



**UNIVERSITY OF LATVIA**



**LATVIJAS  
UNIVERSITĀTE**

# **STUDY PROCESS DEVELOPMENT PLAN 2030**

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# ABOUT THE DOCUMENT

## Legal and policy framework

- developed in accordance with Article 15.1 of the Law on Higher Education Institutions,
- approved by the UL Senate on 26 June 2023,
- based on the Latvian Education Development Guidelines 2021-2027 "Skills for the Future Society",
- grounded in the UL Strategic Specialisation, the mission set out in the UL Constitution.

## Objectives of the Plan

- to identify strategic clusters of study programmes and to formulate priority directions for the development of study programmes and lifelong learning in the medium and long term up to 2030,
- to define the key resources required for the implementation and development of studies and lifelong learning, and the most efficient form of financing, organisation and management.

## Place of the Plan in the hierarchy of strategic planning documents

Study Process Development Plan 2030 → Strategy 2021-2027 → Faculty Strategies → Functional level strategies → Development plans of study directions/programme clusters

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<sup>1</sup> **Lifelong learning** includes educational programmes and other learning activities (e.g. courses, seminars, summer schools, etc.) that enable an individual to acquire new or upgrade existing knowledge, skills and competences and to assess and validate existing ones (e.g. aptitude tests, language exams, etc.).

# REFERENCE POINT - UL 2022

## UL MISSION STATEMENT

### MISSION

The mission of the University of Latvia is expressed in its motto "For Science and the Fatherland".

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

### VISION

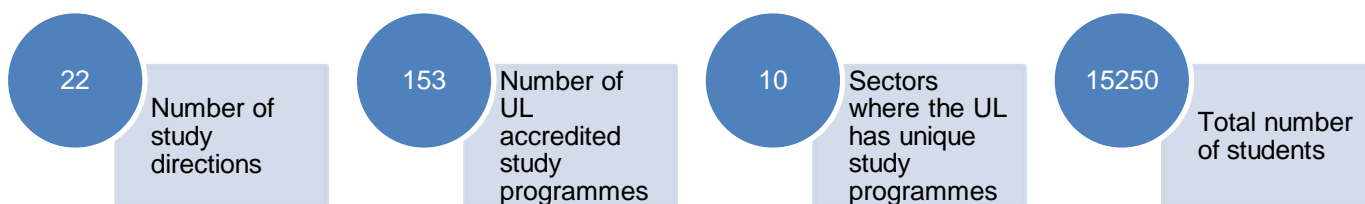
Space for excellence, environment for development, time for responsibility.

The UL is a science university with a high international reputation. The UL builds an outstanding interdisciplinary, open and innovation-oriented work and study environment. The UL activities contribute to the sustainable development and economic transformation of Latvia.

### VALUES

University family, commitment to excellence, science-based development, openness, cooperation, academic freedom.

## STUDY AND LIFELONG LEARNING INDICATORS



### Number of students:

11062 in first-level and undergraduate programmes  
2322 in higher-level study programmes  
445 in residency programmes  
644 in doctoral study programmes

Number of persons obtaining qualifications/degrees: 3159

Employment rate of UL graduates - 85.65% (national rate - 82.22%)

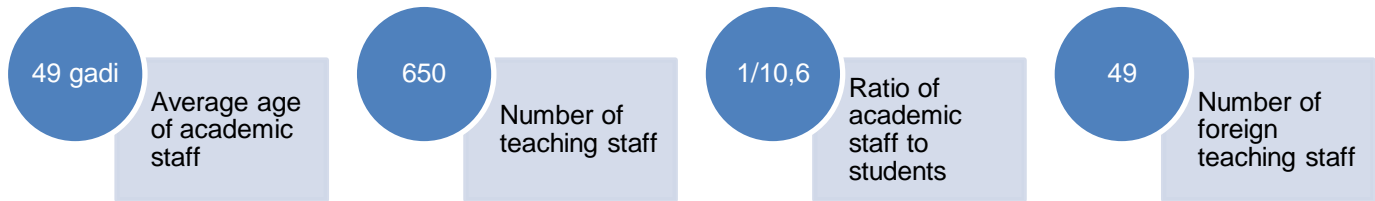
Average remuneration for Bachelors - 16 707 EUR/year (national average - 16 599 EUR/year)

