

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"

Riga Technical University

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1. Information on the Higher Education Institution/College

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

Riga Technical University was founded in 1862 as Riga Polytechnic, later Riga Polytechnic Institute, and is the oldest technical university in the Baltic States. Following the restoration of the Republic of Latvia in March 1990, Riga Polytechnic Institute was renamed Riga Technical University (RTU). Over years RTU has become the leading centre of higher engineering education and science in Latvia, obtained a positive assessment of international experts and has been accredited by the Supreme Education Council of the Republic of Latvia. RTU values include sustainable development, quality, openness and cooperation, creativity, academic freedom, motivation to explore and discover. Until 2024 there were nine faculties at RTU (Faculty of Architecture; Faculty of Civil Engineering; Faculty of Computer Science and Information Technology; Faculty of E-Learning Technologies and Humanities; Faculty of Electronics and Telecommunications; Faculty of Electrical and Environmental Engineering; Faculty of Engineering Economics and Management; Faculty of Mechanical Engineering, Transport and Aeronautics; Faculty of Materials Science and Applied Chemistry). Since 2024 an academic and scientific staff of approx. 1,200 people work at four faculties (Faculty of Construction and Mechanical Sciences, Faculty of Natural Sciences and Technologies, Faculty of Computer Science, Information Technology and Energy, as well as Faculty of Engineering Economics and Management), at the Institute of Architecture and Design, four RTU Study and Science Centres in Cēsis, Liepāja, Ventspils and Daugavpils, and structural unit Latvian Maritime Academy, carrying out high-quality academic activities and scientific research at a contemporary level. RTU is the second largest university in the Republic of Latvia in terms of student number and has educated and trained more than 160,000 graduates in total.

On 1 March 2024, Liepaja University was added to RTU, becoming as structural unit Liepaja Academy (hereinafter RTU LA) . With this addition, RTU took over several new study fields and study programmes.

RTU carries out active study and research work, acquiring new partners worldwide, working together on project implementation, student exchange and the development of joint study programmes. Active development of a student campus is underway in Ķīpsala, where new faculty buildings are being built, while those built during earlier years are getting a new look, modern content and design. Many research and scientific projects are being carried out in cooperation with RTU partners, which result in both new patents and successful business activities. RTU successfully develops cooperation to strengthen its role in the development of higher engineering education in the world and in the development of Latvia.

RTU has defined its mission - we are building a competitive, educated, innovative and creative future, the vision - an internationally competitive, dynamic and modern university of science and technology.

Accredited RTU study fields and number of study programmes in May 2024:

Study field	Number of study programmes

Architecture and Construction	18
Economics	3
Energy, Electrical Engineering and Electrical Technologies	8
Physics, Materials Science, Mathematics and Statistic	5
Internal Security and Civil Defence	5
Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science	31
Chemistry, Chemical Technology and Biotechnolog	5
Mechanics and Metalworking, Thermal Energy, Thermal Engineering and Mechanical Engineering	30
Manufacture and Processin	4
Translation	2
Management, Administration, Real Estate Management	25
Environment Protection	5
Transport Services	3
Education, Pedagogy and Sports	7
Arts	4
Social Welfare	2
Language and Culture Studies, Mother Tongue Studies, and Language Programmes	4
Health Care	1
Total:	162

*The academic bachelor study programme "Baltic Philology, Culture and Communication" (education classification code 43222) is not eligible for re-accreditation. It is integrated into the academic bachelor study programme "European Language and Culture Studies.

The offer of RTU study programmes is in compliance with the forecasts with regard to the needs of the labour market in both Europe and Latvia in the coming decade. RTU study programme offer ensures education and training of the specialists in information and communication technologies (ICT), engineering, management, services and humanities, for which a significant shortage in the labour market is predicted.

In recent years, the number of foreign students studying to obtain a degree or qualification in Latvia has increased. In addition, international student mobility growth is projected to continue

also in the future. RTU has great opportunities to further increase the number of foreign students. It also provides an appropriate offer of RTU study programmes in English – 20 Bachelor study programmes, 30 Master study programmes, and 10 Doctoral study programmes, moreover, this list is updated from year to year.

Dynamics of the number of students in RTU during the evaluation period:

Academic year	Total number of students
2013./2014.	14,452
2014./2015.	14,797
2015./2016.	14,997
2016./2017.	14,672
2017./2018.	14,322
2018./2019.	14,383
2019./2020.	14,006
2020./2021.	13,237
2021./2022.	13,326
2022./2023.	12,570
2023./2024.	13,066*

* In October 2023 at RTU tentatively 9,680 studied at undergraduate study programmes, 2,941 studied at graduate Master degree programmes and 445 – at the Doctoral study programmes.

The guiding principle of RTU Strategy for 2023–2027 is the proactive link between the activity of the university and the needs of the national economy, focus on high quality and effectiveness. The basis for the activity of RTU is the study process built on science, innovation and in cooperation with the industry, which ensures preparation of specialists required by the Latvian national economy, thus serving as a foundation for sustainable growth of Latvia. RTU's strategy for the new programming period is a consecutive continuation of the previous strategy of the university for 2021–2025. It has been developed in compliance with the objectives and priorities defined in Latvian development planning documents.

According to the National Development Plan for 2021–2027 of Latvia, fundamental changes are planned in the near future in four directions – Equal Rights, Quality of Life, Knowledge Society, and Responsible Latvia, in the achievement of which a high-quality study process, excellent research, as well as sustainable innovation and commercialization activities play an important role, which are important elements in RTU's vision to become an internationally competitive, dynamic and modern university of science and technology. Keynote of the RTU Strategy: High quality and effectiveness – proactive link between the activity of RTU and the needs of the national economy. RTU is one of the leading science and technology universities of the Baltic and Nordic region, which is acting based on a study system built on research, innovation and

cooperation with the industry. RTU prepares European and global-level engineers - leaders: developers of new technologies.

