on Higher Education Institutions[4], Cabinet of Ministers regulations of October 10, 2006 no. 846 “Regulations on requirements, criteria and procedures for admission to study programs”[5] and DU Constitution[6].

The right to study at DU is granted to citizens of the Republic of Latvia and persons having a non-citizen passport issued by the Republic of Latvia, as well as persons who have been issued permanent residence permits in Latvia. Foreigners having no permanent residence permit have the right to study at DU, which is determined by Article 83 of the Law on Higher Education Institutions and DU Admission Regulations for full-time studies for foreigners.

Daugavpils University provides the opportunity to acquire the academic Bachelor’s study programme submitted for accreditation to applicants who hold a document certifying one’s secondary education. Students are admitted based on the results of the centralized examinations (for a detailed outline of admission rules see DU Admission Regulations for full-time and part-time undergraduate studies in 2022[7]).

In compliance with the Cabinet regulations No. 240 “Regulations on State Academic Education Standards”[8], the **aim** of the ABSP “Language and Culture Studies” is to provide students with an understanding of the most important concepts and regularities of English / Latvian / Russian linguistics, literary studies, culture studies, integrated acquisition of theoretical knowledge, practical and research skills, achieving the learning outcomes specified in the study programme, which correspond to the Level 6 knowledge, skills and competence of the European qualification framework specified in the classification of the Latvian education. This aim also determines the structure of the programme, as it provides academic, general, basic and specialized knowledge in the humanities and offers a specialization in English, Latvian or Russian studies.

The main objectives of ABSP “Language and Culture Studies” are:

- to ensure integrated acquisition of theoretical knowledge and research skills and abilities in the fields of linguistics, literary studies and culture studies, to develop intercultural communication skills and abilities;
- to develop and improve students’ skills to raise research problems, conduct theoretical and applied research in the fields of linguistics, literary studies and culture studies, to formulate and analytically describe information and findings in accordance with the set research goals;
- to develop the ability to present information, ideas and solutions in front of the audience of both specialists and non-specialists, based on cultural communication skills and abilities;
- to develop students’ competence of independent inquiry, analysis, synthesis and evaluation, preparing them for further studies in academic or professional master’s study programmes, as well as for a successful start of employment;
- to provide students of the sub-programmes of English, Latvian, and Russian Studies with the opportunity to acquire one more language (Swedish, French, German, Spanish, or Chinese); in the sub-programme *English Studies* to provide the opportunity to choose and acquire Latvian or Russian as a second language, as well as in the sub-programmes *Latvian Studies* and *Russian Studies I* to provide the opportunity to acquire English as a foreign language or (respectively) Russian or Latvian as a second language.

The content of the programme has been developed based on the requirements of Cabinet Regulation No. 240 “Regulations on State Academic Education Standards”[\[9\]](#).

The duration of the study programme - 3 years (6 semesters), the amount of credits – 120 CP is focused on the achievement of the overall result of the studies – the acquisition of an academic Bachelor’s Degree in Humanities in Literature and Linguistics with the specialization in English Studies or Latvian Studies or Russian Studies. The scope of the programme covers all the necessary components of the programme: the mandatory part of the Bachelor’s study programme and the part comprising restricted electives include the guidelines, principles, structure and methodology of the relevant field of science or subfield (30-35 CPs in the A (mandatory) part) depending on the sub-programme), history of development and current issues field of science or its subfield (20-31 CPs in the A (mandatory) part) depending on the sub-programme), as well as the characteristics and issues of the field or sub-field of science in the interdisciplinary aspect (18-26 CPs in the A (mandatory) part) depending on the sub-programme).

The learning outcomes envisaged to be achieved as a result of the acquisition of the study programme stem from and are consistent with the aim and objectives of the programme and are focused on the development of communicative competence and research potential.

The learning outcomes to be achieved are the following:

Knowledge:

1. students know and understand complex phenomena and processes in their mother tongue and/or foreign language, account for their interrelationship, and are aware of the trends in modern linguistics and interdisciplinary research;
2. know and understand complex literary phenomena in the cultural context, explain their interrelationships, are familiar with modern literary theory and the latest literary and interdisciplinary studies;
3. know and efficiently use the methods of text analysis and interpretation and cultural phenomena of the languages studied, based on the traditions and theory of linguistics and literary studies;
4. are aware of the spheres of public communication and the today’s information space, are

familiar with text formation techniques and the basics of digital text editing, the possibilities of language acquisition and translation e-tools;

Skills:

5. choose and use appropriate methods and tools, including modern information communication technologies, when searching for and collecting, processing and critically evaluating information, analysing the content of the media and the authenticity of information, creating media texts in the native and/or foreign language;
6. analyse, synthesize, summarize and discuss the main principles of native and/or foreign language structure and usage;
7. understand and interpret concepts, thoughts, feelings, facts and opinions in the mother tongue and/or in a foreign language, both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication, including computer-based, audio-visual and media communication;

Competences:

8. using the acquired theoretical foundations and knowledge in the field of language and culture studies, are able to perform innovative or research activities, formulate and analytically describe information, identify problems and find solutions, analyse and synthesize theories, collect and compile empirical data; are able to explain them and discuss them with both specialists and non-specialists in a reasoned manner, thus applying the acquired communicative competence;
9. independently structure and direct their further learning and professional development, use scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative solutions in changing circumstances;
10. use the acquired knowledge and personal, interpersonal, intercultural skills and sociolinguistic competence in the promoting their professional career and further research work, assessing the impact of their professional activity on the environment and the society.

Knowledge, skills and transversal competences are developed and improved in each study course: students use the acquired research skills to plan and develop micro-research and project works to carry out independent research – identify and study issues related to language, literature, culture, taking into account the cultural and historical, economic, social, etc. context; take decisions in groups and individually, thus demonstrating interpersonal, social and cooperative skills; works with the latest technologies.

[1] *The Development strategy of Daugavpils University 2015-2020 / Daugavpils Universitātes attīstības stratēģija 2015.-2020. gadam.* (DU Senāta 2021. gada 25. janvāra lēmums). Universitātes attīstības stratēģijas 2015.- 2020.gadam darbības termiņš pagarināts līdz jaunas apstiprinātas stratēģijas darbības uzsākšanai.
https://du.lv/wp-content/uploads/2021/12/DU_attistibas_strategija_25.01.2021.-converted.pdf
(available only in Latvian)

[2] *On the Guidelines of the Regional Policy for 2021-2027. Cabinet Law no. 587 of November 26, 2019 / Par Reģionālās politikas pamatnostādņēm 2021.-2027. gadam.* MK likums Nr. 587 no 2019. gada 26. novembra
<https://likumi.lv/ta/id/310954-par-regionalas-politikas-pamatnostadnem-2021-2027-gadam>
(available only in Latvian)

Latgale Strategy / Latgales stratēģija 2030.

https://lpr.gov.lv/wp-content/uploads/2011/lpr-planosanas-dokumenti/Latgales_strategija_2030_apstiprinata_01.12.2010.pdf (available only in Latvian)

Latgales stratēģija 2030 Latgales programma 2017.

https://lpr.gov.lv/wp-content/uploads/2011/lpr-planosanas-dokumenti/7.piel._Latgales-programma_SA_parskats.pdf (available only in Latvian)

[3] The Cabinet Regulations No. 322 "Regulations on the classification of Latvian education / Ministru kabineta noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju:

<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju> (available only in Latvian)

[4] Law on Higher Education Institutions. <https://likumi.lv/ta/en/en/id/37967>

[5] Cabinet Regulation No. 846. Adopted 10 October 2006. Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes.

<https://likumi.lv/ta/en/en/id/146637>

[6] Amendments to the Constitution of Daugavpils University / Daugavpils Universitātes Satversmes grozījumi. <https://likumi.lv/ta/id/287529-par-daugavpils-universitates-satversmes-grozijumiem>

(available only in Latvian)

[7] DU Admission Regulations for full-time and part-time undergraduate studies in 2022 / Daugavpils Universitātes uzņemšanas noteikumi pilna un nepilna pamatstudijām 2022. gadā. Apstiprināts Senāta sēdē 2021.gada 25.oktobrī, protokols Nr.12.

https://du.lv/wp-content/uploads/2021/12/uznem_not_pilna_nep_laika_pamatstudijam_2022.pdf

(available only in Latvian)

[8] Cabinet Regulations No. 240 "Regulations on State Academic Education Standards" / Ministru kabineta noteikumi Nr.240 "Noteikumi par valsts akadēmiskās izglītības standartu":

<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> (available only in Latvian)

[9] Cabinet Regulations No. 240 "Regulations on State Academic Education Standards" / Ministru kabineta noteikumi Nr.240 "Noteikumi par valsts akadēmiskās izglītības standartu".

<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> (available only in Latvian)

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

Multilingualism has become a social phenomenon, driven by the needs of globalization and cultural openness. The study programme "Language and Culture Studies provides students with an opportunity to develop and improve their native language and foreign language skills and gain an understanding of world literature and cultures."

Language knowledge and skills and understanding of cultural processes improve career opportunities in different fields. In order to prepare for an exciting, internationally oriented career, graduates often choose to combine the language and cultural knowledge acquired in the study programme with other specializations, such as business administration, psychology, political science, sociology and pedagogy.

The study “The Future of Jobs Report 2018” [1], presented at the World Economic Forum, identifies the skills that will be necessary in the future: analytical thinking and innovation, as well as active learning and learning strategies. It is stated that skills such as creativity, originality and taking initiative, critical thinking, persuasiveness and negotiation skills, as well as attention to details, the value of flexibility and complex problem-solving will remain, or even increase. Tolerance, diversity, intercultural and social skills, ethics, emotional intelligence, etc. will continue to be important.[2]

The authors of another study (*Global Trends to 2030: The Future of Work and Workplaces*) put forward initial predictions that in future employment will require creativity, human interaction and profound cognitive engagement[3].

The rapid digital transformation creates new educational priorities. Easy access to huge amounts of information and new technological tools have fundamentally changed the skills necessary for living and working in fast-changing digital economies. The need for critical and creative thinking is growing alongside the demand for technical skills. In this respect, lifelong learning is no longer a luxury for privileged workers, but rather a necessity that have already been encountered by public, private and educational institutions[4].

Students of ABSP “Language and Culture Studies” are given the opportunity to develop and improve all the above-mentioned skills. Language and culture acquisition helps students to improve their communication skills, become more linguistically knowledgeable, develop analytical, critical and creative thinking skills, as well as the ability and skills to communicate equally with people who speak students' native or other language. Language and culture studies allow students to gain a global perspective, to better understand different cultural and value systems and to improve their general knowledge of the development of the world.

The improved study programme contains innovative study courses that are based on cooperation and are aimed at the development of students' creativity, and the aim of which is to meet the needs of a wide range of students, thus the study programme is meaningful both for those students who want to continue their careers in academia, as well as those who are more interested in working in a professional field.

Opportunities for continuing studies

Graduates of the ABSP “Language and Culture Studies” have the right to study in academic and professional master's study programmes or second level professional higher education study programmes envisaged for studies after the acquisition of a bachelor's degree. Graduates of this bachelor's programme at Daugavpils University have the right to study in the academic master's study programme “Philology and Language Practices”, the professional master's study programme “Intercultural Relations” and the one-year second level professional higher education programme “Teacher”. Until now, many graduates have also chosen to study in the DU professional master's study programme “Translator, Interpreter” (unfortunately, the programme currently is not being implemented).

To improve the study process and its quality, the graduate surveys are organized in DU. During the reporting period, most of the graduates (~80%) of the sub-programme “English Philology” (the previous name of the sub-programme) chose to reside and study or work in Latvia, ~10% of the graduates of the sub-programme work and/or study abroad, ~5% – do not work. The work of 40% of working graduates has been and is related to the field of philology (including related fields), but the work of as many graduates (~40%) is not related to philology. It should be mentioned that ~40% of the graduates of the sub-programme work in state institutions related to philology or related fields (working in schools, teaching foreign languages,), 28% work in state institutions that are not related to philology or related fields (for example, the State Police, The State Environmental Service,

financial institutions), 8% work in private companies related to the field of philology (engaged in providing translation services, provide business communication in the foreign languages acquired at DU, travel agencies (work as guides), etc.). ~12% of graduates have worked or continue to work abroad (Air Arabia Abu Dhabi, teaching English in the People's Republic of China, India; non-governmental organizations in Germany). Many graduates also start their careers in information technology, advertising and marketing companies, as well as in wholesale, retail and manufacturing companies.

Overall, after graduating from the ABSP, ~65% of the respondents continued their studies, of whom ~70% chose to continue their studies in the academic and professional master's study programmes offered at DU. ~30% of graduates have continued to receive higher level education in other higher education institutions in Latvia (for example, Riga Technical University, master's study programme "Technical translation; University of Latvia, the Second level higher professional study programme "Teacher")) and abroad. Although, the situation has changed in the last two years of the COVID-19 pandemic.

The education acquired in ABSP "Philology (English Philology)" (the previous name of the sub-programme) is a good basis for continuing studies in master's level study programmes both in Latvia (e.g., Daugavpils University, University of Latvia, Riga Technical University) and foreign universities (during the reporting period, the graduates of the programme went to study in the United Kingdom (Edinburgh, Glasgow, London, Bristol), Sweden (Stockholm), the People's Republic of China, India, Poland, Spain, etc. The results of the survey show that this study sub-programme is an excellent basis for its graduates' further education.

The graduates of the sub-programme continue their studies in various fields. Most of them choose to acquire the qualification of a foreign language teacher, interpreter/translator or public relations specialist.

The statistical indicators and trends in the sub-programme *Russian Studies* are similar: more than a half of the graduates continue their education in the higher level study programmes offered at DU; these are both academic programmes (Master's study programme "Philology (Russian Philology)") and professional (secondary education teacher or professional master's programme "Intercultural Relations").

Students and graduates of the sub-programme *Russian Studies* enjoy attractive employment and internship opportunities by participating in the project "Learn Russian in the EU", which is jointly implemented by DU (mostly lecturers from the Department of Russian and Slavic Linguistics are involved, but if necessary, other lecturers from the Faculty of Humanities and other faculties are also attracted) and Daugavpils company and training centre "LatInSoft", offering integrated Russian language and regional studies study programmes on the basis of the university. In this project, students and graduates can work as communication partners. It is an opportunity to both practically apply the knowledge and skills of Russian language and culture, thus improving one's socio-cultural competence, and test one's abilities in the field of intercultural communication. A bright successful example of this cooperation is one of our graduates, who, after completing the bachelor's programme (Russian philology), obtained the professional master's qualification in intercultural relations management (after completing the professional master's programme "Intercultural relations", which also is part of the study direction), currently studies in our doctoral study programme and works as a project manager from the side of "LatInSoft". In her position, she actively applies both her knowledge of languages (for successful work in this labour market, it is necessary to be fluent in Latvian, English and Russian, the knowledge of which is provided by the bachelor's study programme "Language and Culture Studies"), and the qualification in cultural management in the field of intercultural communication, which she has obtained in the professional

master's programme "Intercultural relations" (now the qualification of strategic communication manager is to be awarded).

The situation is similar also in the sub-programme *Latvian Studies*: about half of the graduates continue to study in higher-level programmes – the academic master's study programme *Philology* (Latvian philology, Comparative philology), the professional master's study programmes *Intercultural relations* and *Education*. Some graduates study in the PMSP *Education* and simultaneously work in schools or training centres.

[1] Centre for the New Economy and Society. The Future of Jobs Report 2018: https://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf, 10., p. 21.

[2] Centre for the New Economy and Society. The Future of Jobs Report 2018: https://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf, 10., p. 21.

[3] The European Political Strategy Centre. Global Trends to 2030: The Future of Work and Workplaces.

<https://espas.secure.europarl.europa.eu/orbis/sites/default/files/generated/document/en/Ideas%20Paper%20Future%20of%20work%20V02.pdf>, p 6.

[4] Ibid., p. 9.