Average salary for Masters - 24 658 EUR/year (national average - 26 211 EUR)

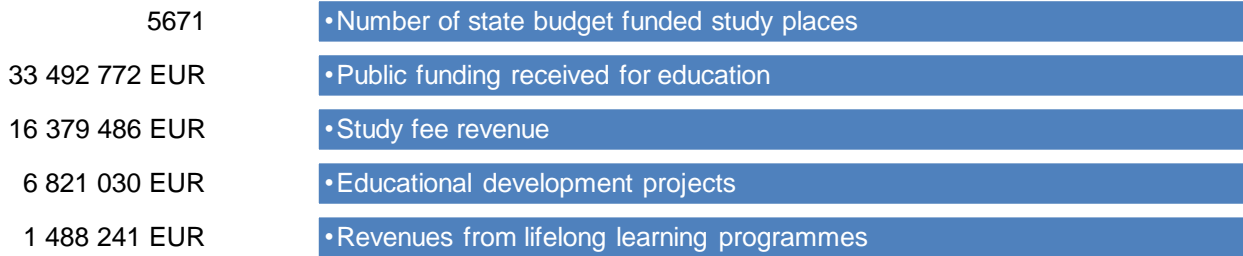
Ministry of Education and Science data on 2020 graduates in 2021

Number of lifelong learning activities - 160  
 Number of new lifelong learning programmes - 70  
 Number of persons who have received a UL certificate for a lifelong learning programme - 14024

## STAFF PERFORMANCE INDICATORS

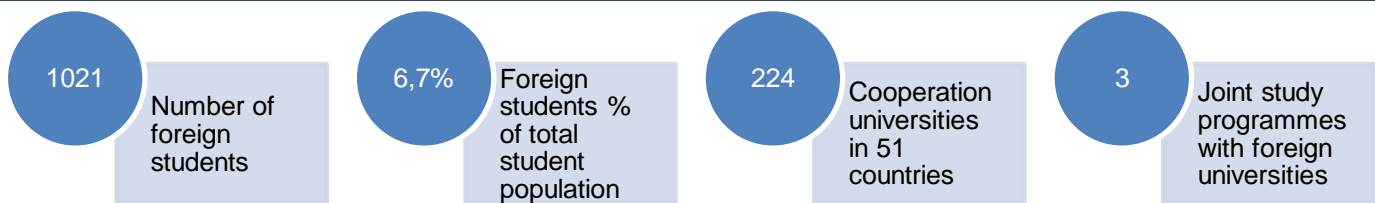


## FINANCIAL INDICATORS



## THE UL POSITION INTERNATIONALLY AND NATIONALLY

801<sup>st</sup> -1000<sup>th</sup> in Times Higher education World University Rankings  
 1001<sup>st</sup> -1200<sup>th</sup> in QS World University Rankings  
 40<sup>th</sup> in QS EECA University Rankings



# DESCRIPTION OF HIGHER EDUCATION ENVIRONMENT

## Global trends in higher education

- **Shifts from the traditional higher education (HE) model to new models that meet future demand**

Demographic trends (ageing population, increasing life and employment expectancy), technological developments, climate change (sustainability and regenerative approaches), economic (declining public funding for HE, student readiness to pay, debate on investment returns, democratisation of HE) and other factors will continue to influence changes in higher education worldwide.

- **Increasing and fiercely competitive conditions**

Expanding range of student and lifelong learner audiences through distance learning/learning. Emergence of new competitors - the development of the platform economy alternative offer. Increasing role of strategic partnerships (university alliances) in ensuring competitiveness.

- **Changes in demand**

- Student as consumer/customer - convenience, planning, flexibility, personalisation and quality of study offerings are important to ensure study at a time, place and in a form that is convenient for the student. Learning, customer and personalised experiences play an important role in the overall student experience at university,
- Personalisation/individualisation (according to the stage of life, career needs) - demand for shorter, lower-intensity study programmes, individual study courses,
- Demand for lifelong learning - long-term relationship between the student and the HE institution (updating knowledge, professional development, career change, etc.). The reliability and accessibility of the offer, the flexibility of the delivery organisation are important,
- Decreasing physical mobility of international students (quality improvement in India, China, etc., sustainability aspects, geopolitical instability).