In order to implement RTU's vision to become an internationally competitive, dynamic and modern university of science and technology, RTU's strategy defines four main objectives for the next programming period, three of which are related to the implementation of basic university functions: excellent science, quality studies and sustainable valorisation. The fourth, institutional excellence, is related to the university support function and the development of internal governance in the six areas: digitalisation, sustainable development, effective financial and administrative action, internationalisation, communication and cooperation, human resources development. For all the objectives identified in the strategy define specific tasks to be performed and result indicators to make it possible to follow the implementation of the strategy so that RTU can realise its vision.

The implementation of the RTU Strategy is approved by a decision of the RTU Senate. Following the approval of the Strategy, RTU Rector once a year ensures definition of the annual RTU aims and tasks with clear performance indicators set at the level of each RTU unit. RTU Strategy is implemented, and the results achieved are analysed annually with regard to the defined tasks.

RTU Strategy is published at <https://www.rtu.lv/en/university/strategy>

Purpose of the Strategy of the RTU Liepaja Academy (hereinafter referred to as - RTU LA) is sustainable development of the institution of higher education, supporting the necessary changes determined by the challenges in the space of Latvian and European higher education (added to the file of Annex 48 of the List Internal regulations).

The Strategy promotes involvement of the RTU LA employees, students and cooperation partners in the achievement of the formulated goals.

The Strategy of the RTU LA determines the following:

- mission, vision, values,
- strategic fields and goals,
- Key Performance Indicators and achievable results.

The Liepāja University dates back to 1945, when a four-year pedagogical school started its operation, transforming into the Teachers' Institute in 1954. Initial name - Liepāja Pedagogical Institute. Since 1998 - Liepāja Pedagogical Academy. On 2 July 2008, the President of Latvia Valdis Zatlers proclaimed the law "On the Constitution of the Liepāja University", and, as of 16 July that year, Latvia had another university.

On 1 March 2024, the Liepāja University was merged into the Riga Technical University and continued its operation under a new name - the Riga Technical University Liepāja Academy.

Structural scheme of the RTU LA contains seven centres:

- Study Centre,
- Student Service Centre,
- Centre for Humanities and Arts,
- Centre for Pedagogy and Social Work,
- Centre for Management and Social Sciences,
- Centre for Nature and Engineering,
- Centre for Professional Development.

The RTU LA continues to consider that its value consists of an educated, creative and socially responsible society, academic freedom, growth, excellence, cooperation and, of course, Latvia

and the Latvian language. The Strategy defines the main fields, goals, performance indicators and tasks that will allow to follow the implementation of the Strategy in the RTU LA until 2027. The strategic planning process is initiated by the RTU LA management, involving RTU LA staff and students of all levels.

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.

The structure and administration of RTU are established in compliance with the University vision, mission and objectives and taking into account the specifics of the University management. The administrative structure is based on a decentralized decision-making process and obligations arising from the Law on the Higher Education Institutions, the Constitution of RTU, resolutions of RTU Senate, the orders issued by the Rector, as well as other RTU documents. The functions of various organizational units have been approved in their regulations approved by the Senate.

On 16 August 2021, the amending laws to the Law on Higher Education Institutions entered into force, which envisages changes in the internal management model and the procedure for electing rector, as well as defines a new typology of higher education institutions, setting specific eligibility criteria for each type. According to the new typology, RTU corresponds to the status of a university of science. Changes in the Law on Higher Education Institutions are one of the most important steps to create a modern, effectively managed higher education system in Latvia, based on science and research, oriented towards excellence, being internationally competitive and stimulating the country's economic development.

In view of this, during RTU is continuing a change process. On 31 August 2021, the new regulations of the RTU Senate were approved, on 20 September 2021 the new RTU Senate was elected. The RTU's Council was established in March 2022, a new Constitutional Assembly and a new Constitution was adopted on 24 May 2022. From the management point of view, the changes included in the amendments to the law concern the election process of a rector, the appointment/dismissal of deans, the establishment / reorganization of structural units based on the proposal of the rector, which now is decided by the order of RTU Council

The council of the higher education institution is a collegial highest decision-making body responsible for the sustainable development, strategic and financial supervision of the university, but the senate will be responsible for the development of university's studies and scientific processes. The council must also ensure the operation of the state higher education institution in accordance with the goals set in its development strategy. The RTU Council consists of five representatives nominated by the RTU Senate, five external representatives of society or industry, who are not professionally related to the university, but whose presence allows the university to respond more flexibly to external changes and expand its strategic vision. The election of external representatives takes place in accordance with the regulations approved by the Cabinet, which ensures the transparency and political neutrality of the process. The council also has a representative nominated by the President of Latvia, thus facilitating strategical focus of the university according to development goals of the state.

Overall, RTU management can be divided into three levels: university level, administration level

and faculty level. At the University level, there is the Constitutional Assembly (200 representatives – 120 academic personnel representatives (60% of the total number), 40 student representatives (20% of the total number) and 40 general staff representatives (20% of the total number). The Assembly includes all 35 members of the RTU Senate, the other 165 members are elected by the central administration, faculties, and institutes that are not part of the faculties, study and science centres and the students' self-government in the amount to ensure proportional representation. The conditions for the formation of the Assembly are defined in Part II of the RTU Constitution (see the file of Annex 01 of the List of Internal regulations).