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

In the reporting period, until the beginning of the COVID-19 pandemic (academic years 2016/2017 – 2019/2020), the number of students in the programme was stable – on average 200 students in all sub-programmes together. With the onset of the pandemic, both the number of admitted students and the number of students decreased (see Appendix "Statistical data on students of ABSP "Language and Culture Studies" during the reporting period"). This was mainly determined by the economic situation: due to the pandemic, many potential existing students were forced to look for employment opportunities in order to be able to support or help support their families. Since the programme is implemented in the form of full-time studies, combining them with work is difficult. Another negative result of the pandemic, to be more precise, that of forced remote work, which has affected the number of students and the drop-out of students in particular, is the students' inability to adapt to the new circumstances and health problems caused by a sedentary lifestyle and long hours spent at the computer, due to which several students chose to take an academic leave or quitted studying.

However, the impact of the COVID-19 pandemic is not the only reason for the decline in the number of students. The Central Statistical Bureau's release states that "compared to the previous academic year (2020/2021), the total number of students (77.4 thousand) has decreased by more than a thousand, but in the last five years – by 5.5 thousand or 6.7 %." [1] "The number of students in higher education institutions has been decreasing for a long time – since the academic year 2005/2006, the number of students has decreased by 39%" [2], which is related, inter alia, to the general demographic crisis in Latvia, namely, in the years 2020-2022, those who enter the higher

education institutions are young people born in 2001-2004, but in those years the birth rate in Latvia was markedly below average.

The dropout rate in the reporting period was 13-16%. The main reasons for quitting studies: not returning from an academic leave (most often it is related to the change of place of residence, because students go to work abroad), starting employment in Latvia and not being able to combine studies with work, problems with the elaboration of a Bachelor's thesis, health problems.

ABSP is a full-time study programme, because live communication, cooperation, non-verbal communication is extremely important in language acquisition, and particularly in the acquisition of foreign languages, which, due to the pandemic, students and teachers were deprived of when working remotely. The teachers tried to do their best and introduced increasingly more new interactive tools in their classes (*Jamboard, Padlet, Moodle*, and possibilities available from other online tools, work in groups in Zoom "breakout rooms") to keep students interested, but taking into account that most of the ABSP students are secondary school graduates, i.e. young people, and for some of them it turned out to be psychologically too difficult to adapt to the situation.

Despite the COVID-19 pandemic, the number of exchange (Erasmus+) students in the programme increased during the reporting period. If in the academic year 2020/2021 only two students of ABSP "Philology" (the previous name of the programme) made use of study mobility opportunities, then in the academic year 2021/2022 four students went to study and two chose internship mobility. Within the Erasmus+ programme, in the academic year 2019/2020, there was one incoming student from France, one from Italy, and three from Turkey; in the academic year 2021/2022, there were 13 foreign students from Turkey, one student from Italy, one from Belgium, two from the Philippines, one from India and three from Tajikistan studying in the programme. Despite the limitations, foreign students highly appreciate both the offer of study courses and the quality of teaching.

In language acquisition courses, the working language is the respective native, second or foreign language. In the initial stages of language acquisition in the study courses of French, Chinese, Spanish, German and Swedish, Latvian or English is also used as a language of instruction, depending on the composition of the group of students. In the sub-programme *English Studies*, all classes are conducted in English only, in the sub-programme *Russian Studies I*, all classes are in Russian, in the sub-programme *Latvian Studies*, classes are held in the national (Latvian) language, in the sub-programme *Russian Studies II*, classes are held in Russian, with English also being used as a language of instruction in the initial stages of language acquisition.

[1] Central Statistical Bureau. January 25, 2022. The number of enrolled students and graduates has increased. / Centrālās statistikas pārvalde. 25. janvārī, 2022. *Pieaudzis uzņemto un absolvējušo studentu skaits*.

<https://lvportals.lv/dienaskartiba/337052-pieaudzis-uznemto-un-absolvejuso-studentu-skaits-2022> (available only Latvian)

[2] OVERVIEW of Latvian higher education in 2019 Main statistical data / PĀRSKATS par Latvijas augstāko izglītību 2019. gadā Galvenie statistikas dati 2020. in

<https://www.izm.gov.lv/lv/media/2122/download> (available only Latvian)

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

3.2. The Content of Studies and Implementation Thereof

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

The content of ABSP “Language and Culture Studies” is determined by its aim, objectives and learning outcomes.

The plan of the full-time studies programme (see the appendix “Plan of ABSP “Language and Culture Studies””) comprises 120 credits, studies are organized in six semesters; students acquire 20 credits in each semester.

ABSP “Language and Culture Studies” includes four sub-programmes:

1. English Studies;
2. Latvian Studies;
3. Russian Studies I (B2-C1 level proficiency in Russian according to the CEFR scale);
4. Russian Studies II (without prior knowledge of the Russian language).

The content of ABSP “Language and Culture Studies” complies with the regulations of the Cabinet regulations No. 240 of May 13, 2014 “Regulations on the State Standard of Academic Education”^[1]:

- The mandatory courses of the field of Part A, together with the mandatory courses of the specialization of the sub-programme, depending on the sub-programme focus on:
 - 1) the fundamentals, principles, structure and methodology of fields of the humanities are reflected in study courses in the amount of 30-35 CP (the minimum amount of credits determined in the standard is 25 CP);
 - 2) the history and current issues of the development of the fields of the humanities are included in study courses in the amount of 20-31 credits (the minimum amount of credits determined in the standard is 10 CP);
 - 3) the characteristics and issues of the fields of the humanities in an interdisciplinary aspect are considered in the study courses in the amount of 18-26 CP (the minimum amount of credits determined in the standard is 15 CP).
- The range of restricted choice (Part B) and free elective (Part C) courses also includes study courses that meet the criteria set in the standard. The amount of credits to which the criteria specified in the standard apply in the blocks of study courses of Part B is different (see

Appendix “Compliance of ABSP “Language and Culture Studies” with the national education standard”).

The study programme is structured in the following parts:

Part A – 81 CP, which is similar to all sub-programmes, including the development of a term paper (1 CP) and a Bachelor’s thesis (10 CP), Civil defence and Environmental Protection courses (2 CP) and Academic internship in the humanities (1 CP). The mandatory part is implemented in Latvian (for Latvian students) or in English (for foreign students) and in English / Russian / Latvian, respectively, depending on the sub-programme.

Part A study courses are structured in the following modules:

Mandatory courses for all sub-programmes (14 CP)

Module: General study courses

Academic internship in the humanities (1 CP),

Bachelor’s thesis (10 CP),

Civil defence (1 CP),

Environmental protection (1 CP),

Term paper (1 CP)

Mandatory courses of the field (20 CP)

Module: Digital culture (10 CP):

Digital transformations in culture (2 CP),

Information space and introduction to media culture (2 CP),

Project development and creative industries in the field of the humanities (2 CP),

Translation and language acquisition e-tools (4 CP).

Module: Interpretations of cultural processes (10 CP):

Practical aspects of research (2 CP),

Western culture processes (8 CP).

Mandatory courses of the field in sub-programmes (16 CP):

Module: Philology (6 CP)

A diachronic view on English / Latvian / Russian (2 CP),

Introduction to English / Latvian / Russian literary studies (2 CP),

Introduction to English / Latvian / Russian linguistics (2 CP)

Module: Interdisciplinarity (10 CP)

Screen media and anglophone / Latvian / Russian literature (2 CP),

Creative and academic writing (in English / Latvian / Russian) (4 CP),

Interdisciplinary studies in English / Latvian / Russian linguistics (4 CP)

Mandatory courses for sub-programme specialization (31 CP in each sub-programme)

In the sub-programme **English Studies**, study courses are combined in the following modules:

Modern English (13 CP),

Anglophone literature (18 CP).

The courses in the sub-programme **Latvian Studies** the courses are structured in the following modules:

Modern Latvian (10 CP),

Latvian literature (13 CP),

Regional studies (8 CP).

There are the following modules in the sub-programme **Russian Studies 1**:

The Modern Russian literary language (10 CP),

Russian literature (14 CP),

Russian culture and geopolitics (7 CP).

The sub-programme **Russian Studies II** consists of the study courses, the aim of which is to build and develop students' Russian language knowledge and skills.

Practical Russian from A1 to C1:

Russian A1 (8 CP);

Russian A2-B1 (10 CP);

Russian B1-B2 (6 CP);

Russian B2-C1 (4 CP);

Russian cultural studies and literature (3 CP).

Part B – Restricted electives – 33 CP in each sub-programme:

- In the sub-programme *English Studies*, students choose to additionally acquire or improve their knowledge in one of the following languages: Chinese, French, Spanish, German, Swedish as a foreign language, Latvian or Russian as a second language.
- In the sub-programme *Russian Studies*, students additionally choose either *Russian studies with a specialization in Russian philology* (modules: Topicalities in Russian philology; Slavic studies; Post-Soviet studies) or acquire or improve their knowledge in one of the following languages: Chinese, English, French, Spanish, German, Swedish as a foreign language, or Latvian as a second language.
- In the sub-programme *Latvian Studies*, students additionally choose either *Russian studies*

with a specialization in Latvian philology (modules: Topicalities in Latvian studies; Practical aspects of Latvian philology; Transformations in language and literature) or acquire or improve their knowledge in one of the following languages: Chinese, English, French, Spanish, German, Swedish as a foreign language, or Russian as a second language.

- In the sub-programme *Russian Studies II* (without prior knowledge of Russian), students additionally choose to acquire one of the following languages: French, Chinese, Spanish, German, or Swedish as a foreign language.

Part C– Free electives – 6 CP.

The study courses of the free elective part of the study programme are implemented in semesters 1, 2, and 3. Students choose one of the two offered study courses.

The part of free electives includes the course “Latvian language for foreigners”; which is mandatory for foreign students.

Study courses have been developed following the principles of gradation and succession. The connection of study courses and learning outcomes to be achieved in the study programme was checked by mapping the courses of the study programme (see the appendix “Mapping of the study courses of the ABSP “Language and Cultural Studies””). The mapping clearly demonstrates which learning outcomes of the study programme are achieved in the study courses, as well as the fact that by successfully acquiring the study courses provided for in the programme, the students will achieve the planned learning outcomes of the programme. The results of the mapping show that the learning outcomes planned in the study courses included in the study programme correspond to the learning outcomes to be achieved in the study programme. Therefore, it can be concluded that students studying in the study programme have the opportunity to achieve all learning outcomes envisaged in the study programme.

During their studies, students plan and accomplish tests, determine and solve research questions related to the study of languages, literature and cultures, relate them to cultural, historical, social, etc. contexts; make decisions individually, in pairs and in groups, thus proving interpersonal, social and cooperation skills; use research skills to carry out independent micro-research within the study courses, as well as elaborating term paper and Bachelor’s thesis research.

The content of the study courses included in the programme reflects the latest trends in the field of language, literature and culture studies and its research. The content of the study courses is regularly updated, based on the topicalities and trends in the field. In most of the study courses, the topical research problems of the field and their research methodology are considered, analysed and approbated within the framework of the students’ independent work (micro-researches, reports, case studies, etc.), as well as in the research carried out in the framework of Bachelor’s theses elaborated and defended by the students. Sources of information indicated in the sections of compulsory and further reading lists in course descriptions are regularly reviewed and updated. Besides, the content of the study courses (the themes included) is regularly updated in accordance with the trends of development of the field. The main aim of elaborating term papers and Bachelor’s theses is the acquisition and improvement of research competence, which is achieved by means of students’ cooperation with their scientific advisors, therefore, when choosing the theme of the research paper, the students’ research interests are taken into account.

The sub-programme *English Studies* provides knowledge in general and applied linguistics, literary studies in the cultural-historical context of British and North American literature, and cultural studies (including knowledge of the literature, history and cultural dimensions of Anglophone countries – Great Britain, the United States of America and Canada), as well as develops high-level communicative competence and professional competence in the field of languages and cultures in

English and other languages (Chinese, French, Spanish, German, Swedish, Latvian or Russian).

The **aim** of the sub-programme *English Studies* of the ABSP “Language and Cultural Studies” is to promote students' understanding of the most important concepts and regularities of English linguistics, literature and culture of Anglophone countries, the integrated acquisition of theoretical knowledge, practical and research skills, thus achieving the learning outcomes envisaged for the study programme. This aim also defines the structure of the sub-programme as it provides academic, general core and specialist knowledge in the humanities and offers a specialization in English Studies.

The learning outcomes to be achieved are the following:

Knowledge:

1. students know and understand complex phenomena and processes in the English language, account for their interrelationship, and are aware of the trends in modern linguistics and interdisciplinary research;
2. know and understand complex Anglophone literary phenomena in the cultural context, account for their interrelationship, and are aware of the trends in literary theory and interdisciplinary research;
3. know and efficiently use the methods of text analysis and interpretation and cultural phenomena of the Anglophone countries studied, based on the traditions and theory of linguistics and literary studies;
4. are aware of the spheres of public communication and the today's information space, are familiar with text formation techniques in English and the basics of digital text editing, the possibilities of language acquisition and translation e-tools;

Skills:

5. choose and use appropriate methods and tools, including modern information communication technologies, when searching for and collecting, processing and critically evaluating information, analysing the content of the media and the authenticity of information, creating media texts in the English language;
6. analyse, synthesize, summarize and discuss the main principles of the English language structure and usage;
7. understand and interpret concepts, thoughts, feelings, facts and opinions in the English language and in one more foreign language or second language (Latvian or Russian), both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication, including computer-based, audio-visual and media communication;

Competences:

8. using the acquired theoretical foundations and knowledge in the field of the English language and culture studies of Anglophone countries, are able to perform innovative or research activities, formulate and analytically describe information, identify problems and find solutions, analyse and synthesize theories, collect and compile empirical data; are able to explain them and discuss them with both specialists and non-specialists in a reasoned manner, thus applying the acquired communicative competence;
9. independently structure and direct their further learning and professional development, use scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative

solutions in changing circumstances;

10. use the acquired knowledge and personal, interpersonal, intercultural skills and sociolinguistic competence in the promoting their professional career and further research work, assessing the impact of their professional activity on the environment and the society.

The sub-programme *Latvian Studies* provides knowledge in the modern Latvian language, Latvian folklore and mythology, understanding of Latvian literature and cultural processes, research of regional literature: its changing traditions in Latgale, acquisition of regional variants of the Latvian language and the Latgalian written language, as well as the Lithuanian language studies, thus giving students the opportunity to dwell not only into the processes taking place in contemporary Latvian, literature and their research, but also to focus on regional studies – regional aspects of Latgale culture and language.

The **aim** of the sub-programme *Latvian Studies* of the ABSP “Language and Cultural Studies” is to promote students' understanding of the most important concepts and regularities of Latvian linguistics, literature and culture, thus promoting the integrated acquisition of academic, general and specialized knowledge, as well as practical and research skills, thus achieving the learning outcomes and competence envisaged for the study programme. This aim also defines the structure of the sub-programme as it provides academic, general core and specialist knowledge in Latvian studies.

The learning outcomes to be achieved are the following:

Knowledge:

1. students know and understand complex phenomena and processes in the Latvian language, account for their interrelationship, and are aware of the trends in modern linguistics and interdisciplinary research;
2. know and understand complex Latvian literary phenomena in the cultural context, explain their interrelationships, are familiar with modern literary theory and the latest literary and interdisciplinary studies;
3. know and efficiently use the methods of text analysis and interpretation based on the traditions and theory of linguistics and literary studies;
4. orient themselves in the today's information space, are familiar with text formation techniques, the basics of digital text editing and the possibilities of translation e-tools;

Skills:

5. choose and use appropriate methods and tools, including modern information communication technologies, when searching for and collecting, processing and critically evaluating information, analysing the content of the media and the authenticity of information, creating media texts in the Latvian language;
6. analyse, synthesize, summarize and discuss the main principles of the native language structure and usage;
7. understand and interpret concepts, facts and opinions in the Latvian language both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication;

Competences:

8. are able to perform research activities, formulate and analytically describe information, identify problems and find solutions, analyse and synthesize theories, collect and compile empirical data; are able to discuss them in a reasoned manner;

9. independently structure and direct their further learning and professional development, use scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative solutions in changing circumstances;

10. use the acquired knowledge and personal, interpersonal, intercultural skills and sociolinguistic competence in the promoting their professional career, assessing the impact of their professional activity on the environment and the society.