- **Changes in the form and content of studies and lifelong learning**

- Dominance of digital and distance solutions (replacing traditional lectures as the most cost-effective), hybrid forms - distance study/learning combined with face-to-face solutions (expensive and certain strong university brands will continue to provide mainly face-to-face studies),
- Technological solutions for personalised learning (virtual and augmented reality, simulations),
- Competency-based education that provides knowledge and skills needed for the professions of the future. Active forms of learning (not lectures), including the "flipped classroom", experiential learning (learning by doing) and forms of learning integrated into the workplace and formative assessment approaches. Emphasis on skills relevant in changing contexts - social skills, emotional intelligence, cooperation, communication, adaptability, etc.,
- Universities as platforms for cooperation and entrepreneurship - cooperation with the public sector and enterprises for tackling applied problems (incubators, social entrepreneurship, etc.),
- Universities should provide an environment that (1) enables academic staff, students and everyone involved in studies and lifelong learning to be prepared to operate in a new and

changing technological environment; (2) provides a multidisciplinary approach in line with career and research needs; (3) reinforces the introduction of new teaching models and continuous learning.

- **Changes in the internal governance of institutions**

- To respond dynamically to the wide range of study, research, innovation and other challenges that are on the agenda of higher education institutions today, there is a trend towards major changes in internal governance in favour of larger but more autonomous units. This typically includes the autonomy of larger units both financially and in terms of decision-making.

- **Integrating sustainability into all HE processes, from study and research content to operational processes.**

# DEVELOPMENT VISION 2030

## UL: University of the Future

- A strong, forward-looking, interdisciplinary, internationally recognised and valued classical university, rooted in strong historical traditions - an opinion leader that values people and sustainability,
- an open, equitable, dynamic environment for each individual to fulfil their potential,
- equally competitive physical and virtual space: state-of-the-art laboratories, piloting and prototyping facilities, innovation centres on the UL campus, as well as a sustainable and cyber-secure virtual university: a learning environment accessible and tailored to any individual, based on modern technologies, created in the ecosystems of a science university,
- a co-creation platform: an environment for collaboration and socialisation, research, idea generation and implementation, learning new skills, shaping public discourse - a bridge between policy makers, industry, NGOs, for the growth of the social and economic well-being of the region, with social and public impact as a priority,
- a human-centred, technology-driven environment for innovation.

## Future student

- An agent of change, a solver of global challenges;
- analytical, critical, systemic and innovative, a sustainable thinker, creative, open-minded, with a holistic and integrated perspective on complex problems, adaptable;
- a student who is aware of their role in the UL ecosystem and in the world, and equipped with know-how and digital, mathematical, financial, cultural, social and legal literacy;
- valuing active learning and lifelong learning.

## Future lecturer for studies and lifelong learning

- A knowledge transfer agent. An outstanding, emotionally and socially intelligent, adaptive, sustainable thinker, an industry and opinion leader, internationally competitive and building a support system to develop each individual's capabilities;
- creates a dynamic, open, value-driven (humanity, well-being, sustainability, diversity) learning environment - data-driven teaching and learning; studies and lifelong learning based on case studies and real-life examples. Research, innovation and work-based learning and lifelong learning tailored to the individual; project-based studies and lifelong learning,
- part of the science, research and innovation ecosystem of the UL.

## Study development directions

- The UL gives priority to higher-level studies, professional programmes leading to higher-level qualifications, Master's and doctoral programmes,
- The UL develops new forms of study, innovative approaches and study methods, providing the necessary resources for them,
- The UL creates new study programmes, including by merging existing ones, to offer students more freedom to design their own study content (the *major/minor* system),



- The UL promotes the development of existing study programmes with new sub-programmes and interdisciplinary modules,
- The UL strives to create a study offer that not only addresses problems at the level of a narrow specialisation, but also provides the student with comprehensive competences and interdisciplinary opportunities in the chosen academic field,
- The UL promotes the implementation of "open" study courses for different target audiences,
- In close cooperation with professional organisations and employers, the University maintains and develops professional study programmes for the acquisition of regulated professions and professional qualifications.