There are 35 senators in the Senate, of which 27 are representatives of the academic staff (not less than 75% of the representatives, including at least 14 professors or associate professors – not less than 50% of the total number of senators), seven students (not less than 20% of the total number of senators) and the Rector is a member of the Senate in accordance with the position. The conditions for the election of the representatives of the Senate are defined in the attached Article 7 of the Regulation of the Senate of RTU (see the file of Annex 02 of the List of Internal regulations).

RTU Scientific Council, which consists of Deputy Deans in for research, Vice-Rector for Research, Deputy Vice-Rector for Research; and representatives of doctoral students; the Rector, Vice-Rector for Academic Affairs, Vice- Rector for Strategic Development, Vice-Rector for Finance, and the Chair of the Senate also have the rights of membership of the Council.

At the level of administration, the operational management of the university is exercised by the Rector, whereas the Board of the Rector plays an advisory role in the adoption of such decisions, with the participation of the Rector, Chair of the Senate, Vice-Rectors, Administrative Director, Deputy Rector for Digital Transformation, Deputy Rector for International Academic Cooperation and Studies, Director of the Legal Department, Director of Infrastructure Development Department, President of the Student Parliament; the Deans Council comprising the Rector, Deans, directors of studies and research centres, Director of Riga Business School, Chair of the Senate, Vice-Rectors, Deputy Rector for International Academic Cooperation and Studies, Director of Infrastructure Development Department, President of the Student Parliament; operational management meetings uniting the Rector, Administrative Director, Deputy Vice-Rector for Research in Scientific Work, the heads of administrative departments (department directors, unit managers). At the faculty level, the highest decision-making bodies are faculty councils whose composition depends on the size of the faculty.

External partners and stakeholders are involved in the University management through the RTU Advisory Board (27 members). It provides an opportunity to receive independent opinion on important issues and possible solutions from various perspectives. Each faculty also has its own Advisory Board, which provides its own vision for improving the supply of study programmes in line with sectoral needs and market trends.

Each faculty also has its own student self-government, while RTU Student Parliament coordinates faculty student self-governments. Students are represented in all RTU decision-making bodies and can therefore participate in the University strategic decision-making. The Rector, Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Finance and Vice-Rector for Strategic Development are the senior officials of RTU. The Rector implements the general administrative management of RTU and represents RTU without a specific mandate. The Rector is elected by the Constitutional Assembly for a period of five years for no more than two consecutive terms for the same person. The Rector is elected, approved in office and removed from office pursuant to the regulatory enactments governing higher education institutions.

The operational management of RTU is exercised independently, in accordance with the delegation of the Rector, by the Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for

Strategic Development and Finance, Vice-Rector for Innovation. The Senate elects the Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Strategic Development and Finance based on the recommendation of the Rector for the term of office of the Rector. The Rector may also delegate certain functions to other RTU officials and, on the basis of the Rector's proposal; other Vice-Rector positions may be created by a Senate decision.

The Vice-Rector for Research supervises and is responsible for Doctoral study programmes and research work, including support to young researchers, research infrastructure, research funding, applied research, intellectual property protection, RTU scientific publications and scientific conferences. The Vice-Rector for Academic Affairs supervises and is responsible for the study process at the Bachelor, Master, first and second-level professional study programmes, further education, including training programs, security and quality assurance in studies, credit points, determination of academic staff positions and workload, as well as the selection and admission of students. The Vice-Rector for Strategic Development and Finance is responsible for the development strategy and its successful implementation, supervises the implementation of projects important for the development of RTU, and represents the interests of RTU in interaction with public authorities, partners and the public, for the financial management processes of RTU and for allocating and planning financial resources to ensure the functioning of RTU and implementation of the development strategy. The Vice-Rector for Innovation is responsible for proactive, clear and engaging cooperation with industry and partners, expansion of the ecosystem, involvement of academic staff and students in innovation value chains, including the creation of high-tech start-ups, as well as for the improvement of the support model and mechanisms for the involvement of students and staff in innovation in processes.

The accounting, study administration, science administration and human resources administration at the university are centralized. Other administrative processes, such as procurement and project management, are centralized to the extent necessary to avoid institutional risks. At the same time, a decentralized management system has been provided at a high level at RTU, with a certain degree of autonomy for each academic unit. This means they have their own budget and self-governing structure, which allows defining and meeting the objectives of the organizational unit. This approach motivates the heads of departments to be proactive, to plan the development of the unit, and to apply for funding. RTU governance structure information is published at <https://www.rtu.lv/en/university/structure-and-administration>.

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.

RTU has established an internal quality management system that respects the standards of Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

RTU internal quality management system works in line with the "Excellence approach" (approved on 30 January 2017 at the meeting of the RTU Senate, Minutes No 606), as well as the "RTU Quality Policy" (approved by the Senate on 25 September 2017, Minutes No 612).

The Quality Policy is focused on the implementation of the RTU mission and the achievement of the strategic objectives. The Quality Policy lays out the framework and pathways for development and

improvements of the RTU Strategy, research, study process and organization. The University Quality Policy is aligned with the European Association for Quality Assurance in Higher Education (ENQA) standards and guidelines. The RTU Excellence Approach and quality policy are mutually integrated documents which require RTU to use the quality model of the European Foundation for Quality Management (EFQM). On 23 September 2022, RTU received an award – a four-star rating "Recognized by EFQM" after evaluating the quality management system implemented by the university. This recognition confirms that RTU has clearly defined the goals to be achieved in Latvia and abroad, is aware of and closely cooperates with partners in industry, the non-governmental and the governmental sector for the implementation of common goals, as well as has clearly visible trends of positive development and growth in the long term.