Latvian Studies with a specialization in Latvian philology provides an even wider range of study courses, allowing one to delve into several areas: within the study course of the module *Topicalities in Latvian studies* these are *Anthroponyms in the context of culture*, *Reception of Nordic literature in the Baltic States*, *Studies in Baltic linguistics*, *Places of cultural memory*, *Literature and cultural canon*, *Media language*, *Processes in children's and youth literature*, *Religious paradigms in literature*, *Text linguistics*, *Pragmatics in language*; the practical aspects of Latvian philology are discussed in study courses *Latvian as a foreign language: theory and practice* and *Text editing practices*, the study courses *The feminine tradition in literature*, *Migration of cultures*, *Linguistic aspects of transformations*, *Genre transformations in Latvian literature* reveal diverse transformations in language, literature and culture, but within the post-Soviet studies the study course *Digital narratives in border areas and media literacy* is essential.

The cultural and historical development of the region of Eastern Latvia (Latgale) and the contemporary social demand have determined the implementation of the sub-programme *Russian Studies* in two versions – *Russian Studies I* and *Russian Studies II*.

On the one hand, the socio-cultural conditions of the region – the segment of Russian culture in the cultural space of Latvia (especially Latgale and Daugavpils), the Russian language as a widely used everyday language in the city – form the basis for the version of the sub-programme *Russian Studies I*, which is envisaged for Russian language users at higher levels of foreign language proficiency (levels C1-C2), and provides an opportunity to focus on the study of academic issues of Russian linguistics and literary studies. It is based on the DU's long-standing scientific tradition in the study of Russian philology. The abilities and interests of the target audience of the sub-programme, as well as the qualifications of the teaching staff, determine its implementation in three modules: two modules that provide fundamental knowledge in Russian linguistics and literary studies (the module *The Modern Russian literary language*, which promotes the development of students' theoretical knowledge and practical skills at the level of language units, and the module *Russian Literature*, which offers an insight into the Russian literary process in a broad cultural and historical context), and a new module *Russian culture and geopolitics*, where the focus is on contemporary geopolitical risks and challenges, offering scientifically accurate tools for the study of the logic of Russian cultural development and intercultural relations, with a special focus on the regional aspect of Russian cultural studies.

On the other hand, today's conditions and social demand (especially on the part of Erasmus+ students, foreign universities implementing Russian as a foreign language study programmes, and participants of the project "Learn Russian in the EU") determine the need to create another version of the sub-programme – *Russian Studies II*, which is envisaged for practical acquisition of the Russian language at different levels, starting from the elementary level to level B2-C1 of language

acquisition.

A varying level of students' communicative competence in the Russian language also determines the differences in the study plan of the sub-programme. In the sub-programme *Russian Studies II*, Part A study courses in the amount of 34 CP (modules: *General study courses; Digital culture; Interpretations of cultural processes*) are delivered and acquired in English. Mandatory courses of the field in the sub-programme (modules: *Philology; Interdisciplinarity*) in the amount of 16 CP have been moved to later semesters, focusing on the acquisition of the Russian language in the first semesters. Thus, students have the opportunity to acquire these academic courses in their target language, thus improving their communicative competence in Russian and professional competence in the field of language and culture.

The **aim** of the sub-programme *Russian Studies I* is to promote students' understanding of the most important concepts and regularities of Russian linguistics, literature and culture studies, the integrated acquisition of theoretical knowledge, practical and research skills, based on studying fundamental knowledge of Russian linguistics and literary studies in broad sociocultural, regional and geopolitical context.

The learning outcomes to be achieved are the following:

Knowledge:

1. students know and understand complex phenomena and processes in the Russian language, account for their interrelationship, and are aware of the trends in modern linguistics and interdisciplinary research;
2. thoroughly interpret complex Russian literary phenomena in broad cultural context, explain their interrelationships, are familiar with modern literary theory and the latest Russian literary and interdisciplinary studies;
3. analyse Russian language and culture texts in various dimensions by using methods of analysis and interpretation based on the traditions and theory of linguistics and literary studies;
4. are aware of the spheres of public communication and the today's information space, are familiar with text formation techniques in Russian and the basics of digital text editing, the possibilities of the Russian language acquisition and translation e-tools;

Skills:

5. purposefully choose and creatively use appropriate methods and tools, including modern information communication technologies, when working with information of different kinds and types and creating media texts in the Russian language;
6. analyse, synthesize, summarize and discuss the main principles of the Russian language structure and usage;
7. interpret concepts, facts and opinions in the Russian language both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication, including computer-based, audio-visual and medial communication;

Competences:

8. using the acquired theoretical foundations and knowledge in the field of the Russian language and culture studies, perform innovative or research activities, analytically describe information, identify problems and find solutions, analyse and synthesize theories in Russian; owing to the acquired communicative competence, explain and discuss the topicalities of the Russian studies with both specialists and non-specialists in a reasoned manner;

9. independently structure and direct their further learning and professional development, use scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative solutions in changing circumstances;

10. use the acquired knowledge in the field of Russian studies and personal, interpersonal, intercultural skills and sociolinguistic competence in promoting their professional career and further research work, assessing the impact of their professional activity on the environment and the society.

The **aim** of the sub-programme *Russian Studies II* is to promote students' awareness of the most important concepts and regularities of Russian linguistics, literary and culture studies, the integrated acquisition of theoretical knowledge, practical and research skills, based on intensive development of the communicative competence in the target language in students without prior knowledge of Russian.

The learning outcomes to be achieved are the following:

Knowledge:

1. students describe the most significant phenomena and processes in the Russian language and their interrelationship; are aware of the trends in modern Russian linguistics and interdisciplinary research;
2. interpret the most significant Russian literary phenomena in the cultural context, explain their interrelationships, are familiar with modern literary theory and the latest Russian literary and interdisciplinary studies;
3. analyse the main categories of the Russian language and culture texts by using the methods of analysis and interpretation based on traditions and theory of linguistics and literary studies;
4. orient themselves in the spheres of public communication and the today's information space, are familiar with text formation techniques in Russian and the basics of digital text editing, the possibilities of the Russian language acquisition and translation e-tools;

Skills:

5. purposefully choose and creatively use appropriate methods and tools, including modern information communication technologies, when dealing with various kinds of information and creating media texts in the Russian language;
6. analyse, synthesize, summarize and discuss the main principles of the Russian language structure and usage;
7. interpret concepts, facts and opinions in the Russian language both in speech and in writing; are able to choose communication and speech strategies according to the situation of communication, including computer-based, audio-visual and medial communication;;

Competences:

8. by using the acquired theoretical fundamentals and findings, perform innovative or research activities, analytically describe information, formulate problems and find solutions, analyse and synthesize theories in Russian, owing to the acquired communicative competence, account for and discuss the topicalities of Russian studies with both specialists and non-specialists in the Russian language;

9. independently structure and direct their further learning and professional development, by using scientific approaches to solving problems, take responsibility and initiative when performing work individually, in a team or managing the work of other people, make decisions and find creative solutions in changing circumstances;

10. use the acquired knowledge in the field of Russian studies and personal, interpersonal, intercultural skills and sociolinguistic competence in the promoting their professional career and further research activities, strengthening intercultural relations and assessing the impact of their professional activity on the environment and the society.

The main goal of the part of restricted elective study courses in foreign languages is to develop students' high-level communicative competence by acquiring language knowledge and skills in synergy with the culture and literature of the country of the respective language.

The study courses of the restricted electives *Russian studies with a specialization in Russian philology* and *Latvian studies with a specialization in Latvian philology* provide in-depth studies of Baltic and Slavic philology.

The range of elective study courses gives students the opportunity to choose the study courses that they find more useful or which correspond to their research interests.

[1] Cabinet regulations No. 240 of May 13, 2014 "Regulations on the State Standard of Academic Education" / Ministru kabineta noteikumi Nr.240 "Noteikumi par valsts akadēmiskās izglītības standartu". <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> (available only in Latvian)

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

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

In the implementation of the ABSP "Language and Culture Studies" the following forms of implementing studies are used: lectures, seminars, practical classes, consultations (including online consultations), students' independent work, research work (research papers, reports, micro-studies,

case studies, etc.). The possibilities provided by the DU e-learning environment *Moodle* are being used more increasingly. In addition, the teaching staff also use various online tools (Quizziz, Kahoot!, Padlet, Quizlet, Jamboard, etc.) to supplement the study process. The choice of forms for the implementation of studies is determined by modern approaches and methods.

The choice of forms of the implementation of studies is determined by contemporary teaching approaches (cognitive, research, creative, problem-solving approach, autonomous studies) and methods (general study methods, collecting scientific information, discourse analysis, analysis, systematization, summarization, presentation). Individual, pair and group work are used in the study process.

The choice of the forms of implementation used in the study process promotes the acquisition and improvement of theoretical knowledge, as well as develops critical and creative thinking, the ability to discuss and to substantiate one's opinion, skills and abilities to use active learning methods, analyse and gather information. Recently, the proportion and forms of students' independent work have increased in the study process, which undeniably promotes thorough and more focused acquisition of study course material.

The lecturers choose the study forms, taking into account the content and peculiarities of the study courses, their aims, objectives and learning outcomes to be achieved.

Lectures and seminars promote the acquisition of theoretical knowledge, as well as develop and expand critical and creative thinking, the ability to discuss and argue, to defend one's opinion in one's native language and/or in a foreign language.

Practical classes promote the improvement of the knowledge of language, skill acquisition and improvement of communicative competence, development and improvement of analytical abilities and skills.

Students' independent work ensures the in-depth study of certain issues of linguistics, literary studies and cultural studies, the use of the media (press, TV, radio, internet, etc.) for study purposes and research.

Elaboration of research papers and reports provides opportunities to independently select, research, obtain, analyse and synthesize scientific information on certain issues, as well as promotes a deeper understanding of the studied issue, in order to then present it in one's native language or a foreign language (spoken or written) according to one's personal understanding of the issues.

Students' *research work* mainly takes place within the framework of the development of academic works, though micro-research and case studies are also assignments for mid-term tests of several study courses or individual independent work. The themes of term papers and Bachelor's theses correspond to the content of ABSP, i.e. Bachelor's theses are developed in the fields of linguistics, literary studies and cultural studies or are interdisciplinary studies that also correspond to the scientific research strategy of the departments of the Faculty of Humanities of DU.

Work in the e-learning environment Moodle – exercises, tests, additional study materials are uploaded to *Moodle* to improve students' independent work in the e-environment: students are involved in the discussion of various issues (forum), which promotes the improvement of their self-evaluation and assessment skills. Working in *Moodle* also facilitates the work of lecturers – in one place, it is possible to monitor students' progress, track the submission of students' independent assignments, inform students about the assessment obtained in independent works, create interactive classes, etc.

In most of the courses envisaged in the study programme, the ratio between contact classes and

students' independent work does not exceed 50%.

ABSP is implemented in the form of full-time studies. If agreed, individual consultations may also be implemented remotely.

The COVID-19 pandemic brought into serious changes in the way the programme was implemented: both the teaching staff and the students had to quickly adapt to the new conditions – distance learning. New digital forms of studies, distance learning implemented by using MS-Teams and Zoom were successfully acquired. As the situation with Covid-19 improved, in the Faculty of Humanities the opportunities were created to organize the study process also in a hybrid format, i.e. those students who could not participate in person were offered the possibility to participate in classes, ensuring the study process by using video conferencing equipment.

In compliance with the “Regulations on studies at Daugavpils University” [1] that respect the “Law on Higher Education Institutions” of the Republic of Latvia, which stipulates that information on the prerequisites for each study course, aims, objectives, requirements for awarding credit points, the content of the study course, the organization of the study process, the organization of students' independent work and assignments, planned learning outcomes (knowledge, skills, competence) and methods of their assessment and evaluation criteria must be included in all study course descriptions available to students in the DU Information System (DUIS) and the DU e-learning environment *Moodle*. Within the ABSP “Language and Culture Studies” a study course description is developed for each study course of the programme and it takes into account the requirements established in the regulations.

When starting the studies, the students are informed about the organization and implementation of studies in the study programme, but, when starting the classes in a particular study course, the lecturer introduces the students to the requirements, scope and type of testing, as well as informs them about the organization, content, planned learning outcomes to be achieved and the assessment criteria of the relevant study course, explains the importance of acquisition of the study course in achieving the learning outcomes of the entire programme.

According to “Regulations on studies at Daugavpils University” [2], a student's knowledge, skills and competences are evaluated after the acquisition of each study course, the requirements of which are determined by the study course description (Law on Higher Education Institutions, Article 56¹)[3]. The assessment (mark) obtained in the test is registered in the test report and uploaded in DUIS. Both the study course descriptions and assessment obtained in tests / examinations are available to students in the DUIS system.

The assessment of students' acquired knowledge, skills and competences in the study course takes place during the semester in mid-term tests determined by the lecturer in accordance with the description of the study course and in tests/exams at the end of the semester, which are to be taken within the deadlines specified in the schedule of studies. The types of testing depend on the specifics of the study course. Mid-term tests (Progress Checks) can be organized in written or oral form, or in a combined form (written and oral). The most frequently used types of tests in ABSP “Language and Culture Studies” are written tests and quizzes, essays, reports and research papers, analysis and development of various media texts, micro-studies and presentations). At the end of the study course, there is a final test of the study course (a test, a graded, examination or defence of an academic paper (Term paper or Bachelor's thesis). Taking the test at the end of each study course is mandatory.

In the implementation of the study programme, the principles of student-centred education are observed.

- The plan of study courses in ABSP “Language and Culture Studies” is designed in such a way that knowledge and skills are acquired gradually and consecutively. First of all, students acquire the basic knowledge and the introduction to language, literature and culture studies. In the course of the further study process, students acquire knowledge and skills that are gradually deepened, taking into account students’ various learning styles and based on previously acquired knowledge, skills and competences. The effectiveness of such an approach is proved not only by the learning outcomes achieved by the students, but also by the results of the annual student survey.
- Integration of the system of assessment in the context of student-centred education. The assessment principles are mainly based on formative assessment: the student's growth or gaps in knowledge and skills are identified in order to specify the appropriateness of the strategies and methods to be used in further study process, as well as to enhance the student's self-assessment skills and responsibility. Students are informed in advance about the criteria for assessment and obtaining results. During the study process, students receive support and feedback from the teaching staff. They are encouraged to take an active role in the study process, express their opinion on the proposed forms and types of independent work assignments and their presentation, assessment methods and criteria, both in communication with lecturers of specific study courses and with the managers of sub-programmes and the programme manager. A dialogue is maintained between students and lecturers about the content, forms of organisation and the methods used in the study process. The students’ criticism, their needs and wishes are evaluated, taken into account, and corresponding corrections are introduced in the study course descriptions. Thus, also the students' participation in improving the study process is ensured.
- In study courses that are aimed at the communicative acquisition of language, at the beginning of the study process, before the subject or study course is taken, a diagnostic assessment is regularly implemented to determine the students’ level of knowledge and skills in order to regulate the further study process.
- At the end of each study course and the study programme, summative assessment is used, to determine the student’s level of acquisition of knowledge and skills. Assessment at the beginning of the study process and at the end of the course gives students the opportunity to attest to what extent they have achieved the expected learning outcomes, analyse their performance and discuss the corrections to be implemented in the study process with the lecturer and fellow students.
- In the implementation of the study programme, an individual approach to each student is of great importance, which manifests itself in several aspects, for example, students have the opportunity to take an individual consultation with every lecturer during consultation times; students actively communicate with lecturers by using e-mail, the e-learning environment *Moodle* also helps to ensure cooperation between lecturers and students, i.e. study materials, assessment and recommendations are available to students. As already mentioned, the possibilities provided by the e-learning environment *Moodle* are used increasingly often. Lecturers actively update and improve the uploaded materials, acquire new digital solutions to ensure a high-quality and exciting study process.
- Students' communication, cooperation and participation in implementing assignments are promoted by the approaches and methods used in the study process. Lecturers offer such forms of work, assignments and activities that develop students' critical thinking, self- and peer evaluation according to the criteria proposed by the lecturer, and reflection.
- With the aim to promote the development of students' research competence in the selection of themes for Term paper and Bachelor’s thesis, they are given the opportunity to choose and carryout an in-depth study of the research topics of their own interest.
- At the end of each study year and more often if needed, student surveys are organised to

clarify the relevance of the study programme, identify weaknesses and introduce changes and improvements that would allow the programme graduates to successfully continue their studies in higher-level study programmes, compete in the labour market or adapt to current labour market requirements.