## Lifelong learning development directions

- Competitive and high-quality lifelong learning provision that ensures the acquisition of skills and competences needed for the future labour market,
- Life-long learning contributes to the implementation of the key operational and institutional development directions set out in the UL Strategy,
- Synergy of studies - flexible study paths, student-centred approach,
- Cooperation with external partners in the development of study programmes thus contributing to public education and economic development in cities and regions.

## Overall priorities

- **Sustainable development.** The UL is a model of responsible action and a leader in changing attitudes and behaviours that contribute to sustainable development both within the university and in Latvia as a whole. Sustainable development is one of the fundamental conditions that guide the activities of the University of Latvia - studies, research, organisational development, administration and cooperation with partners.
- **Transversal competences.** The development of transversal competences of the UL students is considered to be an important learning and lifelong learning outcome. In the implemented study and lifelong learning programmes, the transversal competences of students are developed and improved:

<b>Digital competence</b>	- relates to behaviours using information, communication technologies and digital media to communicate effectively, manage information, collaborate, create and disseminate knowledge in one's professional and/or study activities.
<b>Innovation competence</b>	- drives social impact, public good and economic prosperity at the UL; develops students' knowledge, skills and attitudes necessary for useful, effective improvements or innovations and their long-term implementation. The content of the course programmes includes tasks that develop and enhance creativity, critical thinking, self-directed initiative, networking and teamwork.
<b>Entrepreneurial competence</b>	- describes the ability to see opportunities and to generate, implement ideas by mobilising and effectively using necessary resources to achieve goals that range from personal development to active participation in social processes and the labour market.
<b>Civic competence</b>	- knowledge, values and skills that strengthen understanding and exercising of civic rights and responsibilities; knowledge and use of the principles of democratic society; community involvement and civic agency.
<b>Global competence</b>	- the ability to make decisions in a global environment, while appreciating diverse perspectives and world views, to interact with people from different cultures and to work for the collective good, promoting sustainable development.

- According to the specifics of Latvia's RIS3 fields of specialisation, the **transversal competence relevant to each field** are developed, e.g. in ICT - digital, innovative, entrepreneurial, research, communication, critical thinking, human relations, leadership, planning, problem solving skills; in Bioeconomics - not only highly specialised knowledge, but also such competences as innovation, interdisciplinary teamwork, global and sustainable solutions, digital, entrepreneurial, innovative, research and civic competence.

# BASIC PRINCIPLES AND PREREQUISITES FOR PLAN IMPLEMENTATION

## Development of learning environment

- The UL continues the development of the Academic Centre as a single environment for studies and research, promoting cooperation, concentration and sharing of resources.
- The UL ensures a research environment that is welfare-oriented, inclusive and equitable.
- The UL administrative system is designed with a focus on its students and academic staff, with a view to the future UL structure, evaluating the effectiveness of the implementation of “one-stop shops”, i.e. shared service centres, and by introducing modern digital services.
- The UL sets high standards of academic and communication ethics and integrity and ensures that they are upheld. Plagiarism and fabrication of data are unacceptable practices in an academic environment,
- Study programmes are clustered<sup>2</sup> (Annex 1). The organisation of doctoral programmes is carried out within the framework of the Doctoral School, and the principles of their organisation are defined in the UL Scientific Activity Development Plan.
- The UL develops and maintains a funding system for study programmes which meets the basic needs of study programmes and ensures their existence.

## Development of lifelong learning

- The UL expands its lifelong learning offer in line with the requirements of the labour market and forecasts of future skills and labour market needs, while developing an offer tailored to individual needs.
- The UL promotes access to lifelong learning through distance learning platforms and other digital and innovative tools, ensuring the quality of educational content.
- Effective governance is a clear and manageable organisational structure for the delivery of lifelong learning.
- Lifelong learning in synergy with studies offers personalised offers for the development of knowledge, skills, competences:
  - enabling students to follow flexible study pathways (modules, validation, micro-certificates, etc.), thus, promoting a student-centred approach and the possibility to return to studies at later stages,
  - enabling potential students to build on their existing knowledge in order to facilitate their integration into the study process,
  - offering graduates the opportunity to acquire new or broaden/deepen existing knowledge, skills and competences in their chosen field of interest, while generating interest in further studies.
- Contributing to the achievement of the UL strategic objectives (of operational and institutional development) and horizontal priorities, the UL develops an educational offer for the professional development and support of academic (including scientific) and administrative staff.
- The implementation of existing and development of new lifelong learning programmes and services ensures continuous quality improvement and contribute to the implementation of horizontal

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<sup>2</sup> **Clusters of study programmes** combine related study programmes at one level and/or complementary study programmes at several levels.

priorities, such as sustainable development, digitisation, transversal skills development, and internationalisation.