The EFQM quality model assumes cooperation with students, employees, partners, professional associations, student organizations, other higher education institutions, businesses and organizations. RTU maintains an open dialogue to explore the needs of the parties involved and to respond appropriately by developing feedback to day-to-day and long-term cooperation.

By establishing links with the stakeholders, the administration of RTU contributes to the development of excellence and ensures the clarity, unity, building of the work environment and diversity management of the objectives to be achieved.

RTU staff participates in quality assurance by providing suggestions and feedback to improve the RTU Quality Management System. The heads of RTU departments are responsible for carrying out internal quality assurance procedures and processes in their departments.

Based on the results of regular student and graduate surveys, improvements in the quality of the study process are being planned.

Cooperation with partners, suppliers and other stakeholders takes place in accordance with the RTU Strategy, establishing appropriate cooperation networks and identifying appropriate policies, activities and processes for effective cooperation aimed at ensuring the quality of the RTU activities and acquisition of feedback. To ensure the topicality and continuous development of existing study programmes and before the introduction of new study programmes the interests of all stakeholders in modern and interdisciplinary technology education are considered.

External stakeholders (public authorities, cooperation partners, representatives of the public) assess the study process and its results in State Examinations, practical placements (internships) and accreditation, and contribute to improving the content and quality of study programmes.

More on this point is set out in Section 2.1.1.

RTU Excellence Approach is published at <https://www.rtu.lv/en/university/strategy/rtu-excellence-approach>.

RTU Quality Policy is published at https://www.rtu.lv/writable/public_files/RTU_quality_policy_of_rtu.pdf (Also added to the file of Annex 03 of the List Internal regulations).

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.	In line with the quality management system introduced by RTU, process analysis and improvement are ongoing. Performance indicators and feedback - the results of the stakeholder surveys are analysed. The quality report data are compiled after the end of the academic year. Annual agreements on the target study process performance indicators are signed with the faculties; the quality is assessed by analysing the achievement of the defined objectives relative to the plan. For more details, see the 5th row of this table.
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>The development of study programmes takes place in accordance with the “Procedure for the application, elaboration and amendment of the study programmes” (approved at the Meeting of RTU Senate on 26 April 2021, Minutes No 649). The institutes implementing the study process, Faculty Councils, the Office of Vice-Rector for Academic Affairs, the Student Parliament and the Senate are involved in ensuring the internal study quality of RTU. These institutions carry out comprehensive assessment of the new study fields and study programmes, the changes to the study fields and programmes and the annual reports of the improvement of the study fields. At RTU, the operation of the internal quality assurance mechanism takes place at the level of the Rectorate, faculties, study fields and study programmes.</p> <p>At the level of the Rectorate, the internal study quality control of RTU is carried out by the Office of Vice-Rector for Academic Affairs. The Study Department performs: (1) the maintenance and control of the Study Programme Register, which involves control of the conformity of the study curriculum to the aims, tasks and learning outcomes of the study programme, as well as the control of changes; (2) maintenance and control of the Study Course Register, which involves control of the conformity of study course descriptions with the learning outcomes, as well as quality control of study course descriptions; (3) periodical student polling at the University level.</p>