- DU has established and approved the regulations and procedures for submitting students' proposals and resolving complaints, as well as examining student appeals[4];
- The students of ABSP "Language and Culture Studies" are involved in research initiated by the academic staff and in various social activities, thus using the acquired knowledge, skills and competences in practice and gaining significant experience. In cooperation with the lecturers of the Department of English Philology and Translatology, students have created an interest educational tool for students and school learners "English Club", which has been guided by Fulbright lecturers and teaching assistants from the USA for several years in a row. The Covid-19 pandemic temporarily stopped the operation of this club, but already in the academic year 2022/2023, "English Club" will resume its work. In cooperation with the lecturers of the Department of English Philology and Translatology and the Department of Foreign Languages, ABSP students have implemented and are implementing several initiatives: "Swedish Days in Daugavpils"; "German Spring"; "Francophonie", "Slavic Readings"; "Language fairs", European Language Days events, as well as participates in DU Open Days; Career Days; at the annual Science Festival and the Night of Scientists events. ABSP students are involved in the preparations for Daugavpils University's international scientific conferences, thus gaining first-hand experience and an idea of the specifics and functions of conferences.
- In cooperation with the lecturers of the Department of English Philology and Translatology and the Department of Foreign Languages, the students of ABSP have implemented and are implementing several initiatives: "Swedish Days in Daugavpils"; "German Spring"; "Francophonie", "Slavic Readings"; "Language Fair", events in the framework of the European Day of Languages, as well as participate in the events of DU "Open Days", "Career Days", the annual Science Festival and the Researchers' Night. The students of ABSP are involved in the organization and implementation of Daugavpils University international scientific conferences, thus gaining first experience and the awareness of the specifics and functions of conferences.
- Students and graduates of ABSP "Language and Culture Studies" are encouraged and actively use the opportunities offered by the Erasmus+ mobility programme[5] – both studies at foreign partner universities and internship companies, as well as the opportunities offered by the Else Maria Cermak Foundation[6], which can only be applied for by those students and graduates who are studying or have graduated from Daugavpils University.

Prerequisites for the acquisition of the Bachelor's Degree in Humanities in Literature and Linguistics:

- the study courses envisaged in the study programme are to be successfully acquired and the final tests of the courses passed;
- successfully completed academic practice;
- defended Bachelor's thesis.

The study programme "Language and Cultural Studies" meets the requirements of the European Education Area[7] and the European Commission's vision of the future, expressed in the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: "to work jointly towards a European Education Area based on trust, mutual recognition, cooperation and exchange of best

practices, mobility and growth (...), making learning mobility a reality for all, removing obstacles to the recognition of qualifications, both at the level of schools and higher education, modernising the development of curricula, boosting language learning, creating world-class European universities that can work seamlessly together across borders, improving education, training and lifelong learning, driving innovation in education in the digital era, giving more support to teachers, and preserving cultural heritage and fostering a sense of a European identity and culture"[8].

Taking into account the aims and objectives set forth in the Bologna Declaration, the study programme opens up a range of opportunities, for example, by giving the opportunity to choose and participate in mobility programmes, as well as to continue studies in higher-level study programmes in the EU and European Economic Area universities. The study programme is in line with and corresponds to DU's mission, academic traditions and labour market demand.

[1] "Regulations on studies at Daugavpils University" / "Nolikums par studijām Daugavpils Universitātē." (apstiprināts Senāta sēdē 17.12.2018., protokols nr.15).

https://old.du.lv/wp-content/uploads/2020/05/NOLIKUMS_PAR_STUDIJAM_DU_2018.pdf

[2] Ibid., pp.7.-8.

[3] Law on Higher Education Institutions / Augstskolu likums.

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

[4] "Regulations on studies at Daugavpils University" / "Nolikums par studijām Daugavpils Universitātē." (apstiprināts Senāta sēdē 17.12.2018., protokols nr.15).

https://old.du.lv/wp-content/uploads/2020/05/NOLIKUMS_PAR_STUDIJAM_DU_2018.pdf

[5] Erasmus+ mobility. <https://du.lv/starptautiska-sadarbiba/erasmus-mobilitate/> (available only in Latvian)

[6] Else Maria Cermak Foundation.

<https://du.lv/starptautiska-sadarbiba/elses-marijas-cermakas-fonds/> (available only in Latvian)

[7] European Education Area / Eiropas izglītības telpa.

<https://www.izm.gov.lv/lv/eiropas-izglitibas-telpa>

[8] The Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions.

<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52017DC0673&from=EN> /

Eiropas Komisijas paziņojums Eiropas Parlamentam, Padomei, Eiropas ekonomikas un sociālo lietu komitejai un reģionu komitejai (Strasbūrā, 14.11.2017). Eiropas identitātes stiprināšana ar izglītību un kultūru.

<https://eur-lex.europa.eu/legal-content/LV/TXT/HTML/?uri=CELEX:52017DC0673&from=LV>

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

The course Academic internship in the humanities (1 CP) is envisaged in all sub-programmes of ABSP “Language and Culture Studies”, which complies with the Cabinet Regulations No. 240 of 13 May 2014, “Regulations on State Academic Education Standards” (<https://likumi.lv/doc.php?id=266187>).

Academic internship in the humanities (1 CP) is planned in Semester 5; during the internship students perform work duties based on the acquired academic knowledge under the guidance of the supervisor at the employer site. The main objectives of the academic internship are to improve the students' academic competence, to give an opportunity to gain organisational work experience, to understand the possibilities of transferring academic knowledge to the work environment, to gain an understanding of the interconnection between subjects and to learn to adapt the connection between the study courses and the specifics of the work of the place of internship, to evaluate the effectiveness of one's work in the context of the acquired knowledge, as well as to form an idea of the principles of self-directed professional development. The academic internship takes place at Daugavpils University and its structural units, state or local government institutions, non-governmental organizations, private companies, as well as foreign organizations represented in Latvia (for more detail, see the respective study course description and “The Regulations on Academic Internship in the Humanities”).

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

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

At the final stage of the acquisition of ABSP “Language and Culture Studies”, students elaborate and defend a Bachelor's thesis (10 CP).

The aim of the Bachelor's thesis is to develop an independent study and thus enhance in-depth acquisition of the chosen field of science.

The main objective of developing a Bachelor's thesis is to improve and strengthen the research competence acquired during the studies, which confirms the students' theoretical knowledge and the acquisition of the skills necessary for conducting research work. When elaborating the Bachelor's theses, students closely cooperate with the scientific advisors of the Bachelor's theses. The students' research interests are taken into account when choosing the theme of the Bachelor's thesis. The study of the research problem within the Bachelor's thesis requires studying the latest scientific literature and the conduct of independent (empirical) research, by using the necessary research methods and approaches and observing the principles of academic ethics.

The themes of Bachelor's theses correspond to the content of ABSP, i.e. Bachelor's theses are developed in the fields of linguistics, literary studies and cultural studies or are interdisciplinary

studies that correspond to the scientific research strategy of the departments of the Faculty of Humanities of DU.

The themes of Bachelor's theses are discussed and approved at department meetings and then forwarded for approval to the Council of the Faculty of Humanities of DU.

In the sub-programme *English Studies*, students choose to study issues related to:

- research questions in general linguistics, e.g.,

French Borrowings in the English Newspaper Headlines;

Linguistic Features in Printed Commercial Advertisements;

Use of Taboo Lexis in Marketing;

Wordplay in American Billboards;

Patterns of Instantial Stylistic Use of Idioms in "The New Yorker" Cartoons,

Pandemic Time Neologisms in English;

Polysemy and Homonymy in Humour, etc.;

- research questions in sociolinguistics, e.g.,

Speech Acts (Request, Permission, Gratitude) in Cross-Cultural Settings;

Gendered Language Features in Online Communication;

Daugavpils and Riga Citizens' Attitudes to English;

Gender Differences in Language Use in Twitter Posts;

Code-Switching (English / Latvian / Russian / Swedish) in DU Students' Speech;

Interference of English in Spoken German, etc.

- research questions in contrastive linguistics, e.g.,

Lexical Borrowing in English and Latvian Philosophical Terminologies;

Contrastive Analysis of Idioms with the Component EYE, etc.,

- research questions in cognitive linguistics, e.g.,

Multimodal Metaphors in Car Advertisements;

Shockvertising: Visual Metaphors in Social Issue Print Advertisements;

Metonymy in Printed Social Advertisements;

Gender Differences in Colour Description;

Multimodal Metaphor in "Depeche Mode's" Music Videos, etc.

- discourse analysis, e.g.

Intertextuality in Printed Advertisements;

Language Means of Manipulation and Persuasion in "USA Today" and "The Guardian";

Linguistic Features in B. Obama's Political Speeches;

English "Green" Neologisms in Mass Media Discourse, etc.

- research questions in psycholinguistics, e.g.,

Metaphor Comprehension in English as a Foreign Language;

Linguistic Features of Lying.

As seen from the above-mentioned themes of Bachelor's theses, most of the theses developed in linguistics are interdisciplinary studies that deal with current issues, the study of which requires good theoretical knowledge and an understanding of research methods used in linguistics. The use of English (both as a native and as a foreign language) in different gender and age groups, the language of the media (newspapers, magazines, advertisements, etc.) and social networks (e.g. Twitter and Facebook) is studied.

Bachelor's theses, in which questions of literary studies are studied in a cultural context, cover a very wide spectrum of genres and research questions, e.g.

Victorian Concept of Feminine Beauty Reflected in "ADAM BEDE" by George Eliot;

Moral Norms in Ch. Kingsley's Children's Novel "The Water Babies";

Epiphany in J. Joyce's Short Story Collection "Dubliners";

Philosophical Aspects of the Concept DEATH in S. Beckett's Play "Waiting for Godot";

Political Ideology in A. Huxley's Novel "Brave New World";

Gothic Features in S. Gibbons' Novel "Cold Comfort Farm";

Horror Features in S. Jackson's Novel "The Haunting of Hill House";

Humanity in P. K. Dick's Dystopian Novel "Do Androids Dream of Electric Sheep?";

Steampunk Features in C. Clare's Novel "Clockwork Angel";

Fanfiction as Escapist Literature,

Character Presentation in Neo-Victorian Novel.

Many of the themes of Bachelor's theses elaborated in literary studies show the characteristic features of the research by scholars of the school of literary studies established by Daugavpils University professor Fyodor Fyodorov, which shows the teaching staff's efforts to preserve and improve, as well as to pass on the established traditions to students, e.g.,

Space in E. Brontë's Gothic Novel "Wuthering Heights";

Depiction of Nature in T. Hardy's Novel "Tess of D'Urbervilles";

Representation of Space in O. Wilde's Novel "The Picture of Dorian Gray";

"Howl's Moving Castle": Interrelatedness of Time, Space, Character, etc.

The range of themes of Bachelor's theses of the sub-programme *Russian Studies* reflects the content of the sub-programme and the distribution of modules: they can be divided into two groups

- linguistic and literary studies; separately, interdisciplinary studies can be mentioned, which are located on the border of the research inventory of different fields and correspond to today's trends in the field of the humanities in general.

In the group of theses written in literary studies, first of all, a set of papers can be singled out, which follow the principles of the school of literary studies established by Daugavpils University professor Fyodor Fyodorov, in which students research the problematics of the artistic world and its elements both in classical, but little-studied in this aspect, and modern material:

Functions of Household Details in the Artistic World of M. E. Saltykov-Shchedrin Novel "The Golovlyov Family";

Chronotope in J. Kazakov's Stories;

Opposition Old - New in I. Babel's "Odesa's Stories" and Drama "Sunset";

Artistic World of L. Rubinstein's Work "The Whole Year. My Calendar";

The World of Things in O. Postnov's Novel "Антиквар";

Man in D. Merezhkovsky's novel "Леонардо да Винчи. Воскресшие боги";

Spatial Models in A. Ivanov's Novel "The Geographer Drank His Globe drink away"

A large group consists of studies of the phenomena of contemporary Russian literature, which are devoted to notable and much-discussed personalities and their latest works, for example, the phenomenon of J. Vodolazkin's or P. Glukhovsky's creative work:

Time, Space and Human in the Novel "Laurus" by E. Vodolazkin;

Music in E. Vodolazkin's Novel "Брисбен";

The Motive of Death in J. Vodolazkin's Novels "Solovjov and Larionov" and "Aviator";

Man and Society in J. Vodolazkin's Novel "Laurus";

World of Things in D. Glukhovsky's Novel "Текст";

Spatial Models in D. Glukhovsky's Novel "Metro 2033".

A separate mention should be made of theses focusing on the marginal features in the Russian literary process: for example, students study literary phenomena of a complicated nature, which are on the border of fiction and documentary or ego-literature, as well as scientifically little-known genres and their local forms (for example, the question of the genre of Russian fantasy or science fiction and their transformations, etc.):

The World of Poetry in "French Notebooks" by I. Ehrenburg

The Concept of Man in Literary Biographies by B. Zaycev;

Interpretation of the Legend about City of Kitezh in Russian Prose the 19th - the Beginning of the 20th Century

M. Semjonova's Novel as a Model of Russian Fantasy;

The System of Characters in the Novel by A. and B. Strugatsky "Burdened with Evil, or Forty Years later"

In the group of theses considering linguistic research questions, the themes of Bachelor's theses can be divided into two groups. The first consists of works in general linguistics, which are devoted to the functional analysis of language units:

Phraseological Units with the Meaning to work and to laze: Connotative Aspect;

Semantic Structure of Words with Internal Form: Names of Food Products and Dishes.

The second group contains papers that approach current trends and phenomena of language development, emphasizing the regional and intercultural aspect:

Jargon in the Language of Today's Students;

Cinema Memes on the Internet

Youth Slang in Internet Communication;

Urbanonyms of Riga

Hydronymy of Daugavpils and Daugavpils Region: Structural-semantic Aspect;

Modern Russian Youth Slang in the Social Network TikTok;

At the same time, there is also a group of interdisciplinary studies in which students focus on language phenomena in an interdisciplinary aspect, for example, they study the functioning of language units in fiction or other types of texts and media:

Poetical Toponymy in Poems Dedicated to Marina Tsvetaeva;

Non-Literary Vocabulary and Idioms in P. Bazhov's Stories;

Nonverbal Communication System in E. Vodolazkin's Novel "Aviator" (Smell, Sound, Colour)

Gender Stereotypes and their Linguistic Expressions (on the material of magazines

"Maxim", "Cosmopolitan").

Within ABSP "Language and Culture Studies", the "Guidelines for writing a Term paper / Bachelor's thesis" have been developed, where students are provided with the information about the organization of research, requirements for the development and design of an academic work, scope of work, submission requirements, etc. (see the appendix "ABSP "Language and Culture Studies". Guidelines for writing a Term paper / Bachelor's thesis).

Bachelor's thesis is an independent theoretical and empirical study, focusing on the research of a topical issue, which is proved by the themes of the above-mentioned Bachelor's theses. The Bachelor's thesis demonstrates the student's theoretical knowledge and skills and abilities necessary for conducting empirical research. The thesis is based on the selection, research, synthesis and summary of scientific sources in modern linguistics, literary studies or cultural studies, as well as empirical study of the research question. Both the reflection of the research of the issue in the scientific literature, as well as the modern trends in the research methodology of the relevant field of research are taken into account.

Within ABSP "Language and Culture Studies", a methodology for evaluating Bachelor's theses has developed, which specifies the criteria for evaluating Bachelor's thesis and provides the evaluation

scale with descriptions of achievement levels. The Bachelor's thesis is evaluated on a scale of 100 points: the student can get a maximum of 80 points for the elaborated, formatted and submitted Bachelor's thesis and 20 points for the defence of the thesis (see the appendix ABSP "Language and culture studies" Bachelor's Thesis Evaluation Rubric").