## External cooperation links

- The UL plays a growing role in the European University Alliance FORTHEM, as well as a leading role in cooperation with international leaders in various fields.
- The UL promotes short- and long-term cooperation with other higher education institution and research institutes in Latvia to address specific challenges (building "ecosystem"), including through the implementation of *External Consolidation* as foreseen in the reform of higher education.
- Sustainable development in all its dimensions is a UL priority and its driving force. The UL involvement in the international Eco-Schools programme and university sustainability assessment and certification systems requires international and local cooperation, innovative solutions, and a change in habits and attitudes. The UL is an active partner in Baltic and Northern European cooperation on sustainability. The UL promotes that its cooperation partners also respect the principles of sustainable development.
- The UL contributes to the expansion of its international network by raising the profile of the University and providing students and, as a modern and innovative university, providing its staff with international mobility opportunities.

## Governance

### *Internal consolidation*

- The UL is developing an internal consolidation plan to tackle fragmentation and promote greater collaboration, particularly within a single strategic specialisation.
- The UL academic potential is consolidated in multidisciplinary Faculties (institutions) and schools (associations of institutions) in order to promote interdisciplinary cooperation, unity of scientific activities and studies, flexibility of study content, use of common study courses and models in related study programme clusters, forming their compulsory (major) part, study of additional specialisation modules (minor part) in accredited study programmes, efficient and sustainable use of UL resources.
- As a result of the consolidation, the division of functions between the Administration and the newly created Faculties is being reviewed to ensure that administrative processes are less bureaucratic and more expeditious.
- Following global trends, new faculties are provided with a sufficient level of autonomy, both financially and in terms of strategy development, thus promoting sustainable development opportunities, reducing bureaucracy and streamlining governance.

### Study programme clusters

- The University is developing a regulatory framework to move from the management of individual study programmes to the management of clusters of study programmes.
- Study programme clusters are established to ensure the acquisition of complementary, sequential knowledge, skills and competences at different levels of study, to avoid duplication of content between study programmes, to ensure uniform management and quality assurance of one study programme cluster and to streamline resource management.
- Faculties and their departments are responsible for the implementation of their study programme clusters.

## Quality assurance

- The UL ensures a high quality assessment of its study programmes in accreditations.
- The UL contributing to the promotion of more and more study programmes for sector-specific international quality assessments/labels.
- The UL ensures a full and timely flow of information necessary for the performance of job duties, fostering motivated and efficient teamwork.
- The UL sets clear criteria for the life cycle assessment of study programmes and provides a clear mechanism for managing the study offer.
- The UL continues to develop the annual self-assessment of study fields/programme clusters and the review of the implementation of development plans as a key element of the study quality assurance system by investing resources in data processing and analysis processes.
- Collegial institutions take more responsibility for strategic decision-making.
- The UL continues to develop its stakeholder representation mechanism, as set out in the Quality Policy, to ensure equal opportunities for participation in and feedback on quality assurance and its development at the UL.
- The UL continues to foster a culture of quality and an internal staff attitude towards quality, a commitment to continuous improvement in the quality of its operations and key processes while meeting new challenges and striving for excellence.
- The UL continues to improve the study support system to prevent and reduce drop-out.

## Capacity building

### Introducing a new academic career model at the UL, strengthening the link between studies and science

- The UL is developing an internal normative basis for the introduction of a new academic career model at the UL, including the introduction of a tenure system based on the loyalty of academic staff to the UL.
- The UL is compiling a draft list of sectoral groups and fields (Annex 2) in which the UL shall establish university professorships<sup>3</sup> and tenured professorships.<sup>4</sup>
- The number of academic positions in scientific fields, excluding university professors and tenured professors, is determined by the newly founded Faculties and based on financial possibilities, areas of strategic specialisation, established clusters of study programmes and the number of state-subsidised study places in them, and the existing areas of scientific activity at the UL,
- New academic staff positions are created taking account of financial resources and aiming to develop new research directions or new clusters of study programmes.