3.	<p>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>	<p>The evaluation of learning outcomes takes place in accordance with the "Regulation on the Assessment of Learning Outcomes" (approved at the Meeting of RTU Senate on 30 May 2022, Minutes No 663) and "Regulation on Final Examinations at RTU" (approved at the Meeting of RTU Senate on 26 April 2021, Minutes No 649).</p> <p>Regulation on the Assessment of Learning Outcomes states that the process of evaluating study results includes formative and summative evaluation and regulates summative assessment for evaluation of the achieved study results in RTU study courses. This regulation determines the procedure for summative evaluation of study results achieved in RTU study courses. Regulation defines different types of assessments, rating scales, assessment planning and procedure, determination of the final rating, procedures for appeals, academic debt settling and how to improve academic performance.</p> <p>The procedure for evaluating the study results achieved at the end of the study programme are determined by the Regulations on Final Examinations, which regulates the procedure for organization and conduct of final examinations, general requirements for study graduation papers, final theses (graduation papers), as well as the procedure of development and presentation of study final theses graduation papers. Detailed requirements for study graduation papers final theses, methodological guidelines for development of study graduation papers final theses and the procedure of presentation, pursuant to the present Regulations, is developed by the unit in charge for the implementation of the relevant study program and approved by the relevant Faculty Council. These Regulations apply to studies of all types and levels, except for doctoral studies.</p>
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<p>4.</p>	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>In order to ensure the qualification and performance quality of academic staff, professional advancement needs are regularly assessed when evaluating the results. Professional advancement training modules are developed by collecting information from: (1) academic staff surveys on professional advancement needs once in two years; (2) analysis of student polling results; (3) cooperation with student self-governments; (4) world trends and good practices of other Latvian universities in the field of professional advancement of academic staff; (5) information provided by academic staff on professional advancement topics of interest; (6) proposals from the heads of academic units for professional advancement of academic staff. The Centre for Academic Excellence (CAE), a teaching and learning centre, was set up at the end of 2018; its aim is to develop a strategy for the professional advancement of academic staff, including in line with Article 16 of Cabinet Regulations No. 569. Other tasks of CAE are detailed in Section 2.3.6.</p> <p>Academic units organize regular or one-time professional advancement activities having assessed the need for professional training of academic staff. The units assess whether it is more appropriate to participate in a particular event for certain representatives of academic staff, all members of the unit or to invite also members from other units.</p>
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<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.</p>	<p>Student expectations and satisfaction with the curriculum and study process are identified in sequential and planned surveys at all stages of study. Student surveys are organized in accordance with the Regulations on “Student Polling for Assessment of the Study Process” (approved by the resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1-e/8 as of 1 February 2021). The aim of polling is to clarify the adaptation of first year students to the university system and the satisfaction of all students with the study process, lectures, and practical classes after each semester, the satisfaction of students with the services offered by the University, and the overall satisfaction of graduates with the study programme. The results of the surveys are available to academic staff, heads of organizational units and students in a summarized form. The survey results also directly summarize the effectiveness of academic staff’s work, as students also have the opportunity to add their comments to surveys on teaching staff’s work abilities and professionalism. The analysis of student success information is the responsibility of the specific unit implementing the study programme. Information regarding the success of students within the scope of study courses and the weighted average mark in general shall be available in RTU Study Management system. Annually, the State Revenue Service provides information on employment of RTU graduates.</p> <p>The total quality management system of RTU, which is based on the EFQM quality model, includes and ensures the analysis and comparison of performance indicators of the study process and study programmes.</p> <p>At the beginning of September of each year, a faculty Activity Plan on study process indicators is drawn up: (1) number of students; (2) number of graduates; (3) number of graduates who complete their studies on time; (4) number of students expelled from University; (5) number of foreign students; (6) average age of elected academic staff; (7) number of study programmes implemented in English; (8) average indicator of the evaluation of faculty academic staff; (9) number of persons with a scientific degree elected to academic positions (%); (10) number of foreign guest lecturers.</p> <p>The established Faculty Study Activity Plans for the following year are drawn up by Faculty Deans, together with Deputy Deans for Academic Affairs and institute directors; they are approved by the Rector of RTU.</p> <p>RTU administration meets with representatives of faculties to evaluate the faculty activity plans on study process indicators, evaluating the progress in the previous academic year and defining the indicators to be achieved in the next two academic years. These indicators are used to monitor study process performance of the faculty. These indicators and other aspects influence the amount of performance-based funding allocated to the faculty and contribute to the achievement of the objectives set forward in the RTU Strategy.</p> <p>The study process funds are administered in accordance with methodologies approved by the Senate or as stipulated by the Vice-Rector for Strategic Development and Finance. Principles of the methodologies motivate the heads of departments to be proactive, to plan the development of the unit, and to apply for funding. These methodologies are described in more detail in section 2.3.1. of the self-assessment report.</p>
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<p>6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>At the level of the faculty and study field, internal quality is ensured by the Faculty Council, the Study field Committee and Directors of the study field, Directors of the study programmes, administration of the institutes implementing study programmes. Within the framework of the study programme, internal quality is ensured by the program director and by the academic staff implementing the program. Internal quality control at the level of the study programme is carried out by the administration of the relevant institute.</p> <p>In order to ensure continuous development of the study programmes, RTU Study field Committees monitor academic activities in the relevant study field and are responsible for the curriculum and quality of the study programmes within the study field, including the accreditation of the study field. Inclusion of employer representatives in the study field Committee is a mandatory requirement. Study field Committee acts in accordance with the “Regulation of the Study field Committee” (approved by the Resolution of RTU Senate Meeting on 26 April 2021, Minutes No 649).</p> <p>The basic tasks of the Study field Committee are: (1) to analyse the situation in the labour market and make suggestions for the development of new study programmes as well as for the closure of the outdated study programmes; (2) to carry out expert assessment of the curriculum and quality of the study programmes, assess their compliance with the defined objectives and compliance with the research area represented and labour market requirements; (3) to organize and monitor the accreditation of the study field and the licensing of study programmes; (4) to analyse the assessment and recommendations made by external experts and organize elimination of identified shortcomings; (5) to carry out an analysis of the study field self-assessment report as well as the annual reports on study field development activities; (6) in order to achieve strategic objectives of the University, to assess the proposed changes to study programmes with a view to increasing the quality of all study programmes included in the study fields; (7) to analyse the results of student, graduate and employee surveys and organize elimination of identified shortcomings, as well as organize additional surveys.</p>
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2.1. Management of the Study Field

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

The "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field of study corresponds to one of the strategic specialisation areas of RTU, namely, Humanities and Arts (according to Cabinet Order 449 (Riga, 21 June 2022, minutes No 33, Section 31) 'On the strategic specialisation of state universities', and Section 73 of the Transitional Provisions Law on Higher Education Institutions), see RTU strategy (2023-2027) (<https://www.rtu.lv/en/university/strategy>) and RTU Liepāja Academy strategy 2024-2027 (see the file of Annex 48 of the List of Internal regulation).

The field of study "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" includes the academic bachelor study programme "European Language and Culture Studies" , the master degree programme "Writing Studies" , and the inter-university joint doctoral degree programme "Language and Literature Studies", taught in conjunction with Ventspils University of Applied Sciences and Daugavpils University, see table 2.1.1.

Table 2.1.1

Programmes and description of the "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field

Name of the study programme	Amount of credits	Type of studies	Acquired degree
European Language and Cultural Studies (43227)	180 ECTS	Full-time studies	Bachelor's Degree of Humanitarian Sciences in Language and Cultural Studies
Writing Studies (45226)	120 ECTS	Full-time studies	Master's Degree of Humanitarian Sciences in Literature and Linguistic Studies
Language and Literature Studies (51226)	180 ECTS	Full-time studies	Doctoral Degree of Science Doctor of Science (Ph. D.) in Humanities and Arts

The overall goal of the "Languages and Culture, Mother Tongue Studies, and Language Programmes" field of study is to enable its students to gain high-quality academic education in the areas of humanities, language and culture studies, including interdisciplinary study programmes, making it possible to prepare for independent, creative, interdisciplinary research and professional activities.