3.3. Resources and Provision of the Study Programme

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

The implementation of ABSP "Language and Culture Studies" involves the DU structural units, whose mutual cooperation is determined by the DU "Regulations on Opening and Managements of Study Direction and Programme at Daugavpils University"^[1]:

- **Departments of the Faculty of Humanities:**

Department of English Philology and Translatology,

Department of Latvian Language,

Department of Latvian Literature and Culture,

Department of Russian and Slavic Linguistics,

Department of Foreign Languages,

Institute of Humanities and Social Sciences,

Department of History (Part C study course "Historical Paradoxes")

- **DU support staff are also actively involved in the implementation of the study programme.**

Administrative secretaries in the departments of the Faculty of Humanities, whose tasks are:

- participate in the provision of the study process of ABSP "Language and Culture Studies", help the head of the department to monitor the management issues;
- correct design, storage and circulation of the department's record-keeping documents related to the organization and implementation of the study process, including the entry of information related to the implementation of ABSP "Language and Culture Studies" into the DUIS system; entering student success indicators (final examination protocols and results) into DUIS;
- take care of maintaining the inventory, technical and other teaching aids in working order, monitor the material values necessary in the study process;
- carry out computer printing works related to the work of the department;
- issue literature and methodical materials from the funds of the libraries of the departments and centres to students and lecturers;

- submit proposals for improving the work to the head of the department;
- participate in the organization of conferences, meetings and seminars of the academic staff and students of the department;
- to provide consultations on the design of term papers and bachelor's theses;
- participate in the organization of the department's student attraction events for school learners (contests, intellectual games, etc.);
- ensure communication between the DU administration, academic staff of the departments and students, including incoming mobility lecturers and students, as well as foreign guest / visiting lecturers;
- provide DU students and staff with necessary information related to the study process.

Computer network administrator of the Faculty of Humanities, whose tasks are:

- administer computer networks, including computer equipment, applications and all types of configurations; provide technical and advisory support to users, as well as coordinate access to the computer network and its use;
- ensure the work of technically equipped auditoriums and auditoriums with simultaneous translation equipment and VCS (video conference system) during seminars, congresses, conferences, lectures, and the study process;
- to provide methodological assistance to the teaching staff, ensuring work in technically equipped auditoriums, linguaphone classroom;
- to cooperate with service organizations in matters of equipment repair, warranty, control the execution of repair works;
- cooperate with the Department of Information and Communication Technologies^[1] of DU, which ensures the efficient use of information technologies, computer software, computer equipment, computer networks of Daugavpils University.

DU Student Service Centre, the main task of which is to inform students of Daugavpils University about current issues, as well as providing consultations and services. Functions of the Student Service Centre:

- issue certificates to students (to the bank, the State Revenue Service and other institutions testifying that one is a student of DU, as well as certificates for academic leaves, development and defence of bachelor's and master's theses, etc.), signed study agreements;
- advise students on issues related to the study process, extracurricular activities and student hotels;
- participate in organizing informative events (career days, educational exhibitions, etc.);
- accept, collect students' proposals and pass them on to the appropriate structural units.

Tasks of the **DU Library**^[2]:

- provide prompt and high-quality librarian, reference, bibliographic and informational services;
- to create the collection of the Library in accordance with DU study programmes and fields of scientific activity, register, maintain and preserve it;
- systematize, catalogue and register printed works and other documents;
- ensure the public availability and use of printed works and other documents in the Library collection;
- to create collections and databases of the works by the DU academic staff and students,

doctoral theses defended at DU;

- prepare bibliographic indexes of works published by the DU academic staff;
- provide interlibrary loan services;
- consult the users on matters of using the Library and obtaining information;
- promote science communication;
- analyse user requests and refusals.

[1] <https://du.lv/par-mums/struktura/informacijas-un-komunikaciju-tehnologiju-dala/> (available only in Latvian)

[2] <https://du.lv/par-mums/struktura/biblioteka/par-biblioteku/> (available only in Latvian)

- **Structural units of other DU faculties:**

Department of Law of the Faculty of Social Sciences (study course "Civil Defence"),

Department of Environmental Science and Chemistry of the Faculty of Natural Sciences and Mathematics (study course "Environmental Protection").

ABSP "Language and Culture Studies" involves 5 professors (one of them is a visiting professor), 1 prof., leading researcher, 4 associate professors, 1 Dr. philol., leading researcher, 1 Dr. philol. researcher, 10 docents, (1 of them is a visiting docent), 1 leading researcher, 10 lecturers, 2 assistants. In the course of the study process, visiting and guest lecturers from other Latvian and foreign universities are also attracted to deliver classes.

In the implementation of the programme, we also cooperate with other structural units – centres of the departments of the Faculty of Humanities:

Centre for Latvian Studies, the aim of which is to ensure the introduction and maintenance of innovative and diverse tools for research, information and knowledge transfer in the fields of Latvian studies related to the Latvian state, people, culture and language – the implementation of the activities involves not only the students of the sub-programme *Latvian Studies*, but all students of ABSP "Language and Culture Studies". They have participated in the organisation and implementation of various events, projects, summer schools of the Centre for Latvian Studies, which undeniably is an important factor in their professional growth.

Centre of Lithuanistics, the aim of which is to encourage and develop interest in Lithuania, the Lithuanian language, literature and culture, as well as to promote the cooperation of Balticists. Students are encouraged to engage in joint projects with higher education establishments of Lithuania and centres of Lithuanistics in other countries implemented by the lecturers; both the academic staff and the students are motivated to participate in exchange programmes within the cooperation with the Lithuanian higher education establishments and to implement the transfer of knowledge gained in exchange cooperation programs to the study process and society.

Confucius Classroom, the aim of which is to promote public interest in acquiring the Chinese language and cooperation between Latvian and Chinese universities, popularizing Chinese language and culture training abroad and in Daugavpils. Thanks to the activities of the Confucius Classroom, ABSP "Language and Culture Studies" annually attracts guest lecturers from China, who provide proficient Chinese language and culture studies. The classes focus on the colourful Chinese culture, everyday traditions, and the language. Students have the opportunity to take the HSK test (Chinese language exam), which allows to assess the level of Chinese language proficiency and is mandatory if the student intends to study at one of the Chinese universities, which the students of the programme have already taken.

Centre of Russian Language and Culture, in the activities of which (conferences and seminars in the field of Russian philology and culture, Russian language, literature and culture courses for foreign students, promotion of Russian language, literature and culture among students and school learners, implementation of projects, etc.) the students of ABSP "Language and Culture Studies" sub-programme *Russian Studies I* are actively involved.

Regional German Language and Country Studies Centre for Further Education, whose activities – seminars, organising exhibitions, readings by contemporary authors writing in German, concerts by contemporary German musicians, thematic evenings, competitions, creative workshops, mobility projects, video conferences, youth exchange projects, youth camps, school and student theatre festivals, etc. – are implemented thanks to active participation of the ABSP students, thereby additionally practicing the use of the German language and gaining experience important for their future career development.

The Centre of information on France Robert Schuman Foundation, which aims to promote the French language and culture. Both students and lecturers of ABSP "Language and Culture Studies" are actively involved in the development and implementation of events and projects promoting the French language and culture.

Scientific and informative base

The methodological support for the implementation of the study programme at DU is extensive and prepared in accordance with the specifics of the field of language and culture studies. In addition to traditional information sources, DU provides access to more than 100,000 subscribed e-sources in various fields of science. To expand the diversity of the study courses, new e-learning courses are being developed and introduced, and the existing methodological materials in the *Moodle* environment are being updated and modernized. The principles of the DU information system (DUIS) stipulate that the study courses of the study programmes are placed in the e-learning environment (MOODLE), in which according to the improvement and supplementation of the course content the uploaded materials are updated including the latest scientific and methodological literature in the languages of the study programme implementation (English, Latvian, as well as in all other languages offered within the programme). The e-learning environment is also used in the assessment of knowledge and communication between the students and the teaching staff; the system and criteria for the assessment of students' learning outcomes, as well as the relevant regulations are available in the DU information system (DUIS).

The teaching staff of ABSP "Language and Culture Studies" regularly develop and prepare for publication not only the results of their scientific research, which are cited as monographs or scientific articles in high-level scientific databases; they also develop and publish teaching aids (their updated list for the reporting period is available in Appendix "The list of scientific publications of the teaching staff involved in the implementation of the study direction").

In the course of the updating and improvement of the study programme, support materials were created for students for the procedure of the academic internship (see the appendix "Regulations on Academic Internship in the Humanities"), guidelines for the development of Term paper and Bachelor's theses (see the appendices "ABSP "Language and Culture Studies". Guidelines for writing a Term paper / Bachelor's thesis", as well as ABSP "Language and culture studies" Bachelor's Thesis Evaluation Rubric").

Lecturers and students of ABSP "Language and Culture Studies" actively use the range of services provided by the DU Library. In addition to subscribing to printed publications and studying in the DU reading room, teaching staff and students of ABSP "Language and Culture Studies", guided by their research interests, actively use the following databases subscribed to by the Library:

CambridgeUniversityPress, EBSCO, Letonika, LETA, Lursoft, ScienceDirect, Scopus, Web of Science, as well as open access resources, which in sufficient quantity include information according to the specifics of ABSP "Language and Culture Studies". The literature required for the implementation of study programme courses is regularly ordered through the centralised system of the DU library. In addition, the system of internal grants of DU for the development and implementation of projects allows to purchase the necessary latest literature.

Ensuring of the study process mainly takes place in the DU study building at Vienības Street 13, where the Faculty of Humanities is located and the lecturers involved in the implementation of ABSP "Language and Culture Studies" work on a daily basis. For the implementation of the study programme, the resources available for the study direction are used (see the description of the study direction point 3. "Resources and provision of the study direction". The acquisition of the study courses of the programme is provided by using modern material and technical equipment of the Faculty of Humanities, including the use of the linguaphone classroom for promoting the acquisition of foreign language phonetics and pronunciation. Simultaneous translation equipment available at DU HF (with equipment for 60 people and the ability to translate in three languages) and video conferencing equipment, rooms 101, 301, 307, 313 are equipped with an interactive whiteboard, which are actively used in the process of implementing ABSP study courses. Simultaneous interpretation equipment (with the facilities for 60 people and the possibility to translate into three languages) and videoconferencing equipment are available at the Faculty of Humanities, DU; Lecture rooms 101, 301, 307, 313 are equipped with an interactive whiteboard, which is actively used in the implementation of the ABSP study courses.

The infrastructure of DU (see Part II, Chapter 3 of the Report (2.3.1.- 2.3.3.)) allows for the complete implementation of the study programme both in Latvian and in English. In cooperation with the academic staff involved in the implementation of the study programme, an opportunity is provided to conduct in-depth research in the fields of language and culture studies, based on the available scientific sources, by getting acquainted with the research conducted and the projects implemented.

[1] DU "Regulations on Opening and Managements of Study Direction and Programme at Daugavpils University" / Daugavpils Universitātes studiju virzienu un studiju programmu atvēršanas un pārvaldības nolikums (apstiprināts Senāta sēdē 31.08.2020., Protokola Nr.7): https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf (available only in Latvian)

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to

ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Sources of funding are state funding (state-funded budget places and students' personal funding). The number of state-funded budget places in the study programme is 131. The tuition fee for ABSP "Language and Culture Studies" is 4800 EUR (for three years).

Costs per student are calculated by the head of the Finance and Accounting Department of DU, based on the calculations submitted by the study programmes on the provision of the study programme (number of teaching staff, positions held, amount of credit points) and regulatory documents of financial calculations (see Table 3.3.3). The expenditure per student and the stated tuition fee for students studying in Latvian and English are the same. The expenditure per student in all the sub-programmes of the study programme are the same.

Table 3.3.3. Expenditure per student in the Academic Bachelor's study programme "Language and Culture Studies"

No.	Name	Sum (EUR)
1.	Salary fund per student	2943.16
2.	Employer's compulsory state social security contributions per 1 student – 24.09%	709.01
3.	Mission and duty travel expenses per 1 student	33.17
4.	Services per 1 student	242.16
5.	Costs of materials, energy resources, water and inventory per 1 student	264.38
6.	Books and journals acquisition costs per 1 student	47.28
7.	Equipment purchase and investment costs per 1 student	178.62
8.	Student social security per 1 student	247.33
	Cumulative expenditure per 1 student	4665.11

The minimum number of students in the study programme to ensure its profitability is 100 people (in three years of study) for studies in Latvian on the respective language of the sub-programme (English, Latvian, or Russian), and 10 people – for studies in English.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

One of the most important quality assurance factors of ABSP "Language and Culture Studies" is the teaching staff. The qualification of the academic staff involved in the implementation of the study programme is appropriate to the specifics of the study programme and the implementation conditions, as well as the requirements of regulatory acts in the field of education. The teaching staff are professionals in their field of science who have proven their competence in research and the use of e-environment in the study process, as well as participated in research projects, including international ones, developed internationally cited publications, monographs and popular scientific materials.

The lecturers of the Department of English Philology and Translatology, the Department of Latvian Language, the Department of Latvian Literature and Culture, the Department of Russian Studies and Slavic Linguistics, and the Department of Foreign Languages of the Faculty of Humanities provide the teaching most of the mandatory, restricted elective and free elective study courses, academic internship management and the scientific supervision of term papers and Bachelor's theses. The teaching staff of the Department of History (Mg. hist. lect. Andris Kupšāns) ensures the implementation of the free elective study course "Paradoxes of History".

The implementation of the study programme "Language and Culture Studies" is ensured by 5 professors (1 of them visiting professor), 1 prof., leading researcher, 4 associate professors, 1 Dr. philol., leading researcher, 1 Dr. philol researcher, 10 docents, (1 of them visiting docent), 1 leading researcher, 10 lecturers, 2 assistants. Teaching staff involved in the work of sub-programmes according to their competence and specialization in the development and delivery of particular study courses (see Table 3.3.1.below)

Table 3.3.1. Teaching staff of ABSP "Language and Culture Studies".

	Professors	Prof., leading researcher	Assoc professors	Dr.philol. leading researchers	Dr. philol., researchers	Docents	Lecturers	Assistants
Mandatory part (mandatory courses for all sub-programmes and mandatory courses of the field)	4		1		1	5	3	1

Mandatory courses of the field in sub-programmes							
<i>English Studies</i>			1		1		
<i>Latvian Studies</i>	1				2	1	
<i>Russian Studies I</i>	1		3				
<i>Russian Studies II</i>							
Mandatory courses for sub-programme specialization							
<i>English Studies</i>			1	1	3	1	
<i>Latvian Studies</i>	1	1		1	4	1	
<i>Russian Studies I</i>	2		3		1	3	
<i>Russian Studies II</i>			1		1	2	
Part B: Restricted electives							
<i>Latvian studies with a specialization in Latvian philology</i>	2	1	1		4	2	
<i>Russian studies with a specialization in Russian philology</i>	2		1		2	3	
<i>Chinese</i>							2
<i>French</i>						1	1
<i>Spanish</i>	1						
<i>German</i>						1	
<i>Swedish</i>					1		1
<i>Latvian as a second language</i>	1			1	4	2	
<i>Russian as a second language</i>	1		3		1	3	
<i>English as a foreign language</i>					1	2	
Part C: Free electives							
	1	1			1	3	

An essential criterion determining the attraction of lecturers to the implementation of the study programme is their research interests, which are reflected in their publications and participation in national and international projects of various scales.

In the implementation of the ABSP “Language and Culture Studies” at DU, both the involvement of young scientists and the use of the capacity of experienced academic staff are ensured, as well as opportunities to attract visiting and guest lecturers (Fulbright scholars, scientists, writers, public workers recognized in Latvia, Europe and the world, etc.) are taken.