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<sup>3</sup> **University professor** - a full-time (although there may be exceptions) professor employed by the University of Latvia and responsible for the study and research activities in a particular field (subfield of science) at the university level. A university professor has an employment contract for academic work that does not distinguish between study, research and administrative work. Both existing professors and leading researchers at research institutes may apply for the post of university professor. A university professor may be involved in scientific projects and remunerated accordingly.

<sup>4</sup> **Tenured professor** - a professor at the UL in an area of strategic importance for the development of the UL, selected through an international competition (not excluding existing university professors) and complying with higher requirements, e.g. in terms of funding, publications, Hirsch index. Tenured professors are higher paid than university professors. Additional funding for a tenured professor can only come from international projects or commercialisation. The introduction of tenured professorships at the UL is funded externally.

- The new academic career model includes not only full-time positions (study- or research-oriented), but also practice-oriented positions that allow for combining jobs within and outside the UL.

## **Funding**

- The State budgetary allowance for studies is used on a common basis to implement the programme clusters outlined in the curriculum, ensuring that their quality and the staff involved are in line with the costs foreseen for a scientific university.
- The UL establishes an internal procedure for the distribution of funding to the newly established faculties, following best practices, including funding incentives in line with the promotion of external funding and the priorities of the UL Strategy. The procedure includes basic principles for the use of funding by the Faculties, while ensuring a high degree of autonomy,
- Consistent with the priorities of the UL strategy, specific grant programmes that go beyond Faculties, such as for the development of lifelong learning and student-centred education, are developed from centralised funds.
- The UL and the newly created Faculties ensure a transparent use of funds.
- Inter-institutional settlements are minimised.
- The UL establishes a system for the provision of infrastructure and facilities. A transparent and justified mechanism for its financing is established, which promotes its efficient use.

## **Prerequisites for implementing the Development Plan**

1. Consistent implementation of the tasks set out in the Development Strategy of the University, integrating the priorities of the Study Process Development Plan.
2. Public funding for studies in line with the true cost of studies, and the introduction of an institutional funding model.
3. Removing barriers related to institutional fragmentation to enhance cooperation in studies and lifelong learning.
4. Appropriate changes to Latvian laws and regulations.

## Draft list of UL study programme clusters

1. English and European Languages
  - a. English, European Languages and Business Studies BSP
  - b. English MSP
2. Anthropology
  - a. Cultural and Social Anthropology BSP
  - b. Cultural and Social Anthropology MSP
3. Medicine, Dentistry and Epidemiology
  - a. Medicine 2<sup>nd</sup> Level PSP
  - b. Epidemiology and Medical Statistics MSP
  - c. Dentistry 2<sup>nd</sup> Level PSP
4. Asian and Intercultural Studies
  - a. East-West Intercultural Studies BSP
  - b. Asian Studies BSP
  - c. Asian Studies MSP
5. Library Science and Information Management
  - a. Information Management BSP
  - b. Library and Information Science MSP
6. Biology and Biotechnology
  - a. Biology BSP
  - b. Biotechnology and Bioengineering BSP (joint programme with RTU)
  - c. Biology MSP
7. Labour Protection
  - a. Occupational Health and Safety 1<sup>st</sup> Level PSP
  - b. Occupational Health and Safety PBSP
  - c. Occupational Health and Safety PMSP
8. Computer Science
  - a. Programming and Computer Network Administration 1<sup>st</sup> Level PSP
  - b. Computer Science BSP
  - c. Computer Science MSP
9. Economics
  - a. Economics BSP
  - b. Economics MSP
  - c. Financial Economics PMSP
10. Pharmacy
  - a. Pharmacy BSP
  - b. Pharmacy MSP
11. Philosophy
  - a. Philosophy BSP
  - b. Philosophy MSP
12. Physics
  - a. Physics BSP
  - b. Physics MSP (joint programme with DU)
13. Accounting and Audit
  - a. Accounting, Analysis and Audit BSP
  - b. Accounting and Audit MSP
14. Geography, Geology, Geoinformatics and Spatial Development