During the reporting period since the last evaluation of the field of study in 2013, in order to ensure progress in the field of strategic development and the field of study as well as the achievement of

the goal set, the vision of the development of the field of study has been consolidated and regular improvements have been made in the work of study programmes based on a regular analysis of the study process, its organising, number of students, and outcomes. The goal of the improvements is to adapt the specialisation spectrum of the programmes to the current needs of the humanities and related professional fields, to demand on the job market, and to the latest trends in Latvian and European higher education, improving the quality of the programmes and increasing the number of students. The changes made have been recorded in the self-assessments of the programmes since 2013.

A development plan for the programmes of the field of study was followed during the reporting period, see table 2.1.2.

Table 2.1.2

"Language and Culture Studies, Mother Tongue Studies, and Language Programmes" studies field development plan and its fulfilment (2013-2024)

No	Tasks	Activities to be performed	Person in charge	Deadline	Outcome
1.	Optimise the bachelor study programmes offers, preserving the strengths of the field of study, in line with job market demand, development of general secondary education, and progress in the development of national higher education	Integrate the "Baltic Languages Philology, Culture, and Communication" bachelor study programme into the "European Languages and Culture Studies" programme, and prepare a model for the consolidated bachelor study programme, which will include foreign language and Latvian language studies, and culture studies.	Acting dean to 29.02.2024, head of centre from 01.03.2024, head of field of study, programme heads	2024	Consolidated bachelor programme created; its implementation started
2.	Further develop the "Writing Studies" master programme and achieve an increase in the number of its students	Regularly monitor student satisfaction with the programme and programme outcomes, improving programme performance if necessary. Improve methods for promoting the study programme.	Head of programme	Throughout the reporting period	Development of the programme continued, with a regular increase in the number of students

In order to enable the teaching of the fields of study, communication with stakeholder groups takes place in the form of student questionnaires, feedback from employers and graduates, consultations with the academic staff involved in the teaching of the field of study, as well as annual discussions with the students of the field of study. The SWOT analysis was carried out identifying two key aspects of the field of study: Study process. Research, creative, and popular science activities, see table 2.1.3 and 2.1.4.

Table 2.1.3

"Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field of study

SWOT analysis

Study process

Strengths

Weaknesses

- Ability to quickly assess and modify language and culture programmes, to take decisions that improve the quality of the programmes and make it possible for them to be developed in a balanced way;
- ability and skills to bring current European education trends into the development of programmes; ability to develop programmes that have no direct analogues in the country
- full cycle of studies;
- research-based studies, arrangement of research projects, etc. involving students;
- Language and Literature Studies doctoral programme performance (together with Ventspils University of Applied Sciences and Daugavpils University);
- stable and consistently growing interest in the "Writing Studies" programme, with a competition for enrolment, high share of excellent and outstanding results, dissemination and awareness of results among the general public, programme collaboration with the Literary Academy and the creative environment, involvement of students and graduates in cultural events in Latvia;
- ability to study, engage in internships at foreign universities (ERASMUS+, more than 100 partner universities);
- the "European Language and Culture Studies" programme offers a broad range of second foreign language courses and credits, enabling graduates to conduct research and defend their bachelor theses in the foreign language of their choice;
- ability to uphold the continuity of the study process and increase the quality and accessibility of distance and hybrid forms of studies;
- high scientific qualifications of the teaching staff (large number of those with doctoral degrees);
- involvement of highly skilled professionals in Latvian culture and literature in the master programme;
- hiring of new academic staff, including native speakers, for language teaching;
- increasing use of the Moodle e-learning environment in the study process;
- upskilling of staff through various teaching courses;
- receipt of doctoral study consolidation grants, including for financially supporting doctoral research.

- Inability of potential students to see the advantages of the bachelor programmes; absence of professional programmes in the "Language and Culture Studies, Mother Tongue Studies, and Language programmes" field (related professional programmes are available in other fields of study);
- low enrolment in previously implemented bachelor programmes, insufficient motivation among bachelor students, followed by dropping out;
- insufficiently developed system for promoting bachelor programmes;
- lack of new, innovative approaches in all fields of language learning study;
- inadequate hours allocated to supervising student papers and independent projects;
- inadequate support for the preparation of courses and the development of teaching materials;
- uneven quality of studies in courses taught in Latvian and English
- lack of a uniform communication strategy within the university;
- limited capacity to attract foreign students, as the national language and culture studies are primarily designed at national level;
- inability to attract foreign students from Europe for the foreign-language fields of the bachelor programme;
- inability to teach courses in Latvian and in a foreign language delivering the same level of quality;
- insufficient cooperation with primary/secondary schools.

Opportunities

Threats

- Strengthening the uniqueness and interdisciplinary character of the bachelor programmes, introducing of innovations, with the integration of LiepU into Riga Technical University (further RTU);
- promoting of the programmes among the wider public, especially in primary/secondary schools;
- attracting of foreign (European) students to study in foreign language fields;
- attracting of foreign guest lecturers;
- offering of study programmes/courses as part of lifelong learning;
- use of the academic cooperation network in the country and abroad;
- improving cooperation with other universities in Latvia and abroad (joint programmes);
- continuous professional growth and upskilling among teaching staff;
- consolidation of resources, material and technical assets, as well as the hiring of new teaching staff to teach English language courses, integrating LiepU with RTU.