Every year, ABSP “Language and Culture Studies” attracts visiting lecturers to teach foreign languages. For example, Chinese language study courses have been taught by Dr. philol., visiting professor Quanyu Shang, visiting assistant, volunteer lecturer Qing Gao, Yanli Wu, Zhixin Wu, Liu Jingming, Bai Bingyu, etc.; visiting lecturers Eugenie Blaise, Serena Riffault, Sorenza Wilkin have helped to ensure the provision of the French language study courses; Spanish language is taught by visiting professor Robert Blielecki, Fulbright scholarship holders - Leslie Markevich, Erica Lee White, Kaley Hensley, etc. have been actively involved in English language and culture studies courses.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The composition of lecturers of the sub-programme *English Studies* changed during the reporting period. In the department of English Philology and Translatology, several lecturers have retired: Mg.philol., lect. Natalja Minova, Dr. philol., prof. Zaiga Ikere. The study courses they used to deliver are currently provided by Mg.philol., lect. Solveiga Liepa, Dr. philol., doc. Ilze Oļehnoviča, Dr. philol., doc. Jelena Semeņeca and Dr. philol., doc. Irina Presņakova. At present, five (out of seven) of the teaching staff are holders of Doctor's degree (4 docents, and 1 associate professor) and two lecturers are in the process of elaborating their Doctoral theses.

In the Department of Foreign Languages, several lecturers have terminated their working relationship with DU: Dr. philol., doc., Natalja Jundina (retirement), Mg. paed., lect. J. Sergeeva, Mg.philol., lect. V. Taļerko, Dr. philol., researcher I. Ļaha, Mg.philol., lect. A. Jakovele, Mg. philol., lect. Valentina Baranovska. Their study courses are now provided by Mg.philol., lect. Marina Rumjanceva, Dr. philol., researcher Karīne Laganovska, Dr. philol., doc. Jelena Tretjakova, Mg. prof. translation, assistant Laurita Vaidere, visiting professor Robert Bielecki. As already mentioned before, foreign visiting lecturers – native speakers of the respective languages – are regularly recruited to teach foreign language study courses.

All the lecturers of both departments actively use the opportunities to gain new experience and test their teaching methods by participating in exchange programmes (Erasmus+, Else Maria Chermak's Foundation), participating in various national and international research projects, thus being able to propose new ideas as to how to better ensure and introduce innovations in the implementation of the study programme.

The composition of the teaching staff of the sub-programme *Russian Studies* is sufficiently stable and sustainable, the high quality of which (90% of the teaching staff of the sub-programme have a doctor's degree and hold the position of docent or a higher-level position) ensures the quality and continuity of academic studies. On the other hand, stagnation is not allowed by the active outgoing and incoming mobility of academic staff (every year 70% of the lecturers of the sub-programme participate in the mobility of the Erasmus+ programme, which gives the opportunity to improve

both their professional competence and to test and acquire new forms and techniques of teaching; every year, except for the time of the pandemic, the sub-programme accepts guest lecturers, which also ensures the exchange of experience, and participation in international cooperation projects ("Learn Russian in the EU"), which also expands teaching experience in different methodological paradigms.

During the reporting period, the composition of the teaching staff decreased due to natural reasons: three lecturers left the sub-programme (retirement) and 1 new lecturer was employed (a graduate of our sub-programme and now a doctoral student). This process reflects the demographic situation in Latvia and the corresponding natural reduction in the number of students.

In the last 6-7 years, the composition of the teaching staff of the sub-programme *Latvian Studies* has been relatively stable and sustainable, but as the number of students has decreased, the number of teaching staff has also decreased. The quality, continuity and development of academic studies are ensured by qualified lecturers. In the sub-programme, 80% of teaching staff have a Doctor's degree and the position of docent, associate professor, professor; in addition, the academic staff has been actively involved in Erasmus+ programme mobilities in Europe (Estonia, Italy, Lithuania, Norway, Poland, Spain, Finland, Sweden, etc.), as well as in the USA (Latvian diaspora), thereby gaining experience in the professional and scientific field. In the sub-programme, lecture courses are also taught by visiting lecturers from neighbouring countries – mainly Lithuania. The teaching staff of the sub-programme *Latvian Studies* are also involved in international cooperation projects (ESF, ERAF, etc.) and gain experience both in research and in various methodological paradigms.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

3.4.5. Assessment of the cooperation between the teaching staff members by specifying

the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

When implementing the programme, as well as planning its development, the lecturers of all participating departments of the Faculty of Humanities actively cooperate not only within the sub-programmes, but also within the framework of the entire programme.

On average, the ratio of the number of students and teaching staff within the study programme is six students per one lecturer.

The mutual cooperation of teaching staff is most clearly manifested in the study process in the development and implementation of study courses. Several study courses have been developed by a team of authors; these are study courses of a large volume of credits, where the continuity of the study content must be ensured, for example "Latvian literary and cultural processes", "Modern Latvian: morphology and word formation" (*Latvian Studies*); "Text creation, analysis and interpretation" and "English grammar: morphology and syntax" (*English Studies*), "Russian traditional culture and national studies", "Russian culture in Latvia: language, literature, cultural processes", "Slavic cultures and contemporary geopolitical processes" (*Rustic Studies*), which requires close cooperation in the development and use of course content and plan, as well as assessment criteria.

It is worth mentioning that the results of such cooperation can also be presented in joint research articles (for example, the article "DEVELOPING FOREIGN-LANGUAGE SOCIOCULTURAL COMPETENCE OF LEARNERS: POSSIBILITIES OF INTERDISCIPLINARY STUDY COURSES" by A. Stankeviča and I. Dvorecka is dedicated to the experience of jointly developed and delivered study course "Cultural and informative communication" and was presented at the 14th Annual International Conference on Education and New Learning Technologies (July 4-6, 2022, Spain). The expressed modular character of the programme also determines the need for closer cooperation at the level of structural units, agreeing on the principles of course development and teaching in courses of the mandatory part, when one part of the amount of credits is taught to all students of the programme, but the second part is implemented in the target language of the specialization and is envisaged for a thorough study of a common research object within the framework of the linguistics or literary studies of the specialization.

On considering assessment, in order to ensure objectivity and the principle of equality in the assessment of Bachelor's / Master's theses, the teaching staff of the Department of English Philology and Translatology developed and tested the Bachelor's / Master's evaluation scale, which describes in detail the assessment criteria and the respective achievement levels, which were later offered and approved for use in all academic study programmes of the study direction.

Faculty members of the direction actively use DU internal grant opportunities for the development and implementation of research projects; they unite in research groups to carry out interdisciplinary projects, such as "Languages in modern society: texts, their modality and interpretation", "Language in modern society: linguistic identity under the influence migration of cultures", "Language and speech: cognitive, sociolinguistic and contrastive aspects", etc. The results of the research projects are presented at international scientific conferences and the jointly developed scientific articles are published in various internationally recognized publications indexed in the SCOPUS / WoS databases.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1.2.ABSP_Language_and_Cult_St_Diploma_and_supplement_sample.zip	3.1.2.ABSP_Valodu_un_kult_st_Diploma_un_pielikuma_paraugs.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	3.1.2.Summary of the opinion of the Council of Higher Education.pdf	3.1.2.AIP_atzinums_Bak_valodas_250.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	3.1.4.ABSP_Language_and_Cult_St_Statistical_data_on_students.pdf	3.1.4.ABSP_Valodu_un_kulturas_studijas_Statistikas_dati_par_studejosajiem.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1.ABSP_Language_and_Cult_St_Compliance_with_National_education_standard.pdf	3.2.1.ABSP_Valodu_un_kult_st_atbilstiba_Valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1.ABSP_Language_and_Cult_St_Mapping.pdf	3.2.1.ABSP_Valodu_un_kult_st_Kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Appendix_PLAN_of_ABSP_Language_and_Culture_Studies.pdf	PIELIKUMS_ABSP_Valodu_un_kulturas_studijas_PLANS.pdf
Descriptions of the study courses/ modules	3.2.1.ABSP_Language_and_cult_st_Description_Study_Courses.zip	3.2.1.ABSP_Valodu_un_kult_st_Kursu_apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.ABSP_Language_and_Cult_St_Academic_Internship_in_Humanities_Regulations.pdf	3.2.4.ABSP_Valodu_un_kult_st_Akademiskas_prakses_humnitarajas_zinatnes_nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	II_2.3.7.STATEMENT_compliance_with_the_University_Law_ABSP_Language.docx	Apliecinājums par atbilstību Augstskolu likumam (ABSP Valodu un kultūras studijas).edoc

Philology and Language Practices (45226)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Philology and Language Practices</i>
Education classification code	<i>45226</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Elvīra</i>
Surname of the study programme director	<i>Isajeva</i>
E-mail of the study programme director	<i>elvira.isajeva@du.lv</i>
Title of the study programme director	<i>Dr.philol.</i>
Phone of the study programme director	<i>+371 26895164</i>
Goal of the study programme	<i>To provide students with the acquisition of theoretical knowledge and research skills, to prepare competent and academically educated specialists in the chosen field of humanities in the sub-field of literature and linguistics, who are able to conduct independent scientific research and continue their Doctoral studies in the field of literary studies or linguistics.</i>
Tasks of the study programme	<ul style="list-style-type: none"> - <i>to deepen theoretical knowledge in the fields of linguistics and literary studies, providing a broad scientific context of philology and interdisciplinary research;</i> - <i>to create a comprehensive understanding of language and literature processes, their mutual interaction;</i> - <i>to offer in-depth awareness of various languages, literatures and cultures in sub-programmes;</i> - <i>to improve research work skills and prepare students for creative research work, creating opportunities for originality;</i> - <i>to motivate students to continue their research activities while studying for a Doctoral degree in the field of literary studies or linguistics.</i>

Results of the study programme	<p>Knowledge:</p> <ul style="list-style-type: none"> - students are able to demonstrate in-depth knowledge and understanding of the latest discoveries in the history of linguistics and literary studies; the acquired knowledge provides a basis for creative thinking and research, including working at the interface of different fields. <p>Skills:</p> <ul style="list-style-type: none"> - students are able to independently use theory, methods and problem-solving skills to perform research activities or highly qualified professional functions; - are able to explain and discuss complex or systemic aspects of the history of linguistics and literary studies; - are able to independently direct the improvement and advance specialization of their competences, take responsibility for the work results of the team work and their analysis; - are able to carry out work, research or further study in linguistics and literary history in complex and unpredictable conditions and transform them using new approaches. <p>Competences:</p> <ul style="list-style-type: none"> - students are able to independently formulate and critically analyse scientific problems, justify decisions and, if necessary, perform additional analysis; - are able to integrate knowledge of various fields, contribute to the creation of new knowledge, development of methods of research activities; - are able to integrate knowledge from various fields, contribute to the creation of new knowledge, development of research methods, demonstrate understanding and ethical responsibility for the possible impact of scientific results on the environment and society.
Final examination upon the completion of the study programme	Master's thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Bachelor's degree in Latvian, English or Russian philology or language studies, or second level professional higher education in the field of Latvian, English or Russian philology
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master of Arts Degree in Literature and Linguistics

Qualification to be obtained (in english)	-
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Places of implementation

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

3.1. Indicators Describing the Study Programme

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

After the previous accreditation of the study direction, there were changes introduced in the parameters of the study programme. The programme was optimized with reference to today's challenges, as well as taking into account the proposals expressed in student and graduate surveys. The name of the academic Master's study programme has been changed - AMSP "Philology and Language Practices" (previously "Philology"), degree to be obtained - Master's of Arts degree in Literature and Linguistics (previously - Master's of Arts degree in Philology).

Significant changes are related to the new content and structure of the programme. AMSP "Philology and Language Practices", as well as four sub-programmes (Latvian philology, English philology, Russian philology and comparative philology) are divided into modules. Part A (mandatory courses) includes two modules: Philology and Didactics, Applied Aspects of Philology. These modules are implemented in sub-programmes with new mandatory courses. The content and structure of the sub-programme is also implemented on a modular basis with specialization courses. The principle of the AMSP module provides an opportunity for students of the sub-programme "Comparative Philology" to choose mandatory courses for the acquisition in Latvian or English.

New courses were developed to implement the aims and tasks of AMSP, to strengthen the practical orientation of the programme: *Linguistic aspects of language acquisition, Discursive practices in modern linguistics, Translation practice, Linguistic expertise, Conducting language courses.*

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

AMSP "Philology and Language Practices" is content-wise aligned with the new trends in the EU education system, with the requirements described in the "Regulations on the State Academic Education Standard" (Cabinet regulations of 13.05.2014, No. 240, <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> - available in Latvian), recommendations of the accreditation commission to specify the academic orientation of the programme, priority research directions of the Faculty of Humanities of DU and DU strategy.

The title of the AMSP "Philology and Language Practices", the degree to be awarded, aims and

tasks, admission requirements are interconnected. The programme envisages four sub-programmes: Latvian philology, English philology, Russian philology and Comparative philology. In the creation of sub-programme, the principle of mutual coherence and succession of the study process is respected, which ensures the opportunity to learn successive academic study programme and acquire relevant competences. The Bachelor's degree in Latvian, English or Russian philology, language studies or 2nd level higher professional education in the field of Latvian, English or Russian philology allows students to continue their education both in the relevant Master's study sub-programme and in the comparative philology sub-programme, while holders of a Master's of Arts degree in Literature and Linguistics can continue their education at the Doctoral level.

The title of the AMSP "Philology and Language Practices" reflects modern trends. Philology is part of current sociocultural reflection, studying the communicative potential of language, the role of discourse in the functioning of communities, the interaction of cultures, as well as the transformation of "lifestyle", behaviour patterns, self-awareness and creativity. Language practices, on the other hand, teach how to analyse text functioning in the context of social relations, cultural practices, "new" and "old" media technologies. It promotes the learning of modern methods of critical analysis, using various interdisciplinary research experiences in sociolinguistics, culturology, anthropology, psycholinguistics, cognitive science, etc. At the Master's level, the title "philology" was kept as an indication of the continuation of the tradition at the academic level, and the academic explanation "language practices" was added, which corresponds to both the modern approach to the field and emphasizes the applied aspect. Referring to the modern classification of fields and the definition of Bachelor's, Master's degree, the title of the Master's degree to be obtained is the Master's of Arts degree in Literature and Linguistics. The acquired specialization (English/Latvian/Russian/Comparative philology) is indicated in the contents of the diploma appendix.

The program code - 45226 - reflects the status and content of the programme. The first two digits of the code 45 according to the "Regulations on the classification of education in Latvia" (<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju> - available in Latvian) mean: academic education (Master's degree), which can be implemented after obtaining a Bachelor's or professional Bachelor's degree. (The duration of full-time studies is one to two years. The total duration of full-time studies is at least five years.) The second part of the code corresponds to the thematic field of education (22 - humanities) and the group of educational programmes (226 - literature and linguistics).

The **aim** of AMSP "Philology and Language Practices" is to provide students with the acquisition of theoretical knowledge and research skills, to prepare theoretically educated, independent and creative thinking, competent and academically educated specialists in the chosen field or sub-field of science, who are able to conduct independent scientific research and continue their studies for a Doctoral degree in literary studies or in the field of linguistics.

The aim of the **sub-programme "English Philology"** is to strengthen and expand students' knowledge and abilities in their sub-branch of English philology, improving philological, linguistic and literary competences; to prepare specialists in English philology with a wide spectrum of knowledge and competences who are familiar with the political, social and cultural characteristics of English-speaking countries and are able to contextualize and discuss them in relation to the affairs on a global scale; who are able to successfully apply their knowledge in practice, both at work and in scientific activity.

The aim of the **sub-programme "Latvian Philology"** is to provide students with the acquisition of theoretical knowledge and research skills, as well as specialisation in Latvian philology; to

prepare competent academically educated specialists in Latvian philology who are able to carry out independent scientific research, as well as to continue their Doctoral studies in the field of linguistics and literary studies.

The aim of the **sub-programme “Russian Philology”** is to provide, along with basic knowledge in philology and the field of linguistics and literature, academic, general basic knowledge in Russian philology and the field of linguistics and literature in accordance with modern requirements, and to offer specialisation in the field of Russian language and culture; to prepare highly qualified, competitive specialists in the field of Russian philology.

The aim of the **sub-programme “Comparative Philology”** is to provide high-level academic education in the field of comparative philology and contemporary reception; to encourage and prepare Master's students for Doctoral studies in the field of linguistics or literary studies.