- a. Geography BSP
  - b. Geology BSP
  - c. Geography MSP
  - d. Geology MSP
  - e. Geoinformatics PBSP
  - f. Spatial development planning PMSP
15. Educational Science and Technology
- a. Education Sciences MSP
  - b. Technological Innovations and Design for Education MSP
16. Communication Science
- a. Communication Science BSP
  - b. Communication Science MSP
17. Chemistry
- a. Chemistry BSP
  - b. Chemistry MSP
18. Latvian Language, Literature and Folklore
- a. Latvian Studies BSP
  - b. Latvian Language, Literature and Culture Studies MSP
19. Art
- a. Art PBSP
20. Nursing and Radiography
- a. Nursing PBSP
  - b. Radiography PBSP
  - c. Nursing MSP
21. Mathematics and Statistics
- a. Mathematics BSP
  - b. Mathematician Statistician PBSP
  - c. Mathematics and Data Science MSP
22. Medicine (residency)
- a. Medicine (residency)
23. Optometry
- a. Optometry BSP
  - b. Clinical Optometry PMSP
24. Pedagogy
- a. Teacher PBSP
  - b. Teacher 2nd Level PSP
25. Preschool and Primary School Teacher
- a. Preschool Teacher 1st Level PSP
  - b. Primary School Teacher PBSP
26. Politics and Diplomacy
- a. Political Science BSP
  - b. Diplomacy MSP
  - c. Political Science MSP
27. Psychology
- a. Psychology BSP
  - b. Psychology PMSP
28. Social Work
- a. Social Work PBSP
  - b. Social Work PMSP
29. Sociology
- a. Sociology BSP



- b. Sociology MSP
- 30. Sports Science and Nutrition
  - a. Sports Science MSP
  - b. Nutrition MSP (joint programme with RSU and LULST)
- 31. Sports
  - a. Sports Coach 1<sup>st</sup> Level PSP
  - b. Sport, Technology and Public Health BSP
- 32. International Business and European Studies
  - a. International Economics and Commercial Diplomacy BSP
  - b. European Studies and Economic Diplomacy MSP
  - c. International Business PMSP
- 33. Theology and Religious Studies
  - a. Theology and Religious Studies BSP
  - b. Theology and Religious Studies MSP
- 34. Law
  - a. Pre-Trial Investigation PBSP
  - b. Law BSP
  - c. Pre-Trial Investigation PMSP
  - d. Law PMSP
  - e. Law and Organisation Management MSP
- 35. Management Science
  - a. Business Management BSP
  - b. Industrial Engineering and Management PBSP
  - c. E-business Management PBSP
  - d. Financial Management PBSP
  - e. Project Management PMSP
  - f. Company Management MSP
  - g. Management Science MSP
- 36. Linguistics, Literary and Cultural Studies
  - a. Philology BSP
  - b. Linguistics, Literary Studies and Regional Cultural Studies MSP
- 37. History and Archaeology
  - a. History and Archaeology BSP
  - b. History and Archaeology MSP
- 38. Environmental Science
  - a. Environmental Sciences BSP
  - b. Cultural Heritage BSP
  - c. Environmental Sciences MSP

# Initial list of groups of scientific disciplines and branches of science that establish university professorships

## Groups of scientific disciplines and branches of science

### 1. *Natural Sciences, including,*

- 1.1. Biology
- 1.2. Computer Science and Informatics
- 1.3. Physics, Astronomy and Material Science
- 1.4. Chemistry
- 1.5. Mathematics, Statistics and Data Analysis
- 1.6. Earth Sciences, Physical Geography and Environmental Sciences

### 2. *Humanities and Arts*

- 2.1. Philosophy, Ethics and Religion
- 2.2. Linguistics, Literary and Folklore Studies
- 2.3. History and Archaeology

### 3. *Medical and Health Sciences*

- 3.1. *Basic Medical Sciences*
- 3.2. *Clinical Medicine*
- 3.3. *Health and Sports Science*

### 4. *Social sciences*

- 4.1. Economics and Business
- 4.2. Education Sciences
- 4.3. Media and Communication
- 4.4. Political Science
- 4.5. Psychology
- 4.6. Social and Economic Geography
- 4.7. Social Work
- 4.8. Sociology and Anthropology
- 4.9. Law