- No certainty about opportunities for the development of the field, as LiepU integrates into RTU;
- uncontrolled competition among programmes in the country (vulnerability of unique programmes);
- underestimation of the importance of humanities bachelor programmes, their low prestige among the general public and insufficient state funding, making it difficult to attract students;
- lack of jobs, lack of competitive salaries in Liepāja, limited job market opportunities after graduation;
- insufficient material and technical resources.

Table 2.1.4

Research, creative, and popular-science activities

Strengths

Weaknesses

- Sufficiently high scientific potential of the teaching staff, sufficient number of those with doctoral degrees and regular increases in that number, renewal of academic staff;
- raising of additional funding through National Research Programme ('NRP') projects, collaboration with partner institutions, focus on unifying research topics and involvement of students;
- increased number of internationally cited publications;
- more publishing intensity at RTU LA (internationally peer-reviewed collections of articles and scientific journal), ensuring open access to them and inclusion in internationally cited databases;
- annual international scientific conferences organised with partners;
- involvement in the assessment, development and progress of cultural and literary processes at the regional and national level (Laligaba, VKKF, Liepāja project competitions and awards); a network of popular science activities and activities in cultural and literary periodicals developed;
- good cooperation with other research organisations in Latvia (Latvian Language Institute and Institute of Literature, Folklore, and Art of the University of Latvia) and Lithuania (Lithuanian Institute of Literature and Folklore);
- development of the electronic website of the "Scriptus Manet" scientific journal for submission to the Scopus database;
- availability of financial support for scientific research.

- lack of awareness of the specific features of research in the humanities, disregard for the different necessities present in various disciplines, which makes it difficult to produce research that is relevant to the field and has an impact on the development of the national language and culture;
- poor communication between different areas of language and literature research, lack of unifying research topics among teaching staff not involved in projects;
- low involvement in international research programmes and projects;
- insufficient internationally cited scientific publications for all elected centre members;
- Scopus database refusal to index the "Scriptus Manet" scientific journal;
- lack of an international peer-reviewed publication repository.

Opportunities

- continuing of the preparation of NRP project proposals;
- developing of project proposals at European level;
- linking of research with regional and national needs, promoting the humanities and raising their profile;
- building of motivation among staff not involved in projects to produce publications in internationally cited journals;
- improvements in the "Scriptus Manet" scientific journal for its resubmission to the Scopus database; preparation of other publications for submission;
- opportunities of using the RTU repository after integration into RTU.

Threats

- Loss of motivation, setting of lower requirements for oneself;
- overburdening of instructors and researchers actively engaged in research and expanding of their areas of responsibility, with burnout.

The annual organising of the study process and changes made to the programmes are aimed at

reducing negative factors and making more productive use of opportunities. For the actions taken to address the *weaknesses*, see table 2.1.5.

Table 2.1.5

Actions taken to address the *weaknesses*

<ul style="list-style-type: none"> • Low number of bachelor students, students dropping out 	<ul style="list-style-type: none"> • Creation of a consolidated bachelor programme
<ul style="list-style-type: none"> • Insufficiently developed system for promoting programmes 	<ul style="list-style-type: none"> • Rising involvement in the cultural life of the city and the region, organising recitals, taking part in the organising of cultural events, using social media to promote the programmes
<ul style="list-style-type: none"> • Uneven quality of studies in courses taught in Latvian and English 	<ul style="list-style-type: none"> • For foreign language learning, teaching staff members have used the opportunity to learn/improve their foreign language skills as part of SAM projects
<ul style="list-style-type: none"> • Insufficient internationally cited scientific publications 	<ul style="list-style-type: none"> • Financial support mechanism (research support fund, performance funding) put in place, resulting in improvements
<ul style="list-style-type: none"> • No projects at European level 	<ul style="list-style-type: none"> • Increased number of applications for national research project tenders
<ul style="list-style-type: none"> • Non-inclusion of collections of articles in databases 	<ul style="list-style-type: none"> • Intensive preparatory work carried out to include RTU LA regular publications in the SCOPUS, Web of Science databases

The development plan for the field of study has been elaborated in consultations between the academic staff and the management of the field of study until 2024 and is attached as an annex to this paragraph, see Annex 2.1.A. The Study Programme Development Plan will be reviewed and developed for the next 6 years after Liepaja University's integration into the Riga Technical University ecosystem (01.03.2024) by the end of 2024, in accordance with RTU's strategic specialisation, goals and resources.

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 following RTU LA divisions are involved in the teaching of the "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field of studies: Centre of Pedagogy and Social Work, Centre of Science and Engineering, Centre of Management and Social Sciences, Study Centre, Library, Information Technology Centre, International Relations Department, Public Relations Department, etc. Student research activities are organised and research is integrated into the study process in conjunction with the LiepU Kurzeme Institute of Humanities (to 29.02.2024). With the inclusion of the Kurzeme Humanities Institute (KHI) (from 01.03.2024) in the Centre of Humanities and Arts (hereinafter CHA), study and research work is organised at CHA.

The teaching of the field of study is mainly arranged by the Head of the Centre of Humanities and Arts (CHA) and the Head of the field of studies, its senior secretary, secretary, study programme directors. In 2017/2018, Liepāja University (now RTU LA) abandoned the positions of Heads of scientific fields, but introduced heads of fields of study whose task is to supervise and coordinate the activities of their fields of studies. The Head of the Centre, with the involvement of the Head of the field of studies, supervises the scientific activities in direct cooperation with the teaching and research staff of the centre. The employment arrangements of the centre staff are determined by RTU and RTU LA regulatory documents governing studies, the job descriptions of the centre staff, and agreements on the performance of certain functions.