The **tasks** of AMSP “Philology and Language Practices”:

- to deepen theoretical knowledge in the fields of linguistics and literary studies, providing a broad scientific context of philology and interdisciplinary research;
- to create a comprehensive understanding of language and literature processes, their mutual interaction;
- to offer in-depth awareness of various languages, literatures and cultures in sub-programmes;
- to improve research work skills and prepare students for creative research work, creating opportunities for originality;
- to motivate students to continue their research activities while studying for a Doctoral degree in the field of literary studies or linguistics.

English Philology:

- to develop knowledge of English language and culture, as well as understanding of the cultural heritage of English studies;
- to introduce and promote research activities in the field of English linguistics and literary studies, to develop critical and analytical thinking and professional competences in the context of modern Germanic languages in the mentioned fields;
- to provide students with wider opportunities to enter the labour market by providing knowledge in general and applied linguistics, literary studies, Anglophone literature and culture studies of the main Anglophone regions.

Russian philology:

- to provide students with the opportunity to learn the Russian language, literature, and culture in both diachronic and synchronic aspects, taking into account interlinguistic and intercultural relations and developing industry-insightful critical thinking;
- to provide students with wider opportunities to enter the labour market by supplementing the basic branches of Russian philology - literary studies and linguistics - with career-oriented courses;
- to promote research activities in the field of Russian philology.

Latvian philology:

- to develop industry-insightful critical thinking, the most important concept and understanding of regularities necessary for professional activity, applying Latvian language and cultural knowledge;

- to provide students with the opportunity to deepen their theoretical knowledge in the subfields of Latvian linguistics and literary studies, providing a broad scientific context of philology and interdisciplinary research;
- to promote research activities in the field of Latvia.

Comparative philology:

- to provide in-depth theoretical knowledge in linguistics, literary studies and culture studies in the comparative aspect;
- to provide knowledge about the most significant cultural phenomena in language and literature, offering their evaluation in the framework of modern humanitarian values;
- to develop a comprehensive understanding of language, literature and culture processes, their mutual interactions;
- to learn current research methods and their use in comparative philology, the basic principles of developing and implementing projects in the humanities.

Duration of the study programme - 2 years, volume - 80 CP, degree to be obtained – Master’s of Arts degree in Literature and Linguistics with specialization in Latvian philology, Russian philology, English philology or Comparative philology. The volume of the programme includes all the necessary components of the programme: research and approbation of the theoretical findings of the field of sciences (including participation in a science communication event 2 CP, academic practice 1 CP) – 30 CP; mandatory courses in two modules (Philology and didactics, Applied aspects of philology) – 16 CP; specialization courses of the sub-programme – 34 CP. The variety and content of the courses contribute to the elaboration of research and the summary of its results in a Master’s thesis (20 CP).

The learning outcomes of AMSP “Philology and Language Practices” are defined according to the regulations of the Cabinet of Ministers of June 13, 2017 no. 322 “Regulations on Latvian education classification”. The learning outcomes to be obtained are formulated as knowledge, skills and competences (Table 3.1.2.).

Table 3.1.2. Learning outcomes to be obtained

Knowledge	<ul style="list-style-type: none"> - students are able to demonstrate in-depth knowledge and understanding of the latest discoveries in the history of linguistics and literary studies in English, Russian and Slavic studies, Latvian and comparative philology; - the acquired knowledge provides a basis for creative thinking and research, including working at the interface of different fields.
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Skills

- students are able to independently use theory, methods and problem-solving skills to perform research activities or highly qualified professional functions related to English philology, Russian philology, Latvian philology, comparative philology;
- are able to explain and discuss complex or systemic aspects of the history of linguistics and literary studies with the specialists in the field;
- are able to independently direct the improvement and advance specialization of their competences, take responsibility for the work results of the team work and their analysis;
- are able to carry out work, research or further study in linguistics and literary history in complex and unpredictable conditions and transform them using new approaches related to English philology, Russian philology, Latvian philology, comparative philology.

Competences

- students are able to independently formulate and critically analyse scientific problems, justify decisions and, if necessary, perform additional analysis related to English philology, Russian philology, Latvian philology, comparative philology;
- - are able to integrate knowledge from various fields, contribute to the creation of new knowledge, development of research methods, demonstrate understanding and ethical responsibility for the possible impact of scientific results on the environment and society.

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

AMSP “Philology and Language Practices” synthesizes fundamental and applied humanitarian, linguistic, linguocultural, literary, psycholinguistic, cognitive knowledge and skills, which are necessary for a modern philologist to be in demand in a dynamically growing labour market, incl. in

the field of language, literature, culture teaching.

The choice of the thematic field of language practice for the Master's study programme in philology is primarily determined by the demand in the field of modern education in Latvia and Europe for specialists with a wide profile who are fluent not only in philological issues, but also in related humanities problems. The traditional models of philological education, which are strongly oriented towards specialization in one of the national philologies, today require rethinking both in terms of the relevance of the educational content to the state of modern humanitarian knowledge, and connection with the need to build students broad practical competences, demanded in the global intellectual labour market.

Graduates of the AMSP "Philology and Language Practices" are able to fulfil themselves as language and literature teachers in the field of education, translators in travel agencies, employees of cultural institutions and organisers of scientific events. Graduates apply theoretical knowledge and practical skills in the work of a reporter in the publishing and book trade industry, in the humanitarian services of various organisations and institutions, editorial offices, publishing houses and other organisations related to the analysis, processing, creation and popularisation of various types of effective texts, as well as in scientific research communication in Latvian, in English and Russian.

Graduates of the programme are able to create and process (edit, rewrite, translate) texts of any topic based on certain parameters, performing a full cycle of work with the text. Having completed the studies, a high-quality philologist education with practical skills in various types of public communication is obtained. Such specialists do not yet have a consistent common name to denote different types of communication (e.g. copywriter, speechwriter, web-writer, editor in English).

Philological education is traditionally considered a basic education that promotes high personal culture and ensures wide professional application. Graduates of the programme have acquired linguistic and sociocultural communication skills and are prepared for creative professional activity in various fields: All graduates of the reporting period work and study in Latvia. Their work is directly related to philology or related fields:

- provide practical communication in the foreign languages studied at DU in the administrative field;
- deal with translation in state institutions, private companies and AirBaltic airline company;
- prepare documentation and enter it into the electronic system;
- work in the media (Latvian news portals chayka.lv, nasha.lv, grani.lv, radio Alise+);
- operate in the field of education and interest-related education in Latvian and European higher education institutions, general education schools, interest-related education organisations;
- are employed in the field of culture in the national cultural associations of Daugavpils;
- continue their studies at the DU Doctoral programme (study programme "Linguistics").

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

The number of students in the AMSP “Philology and Language Practices” in the last six years (2017-2022) was largely influenced by external factors:

- the country’s demographic situation;
- financial problems, because the economic situation in the region of Eastern Latvia is relatively low level; the migration of many families to other European countries;
- the impact of Covid-19 on all sectors of the Latvian economy (including education).

Having analysed the number of students in the programme from academic year 2016/2017 until 2021/2022, it must be stated that it was unpredictable. In 2019, DU was forced to switch to an online system in a short time, for remote studies, which opens opportunities for students to combine studies with work; in connection with this, the motivation to enrol in a Master’s programme arises. Unfortunately, not all students could overcome the physical strain and psychological stress during the pandemic, consciously and responsibly adapt to the new study conditions and continue their studies. The reasons for stopping the study process are basically of a personal nature. The biggest dropout is marked with students who have financial problems, family circumstances, health problems, inability to combine studies with work, lack of motivation to continue studies.

The study programme is mainly implemented in the in-person mode, but in 2019 it was necessary to ensure inclusiveness and equal access to high-quality remote learning opportunities. Students and teachers had to quickly adjust from in-person to distance learning. During the Covid-19 pandemic, new digital study forms, the Zoom platform, digital and mixed study options were acquired. Currently, the remote working method is applied to the provision of individual consultations.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the AMSP “Philology and Language Practices” corresponds to the aims and tasks of

the programme. The content of the programme is structured as follows:

- mandatory courses (Part A) – 34 CP,
- mandatory courses in sub-programmes (Part B) – 46 CP.

The mandatory courses of the programme in the amount of 34 CP are common to all sub-programmes (English Philology, Russian Philology, Latvian Philology and Comparative Philology) and are summarised in two modules: Research and approbation of the theoretical findings in the field of science (30 CP) and Pragmatic aspects of the field (4 CP). The task of **Part A** courses Research and approbation of theoretical findings in the field of science (30 CP) is to provide knowledge and build students' understanding of the interrelationships of various humanities (*Methodology of scientific research, Modern theoretical approaches in the humanities*). Approbation of theoretical knowledge in the aspect of the current problems of the chosen area of the sub-field of science takes place in *Master's thesis seminars in linguistics or literary studies*, in which, in accordance with the aims and tasks of the study programme and the topic of the student's Master's thesis, the knowledge acquired in the theoretical study courses is deepened and practically strengthened. The purpose of the courses *Participation in a science communication event* and *Academic practice* is to improve theoretical knowledge and analytical skills in practice. The Master's thesis (20 CP) is an independent scientific and practical research dedicated to the solution of a topical problem; this work demonstrates the student's scientific erudition and research skills. *Pragmatic aspects of the field* (4 CP) (*Conducting language courses, Translation as a cultural phenomenon*) as part of the mandatory courses of part A is a mandatory prerequisite, without which it is impossible to acquire the knowledge necessary for obtaining a Master's degree.

Mandatory courses of **Part B** in sub-programmes (46 CP) are organised into two sets of courses: Pragmatic aspects of the field in sub-programmes (12 CP) and Research and approbation of theoretical findings of the field of science in sub-programmes (34 CP). The *Pragmatic aspects of the field in the sub-programmes* (12 CP) include common courses with certain specifics applicable to each sub-programme: *Linguistic aspects of learning English/Latvian/Russian, Discursive practices in modern English/Latvian/Russian linguistics, Translation practice (English/Latvian/Russian language), Linguistic expertise (English/Latvian/Russian)*. The *research and approbation of the theoretical findings of the field of science in the sub-programmes* (34 CP) includes courses that provide specialisation in certain languages/literatures/cultures for each sub-programme: e.g. *Canadian literature in English, Contemporary British and US literature, Postcolonial literature, Speculative literature, Cognition and communication*, etc. in English philology; *The linguistic context of the Balts: the comparative aspect, Essay in Latvian literature, Modernism in Latvian exile literature*, etc. in Latvian philology; *Stereotypes in literature and media, Philological schools: history and latest trends, Theory of lyric and European verse systems, Russian postmodernism as a cultural problem*, etc. in Russian philology; *Language in a border and cross-border context, Comparative studies and ecocriticism, Comparative practices of Holocaust literature, Latvian and German literary contacts, Latvian and Nordic literary contacts*, etc. in Comparative philology.

The content of part B includes the study of the theoretical knowledge of the chosen field of the relevant field of science or sub-field, that is, students are offered subjects that are related to the specialization in the relevant field of philology (the relevant module). The content of these courses includes three main areas of specialization: linguistics, literary studies and cultural studies. The main emphasis is placed on language and literature history and theory courses, interdisciplinary studies, modern development trends in science, which deepen students' theoretical knowledge and practical skills in the chosen field and sub-field of science, give an understanding of the aspects of the problems of the chosen field and sub-field of science.

The study courses of the programme are interconnected in terms of sequence of content in the

mandatory part (Part A) and part of sub-programmes (Part B), and are also organised in modules. Most of the study courses included in the programme are newly created (compared to the language/literature/culture programmes implemented by DU so far).

The implementation of the AMSP “Philology and Language Practices” is ensured by the teaching staff of the Faculty of Humanities of DU, who implement the scientific and academic functioning of the programme in accordance with its aims and tasks. The teaching staff of the structural units of the Faculty of Humanities provide contact classes (lectures and seminar classes) provided for in the programme, act as scientific advisors of Master’s theses, and also carry out methodological work, developing new study courses and improving the content of existing study courses.

If the student in the Bachelor’s study programme has not completed the study courses *Environmental protection* and *Civil protection*, the opportunity to learn them within the framework of the Master’s studies is provided.

Defence of the Master’s thesis is the final examination for the obtaining of Master’s of Arts degree in Literature and Linguistics.

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

After completing the study programme, students with a previously obtained appropriate academic Bachelor’s degree or appropriate professional higher education in the field of humanities obtain an academic Master’s of Arts degree in Literature and Linguistics. The obtained Master’s degree reflects the originality and value of the content of the programme in the context of modern philology.

The creation of the multilingual programme “Philology and Language Practices” is related to the current issue in the field of education in the world, a so-called “global competence” - the ability to understand regional, global and intercultural issues, to understand and evaluate the world view and perspectives of other people, to engage in free and effective dialogue with people from different cultures, focusing on sustainable human environment development. They envisage both a comprehensive approach to targeted development of knowledge, skills and competences, as well as individualization of studies, the ability to adapt and diversify approaches in educational programmes, which must be competitive in the general conditions of globalisation. The need to develop multi-functional skills and approaches, understanding cross-cultural and interdisciplinary connections is emphasised. The interdisciplinary approach is purposefully applied both within the framework of certain study courses and also in study programmes as a whole.

Programmes that are similar to AMSP “Philology and language practices” are being implemented in almost all classical-type universities in Latvia and EU countries. In Latvia, AMSPs in the field of philology along with Daugavpils University also is implemented at the University of Latvia (“Linguistics, Literary Studies and Regional Culture Studies”), Liepaja University (“Literary studies”). All programmes implemented in Latvia are designed in accordance with the principles of the Bologna Declaration on a single educational space in Europe.

In the Baltic countries, the multilingual and multicultural Master’s study programme “European

Languages and Cultures” is offered by the University of Tartu (Estonia). Students choose one of the specialisations: Classical philology, English language and literature, French language and literature, German language and literature, Russian and Slavic philology, Scandinavian languages and literature, Spanish language and literature. On the other hand, in Lithuania Kaunas Vytautas Magnus University together with Mainz University (Johannes Gutenberg-Universität Mainz, Germany), Stockholm University (Sweden) and Tartu University (Estonia) offers a two-year MSP “Sociolinguistics and Multilingualism”. It is an interdisciplinary programme in linguistics and sociology that offers specialisation in Lithuanian, Estonian, Swedish or German.

In the EU, according to the latest trend, the offer of Master’s study programmes is being developed, and they are oriented towards various literatures, multilingual and multicultural, or concentrate on learning the chosen basic material in a theoretical and empirical way. For example, MSP “Comparative Literature and Critical Theories” at the University of Birmingham in Great Britain (MA in Comparative Literature and Critical Theories) focuses on interdisciplinary and cross-cultural studies, MSP “Comparative Literature of Europe” at the University of Murcia in Spain is devoted to studies of European literary traditions and their interaction (Master in European Comparative Literature), European and non-European language and literature contexts can be studied in the MSP “Comparative European and Non-European Languages and Literatures” of the University of Verona (Italy) (Masters in Comparative European and Non- European Languages and Literatures), intercultural communication issues in the context of linguistics can be learned in the MSP “Crosscultural and Applied Linguistics” at the University of Sydney (Australia) (Master of Crosscultural and Applied Linguistics), etc.

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

The practical implementation of the AMSP “Philology and Language Practice” is ensured in accordance with the specific features of each course and the individual needs of students. Various teaching methods are used in the study process. Forms of study include lectures, seminars, practical classes, weekly consultations, online consultations, e-learning, independent research work, individual and group projects.

The choice of forms of teaching is determined by modern teaching approaches (cognitive approach, research approach, creative approach, problem-solving approach, autonomous studies) and methods (general study methods, analysis and compilation of scientific information, information collection, systematization, presentation). As a result, forms of individual, pair and group work are used in the study process. The forms of programme implementation used in the study process promote the acquisition and expansion of theoretical knowledge, develop critical and creative thinking, the ability to discuss and argue one’s opinion, skills and abilities to use active learning methods, analyse and gather information, as well as methods used in the study process that promote student communication in performing study tasks, solving real problems of the field of science, modelling learning situations. Teachers mostly use methods that encourage active

participation, critical thinking and reflection. It should be emphasized that the proportion of students' independent work has increased recently in the study process, which undeniably contributes to a deeper and more targeted acquisition of the subject. An e-learning environment (Moodle) is used in the study process and to promote independent studies.

The principles of student-centred education are taken into account in the implementation of the study programme. A student-centred approach is observed when developing the study programme and its study courses, paying special attention to the formulation of learning outcomes, thus promoting the dialogue between lecturers and students about the learning content, organisational forms and methods. On the other hand, properly formulated learning outcomes contribute to students' perception and co-responsibility for their learning, self-evaluation and understanding of the received evaluation. During the study process, lecturers use methods, test forms and evaluation criteria appropriate to the aim of the studies and the expected learning outcomes.

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

Students studying in the 3rd semester have an academic practice (1 CP). The aim of the academic practice is to develop the professional skills of philology students (according to the individual plan), based on the knowledge and research skills acquired during studies. The practice provides for the application of academic knowledge in various professional fields according to the specifics of the sub-programmes and the interests of the students (translation, foreign language teaching, publishing, museology and tourism, work of informational institutions etc.). In order to acquire professional competence, students solve issues specific to the chosen professional environment, as well as gain experience and motivation for the elaboration of Master's theses, further education or the choice of a specific profession.

The provision of practice opportunities is confirmed by agreements of intent with the institutions offering the practice. Support for students is provided by the teaching staff of DU, in cooperation with colleagues responsible for the practice in the institution. Cooperation with specific institutions results from the traditions and experience of sub-programme communication and cooperation, with no exclusion of the search for new partners (including those initiated by students). Academic practice takes place at DU and its structural units, state or local government institutions, non-governmental organisations, private companies, as well as foreign organisations represented in Latvia.

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

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

The range of topics of Master's theses in the AMSP "Philology and Language Practices" is wide and varied. Oriented to the principles of student-centred learning, the student's interests are the priority in choosing the topic, as well as the topicality and novelty of the topic are related to insufficient knowledge about the problem and the question of how widely it has been studied in the scientific environment of Latvia.

The topics of Master's theses in recent years were related to various fields. AMSP students increasingly analyse contemporary works in mass culture. The subject and object of the work can be any linguistic, literary or cultural phenomena. Students are more enthusiastic in their work to study what is the topic of their personal interests than academic texts. Master's theses in literary studies are most often related to the analysis of postmodernist works, although bestsellers can also serve as material for scientific research. Language in the virtual environment becomes the object of research for the works of the linguistic direction, as well as the slang of modern youth and the "forbidden" language are among the interests of young linguists. For example: *A Psychopathic Character as a Detective in A. Bradley's Novel "The Sweetness at the Bottom of the Pie"*, *Concept TRAUMA in J. S. Foer's Novel "Extremely Loud & Incredibly Close"*, *The Artistic System of the Novel by E. Vodolazkin "Opravdaniye ostrova"*, *Linguoculturological Features of Coronavirus Memes*, *Siberian Discourse in Baltic Writers' Childhood Memory Stories*, *Zoopoetics in the Latest Latvian Prose* u.c.

The defence of Master's theses takes place at the meeting of the Final examination commission. The Final examination commission consists of three lecturers. Before the defence, the work is handed over to the reviewer, who during the defence presents a detailed review of the work's compliance with the research requirements, the theoretical and practical relevance and significance of the work according to the field and modern trends in science.

3.3. Resources and Provision of the Study Programme

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

More information about the compliance of the study base, scientific base, informative base (including libraries), material and technical base with the needs of the direction can be found in Part II, Chapter 3, 2.3.1.-2.3.3. in the criteria.

AMSP "Philology and Language Practices" is implemented at the Faculty of Humanities of DU,

Vienības Street 13, in the direction of study “Language and Culture Studies, Native Language Studies and Language Programmes”.

Classrooms for groups of 10-15 and more students are available for AMSP implementation. The classrooms are equipped with equipment - screen, computer, projector (101, 110, 112, 301, 308, 309). Additionally, several portable projectors are available. Some classrooms are equipped in such a way that it is possible to organise a joint discussion at one table. One classroom is equipped with chairs with attached table pads for writing, so that they can be easily rearranged for group work as needed; simultaneous translation booths and equipment are installed in the classroom. Internet is available in the entire educational building. The e-environment *Moodle* is available for studies, which is used for distribution of study materials, submission of study papers, examination and analysis. *Moodle* is an e-environment tool that provides the input of marks.

DU support staff are also actively involved in the implementation of the study programme.

Administrative secretaries in the departments of the Faculty of Humanities, whose tasks are:

- participate in the provision of the study process of AMSP "Philology and Language Practices", help the head of the department to monitor the management issues;
- correct design, storage and circulation of the department's record-keeping documents related to the organization and implementation of the study process, including the entry of information related to the implementation of AMSP "Philology and Language Practices" into the DUIS system; entering student success indicators (final examination protocols and results) into DUIS;
- take care of maintaining the inventory, technical and other teaching aids in working order, monitor the material values necessary in the study process;
- carry out computer printing works related to the work of the department;
- issue literature and methodical materials from the funds of the libraries of the departments and centres to students and lecturers;
- submit proposals for improving the work to the head of the department;
- participate in the organization of conferences, meetings and seminars of the academic staff and students of the department;
- to provide consultations on the design of master's theses;
- participate in the organization of the department's student attraction events for school learners (contests, intellectual games, etc.);
- ensure communication between the DU administration, academic staff of the departments and students, including incoming mobility lecturers and students, as well as foreign guest / visiting lecturers;
- provide DU students and staff with necessary information related to the study process.

Computer network administrator of the Faculty of Humanities, whose tasks are:

- administer computer networks, including computer equipment, applications and all types of configurations; provide technical and advisory support to users, as well as coordinate access to the computer network and its use;
- ensure the work of technically equipped auditoriums and auditoriums with simultaneous translation equipment and VCS (video conference system) during seminars, congresses, conferences, lectures, and the study process;
- to provide methodological assistance to the teaching staff, ensuring work in technically equipped auditoriums, linguaphone classroom;
- to cooperate with service organizations in matters of equipment repair, warranty, control the execution of repair works;

- cooperate with the Department of Information and Communication Technologies (<https://du.lv/par-mums/struktura/informacijas-un-komunikaciju-tehnologiju-dala/> (available only in Latvian) of DU, which ensures the efficient use of information technologies, computer software, computer equipment, computer networks of Daugavpils University.

DU Student Service Centre, the main task of which is to inform students of Daugavpils University about current issues, as well as providing consultations and services. Functions of the Student Service Centre:

- issue certificates to students (to the bank, the State Revenue Service and other institutions testifying that one is a student of DU, as well as certificates for academic leaves, development and defence of bachelor's and master's theses, etc.), signed study agreements;
- advise students on issues related to the study process, extracurricular activities and student hotels;
- participate in organizing informative events (career days, educational exhibitions, etc.);
- accept, collect students' proposals and pass them on to the appropriate structural units.

Duties of the **DU Library** (<https://du.lv/par-mums/struktura/biblioteka/par-biblioteku/> (available only in Latvian):

- provide prompt and high-quality librarian, reference, bibliographic and informational services;
- to create the collection of the Library in accordance with DU study programmes and fields of scientific activity, register, maintain and preserve it;
- systematize, catalogue and register printed works and other documents;
- ensure the public availability and use of printed works and other documents in the Library collection;
- to create collections and databases of the works by the DU academic staff and students, doctoral theses defended at DU;
- prepare bibliographic indexes of works published by the DU academic staff;
- provide interlibrary loan services;
- consult the users on matters of using the Library and obtaining information;
- promote science communication;
- analyse user requests and refusals.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

The sources of funding are state funding (state-funded budget places and students' personal funding). The number of state-funded budget places in the programme is 10. The tuition fee for studies in the AMSP "Philology and Language Practices" is 3200 EUR (for two years).

Costs per student are calculated by the head of the Finance and Accounting Department of DU, based on the calculations submitted by the study programmes on the provision of the study programme (number of teaching staff, positions held, amount of credit points) and regulatory documents of financial calculations (table 3.3.3).

Table 3.3.3. Costs per student in the academic Master's study programme "Philology and Language Practices"

No.	Specification	Sum (EUR)
1.	Salary fund per student	1799.26
2.	Employer's SSIMC 24.09% per 1 student	433.44
3.	Costs of business trips per 1 student	29.17
4.	Services per 1 student	99.87
5.	Costs of materials, energy resources, water and inventory per 1 student	97.47
6.	Cost of purchasing books and magazines per 1 student	34.25
7.	Equipment purchase and investment costs per 1 student	34.62
8.	For student social security per 1 student	187.22
	Total cost of 1 student	2715.30

The minimum number of students in the study programme to ensure profitability is 14 people (in both academic years) for studies in the Latvian language. The expenditure per student and the stated tuition fee for students studying in Latvian and English are the same. The expenditure per student in all the sub-programmes of the study programme are the same.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the

learning outcomes.

The lecturers of the Department of English Philology and Translatology of the Faculty of Humanities, the Department of Latvian Literature and Culture, the Department of Latvian Language, the Department of Russian Studies and Slavic Studies, the Department of Foreign Languages, the teaching staff of the Cultural Research Centre of the Institute of Humanities and Social Sciences, visiting lecturers are involved in ensuring the study process of the programme. The practical implementation of the AMSP “Philology and Language Practices” is led by the programme director Dr. philol. associate professor Elvīra Isayeva.

The recruitment of lecturers takes place in accordance with the *Regulations on academic* (https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APS_TIPRINATAIS.pdf - available in Latvian) and *administrative positions* (https://du.lv/wp-content/uploads/2021/12/Nolik_par_veles_admin_amatos_DU_27.01.2020.pdf - available in Latvian), as well as the minimum requirements set for applicants for academic positions, i.e., knowledge of the state language in accordance with the requirements of regulatory acts; knowledge of foreign languages at the level necessary for fulfilling the duties of an academic position; continuous improvement of academic and scientific qualifications. The other requirements differ depending on the specific academic position, for example, in order to apply for the position of docent, a Doctoral degree is required, while an associate professor must have considerable academic and pedagogical experience, a wide number of publications and experience in participating in scientific projects.

In order to ensure high-quality and innovative implementation of the study programme, several criteria are used for the selection of teaching staff to be involved. It is important that the study courses are conducted by qualified, scientifically and methodologically prepared lecturers, specialists in the specific field of study who use modern approaches in their work. The mandatory selection criteria are the compliance of the teaching staff's qualifications with the requirements set by the regulatory acts; the direction of scientific research corresponds to the content of the study programme or course, relevant publications; appropriate knowledge of the national language and foreign languages, as the study process can be implemented in foreign languages.

The AMSP “Philology and Language Practices” is implemented by:

- 6 professors and 5 associate professors mainly provide teaching of the mandatory theoretical courses;
- 12 docents deliver courses in sub-programmes and seminar classes of the mandatory part of the theoretical courses;
- 6 lecturers deliver courses in the acquisition of different languages.

All assistant professors have a doctor's degree, several lecturers are academically on the way to obtaining this degree.

Visiting lecturers are engaged in teaching the special courses in the sub-programmes, along with the elected lecturers whose native language is the profiling language of the given course. Thus, in accordance with the specifics of the course taught, the teaching staff with the appropriate qualifications have been selected.

The role of the university lecturer is changing, which is important in ensuring the quality of studies in order to promote students' acquisition of knowledge, skills and competence, therefore lecturers

support students in professional development by providing appropriate international mobility and participation in conferences and seminars. Lecturers provide informative, consultative and methodical assistance to students in their specialisation and scientific field on a daily basis, involve them in scientific projects and research according to their own qualifications, in order to help them achieve the learning outcomes.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

During the reporting period, the composition of the teaching staff in the scientific and academic field is continuously being renewed. Some teaching staff retired. The courses taught by them were offered to other lecturers whose scientific and professional level meets the established requirements. The number of lecturers with Doctoral degrees has increased. During the reporting period, two lecturers graduated from the DU Doctoral study programme “Linguistics and Literary Studies”, one of them has obtained a Doctoral degree in philology, and another is a candidate for a Doctoral degree. Currently, twenty-nine lecturers are involved in the implementation of the programme, twenty-three with a Doctoral degree in philology, of which 6 are professors and five associate professors, 12 docents and 6 lecturers. Seven lecturers are experts of the Latvian Council of Science in the field of the Humanities and Arts (Linguistics and Literary Studies), two of them are also experts of the Latvian Council of Science in the field of Social Sciences.

During the reporting period, the teaching staff of the AMSP “Philology and Language Practices” actively used ERASMUS+ mobility opportunities. The number of lecturers who teach classes and go to foreign partner universities for exchange of experience will increase, thus broadening their horizons and deepening their knowledge both of languages and of the researched scientific topic. The academic staff regularly participates in consultative discussions with colleagues from different countries, cooperates with profiling departments in the field of science to obtain empirical data for research works, make joint publications, participate in organised scientific seminars and conferences. By implementing such academic activities, the achievement of learning outcomes is promoted, the involved teaching staff share their knowledge with the acquired international scientific experience and contribute to the improvement of the scientific potential of Master’s students.

It can be concluded that during the reporting period, the teaching staff involved in the programme are focused on professional development and continuous improvement and development of the quality of the courses taught. The qualification of the academic staff involved in the implementation of the study programme corresponds to the achievement of the learning outcomes envisaged in the study programme, as well as to the implementation of DU goals and tasks. The teaching staff are professionals (judges, notary lawyers, lawyers) in their field of science, who have certified their competence in the research related to their field of expertise and the use of e-environment in the study process, as well as participated in international projects and developed teaching aids and materials.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in

Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The concept of the AMSP “Philology and Language Practices” is aimed at the internationalization of higher education, where the mechanism of providing educational services becomes international in nature. Today, the process of internationalization of higher education includes mobility of students and teaching staff, updating of programmes and curricula, cooperation in research through open and distance learning, regional and international cooperation of institutions and other activities. The opportunity to study given to students from America, Italy, Poland, Great Britain in the Master’s programme and their participation in joint scientific and academic events is possible thanks to international cooperation with colleagues.

The teaching staff cooperates with each other in improving the programme. The basis of the elaboration of each study course is the evaluation of the results of the study programme and their coordination with the results of a specific course. The exchange of information between teaching staff takes place individually or through the programme director. When improving or renewing the content of the study course, the teaching staff are acquainted with the content of other study courses and the methods used by the lecturer in order to avoid content overlap, while at the same time emphasizing current topics that contribute to the achievement of common results. For example, the following has been created in the programme: a module *Pragmatic aspect of the field in the sub-programmes* with two sub-modules: Philology and didactics and Applied aspects of philology. The content of the study courses (*Linguistic aspects of language acquisition, Discursive practices in modern linguistics, Translation practice, Linguistic expertise*) in the mentioned sub-modules in Latvian studies, English studies, Russian studies were elaborated by the directors of the

sub-programmes together with the lecturers in order to achieve a unified, common understanding of current problems in the specific scientific field, as well as to provide students with a clearer understanding of different methodologies and concepts. The ratio of the number of students and teaching staff within the study programme (at the time of submitting the self-evaluation report) is 1:1.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1.2.AMSP_Diploma and supplements.zip	3.1.2.AMSP_diploma_un_pielikumu_paraugi.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	3.1.2.Summary of the opinion of the Council of Higher Education.pdf	3.1.2.AIP_atzinums_Mg_fiol_250.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	3.1.4.AMSP_Number of students.pdf	3.1.4.AMSP_Filologija un valodu prakses_studejoso_skaitis.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1.AMSP_Compliance with State education standard.pdf	3.2.1.AMSP_Filologija un valodu prakses_atbilstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2.1.AMSP_Mapping of the study courses.pdf	3.2.1.AMSP_studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	AMSP_plan_EN.pdf	AMSP_plans_LV.pdf
Descriptions of the study courses/ modules	3.2.1.AMSP_Phylo_Descript_of_study_courses.zip	3.2.1.AMSP_Filologija_un_valodu_prakses_Kursa_apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4.AMSP_Academic_Practice_Regulations.pdf	3.2.4.AMSP_Akademiskas_prakses_nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	II_2.3.7.STATEMENT_compliance_with_the_University_Law_AMSP_Philology.docx	Apliecinājums par atbilstību Augstskolu likumam (AMSP Filologija un valodu prakses).edoc