The Centre organises the work of study Programme Directors. The Council of RTU LA approves licensing and accreditation documents, annual study plans, study programme self-assessment reports, final thesis topics, supervisors, reviewers, etc. In their preparatory phase, some of these topics are discussed by different groups of the teaching staff (lecturers in the field of study, lecturers involved in the study programme, groups covering scientific disciplines/sub-disciplines). Minutes of the meetings are kept, and the recommendations made at the meetings for the basis for the next decisions. The management of the centre is responsible for supervising the study process. Information about classes that did not take place and about plans for providing them in a different manner is available from the secretary.

The Centre reviews research activity reports and future plans, sabbatical leave plans and reports, publishing and conference plans. In the 2018/2019 academic year, the activities of the field of study councils began, with the development of the field of study council regulations (see the file of Annex 60 of the List of Internal regulation) and the confirmation of the council.

The effectiveness of the management of the field of studies is improved continuously; the management structure of the field of studies is enclosed in *Annex II.1.4. A*.

The management of the field of study takes place in accordance with internal normative documents, which governs the relations between the administrative staff, the academic staff, and the students, based on democratic principles, for example:

1. Regulations on higher education studies.
2. LiepU Code of Academic Integrity.
3. Regulations on final examinations, national examinations, and national final examinations.
4. Regulations on course/module examinations.
5. The LiepU Internal Rules for Students.
6. Rules of working order for employees of the Liepāja University.
7. Intellectual Property Management Regulations of the Liepāja University.

As part of the Quality Management System (hereinafter QMS), procedures have been established, related to the study process, which clearly define the relations between the administrative staff, the academic staff, and the students:

1. Inclusion of a person in the list of Year 1 students (describes the admissions process, defining

- the duties and activities of the applicants and the administrative staff);
2. Entry of a person in the list of students at later stages of study, following a transfer from another university or renewal (describes the process, defining the mutual duties and actions of the applicants and administrative staff);
 3. Entry of a person in the list of students if the student changes programme or form of studies (describes the process, defining the mutual duties and actions of the applicants and administrative staff);
 4. Reflection of learning outcomes in the student's study record (describes the process, defining the mutual duties and actions of the students, teaching administrative staff);
 5. Granting academic leave and return after academic leave (describes the process, defining the mutual duties and actions of the students, teaching administrative staff);
 6. Exclusion of a student from the list of students at their own will (describes the process, defining the mutual duties and actions of the students, teaching administrative staff);
 7. Exclusion of a student from the list of students for outstanding academic obligations, financial obligations (describes the process, defining the mutual duties and actions of the students, teaching administrative staff).

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

The admission rules describe the compulsory and additional requirements for the study programmes, including the reflectant's prior education and the entrance examinations. The LiepU (now RTU LA Admission Rules are approved by the Senate for each academic year:

- Admission rules for core studies for the academic year 2024/2025
<https://www.rtu.lv/lv/studijas/uznemsana/uznemsanas-noteikumi/uznemsanas-noteikumi-pamattstudijas>
- Admission rules for the Master's degree programme for the academic year 2024/2025 (only in Latvian)
https://liepu.lv/uploads/_pievienotie%20dokumenti/Uznemsanas_noteikumi_magistrantura_2024_2025_studiju_gadam_ar_26_02_2024_grozijumiem.pdf
- Admission rules for doctoral studies 2024 (only in Latvian)
https://www.liepu.lv/uploads/_pievienotie%20dokumenti/Uznemsanas_noteikumi_doktorantas_studijas_2024_gadam_ar_26_02_2024_grozijumiem.pdf

The admission conditions and procedures developed by me are the result of a long-term evaluation of the attraction of applicants, the study process and results, as well as the need to align these requirements with the common higher education regulatory documents. QMS has developed procedures that regulate the admission process in accordance with the national regulations:

- Single Application for Undergraduate Studies, which regulates the admission process for undergraduate students through the e-service www.latvija.lv.
- The enrolment of students in the 1st year of study, which regulates the admission process to the Master's programme and to additional admissions.

Regulations of the Commission for Recognition of Competences and Study Results Achieved in Previous Education and Acquired Outside Formal Education of the RTU LA is available in the file of Annex 53 of the List of Internal regulation.

During the reporting period, there were no cases of recognition of competences acquired outside formal education or in professional experience and study results obtained in previous education within the study programmes corresponding to the field of studies "Language and Culture Studies, Mother Tongue Studies, and Language Programmes".

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.

At the beginning of every course, the students are introduced to the credit requirements and the tasks to be carried out during the course in order to obtain a grade. Course descriptions with requirements are also published in the Moodle e-learning platform and in the personal profiles in the LAIS database.

The evaluation methods are diverse, depending on the specific nature of the course and the requirements set for it, shown in the descriptions of the course in the system of outcomes, intermediate examinations, and tests.

Every practical task to be completed has a certain weighting in the final grade. The instructors monitor and assess the study activities through using various methods, such as seminars, independent papers, group tasks, tests, solving of problems, defence of research projects, etc. At the end of every course, a test is organised in the form of an examination/final test with a grade. Final-year students take part in Student Research and Creativity Day events, where their final research is presented to the rest of the student body and scientific discussions are held to encourage the successful completion of their final theses

The system of intermediate examinations ensures continuous cumulative assessment during the learning of the course, which contributes to the creation and provision of feedback.

Formative assessment is also used to assess learning outcomes, not only at the level of 'lecturer-student' relations, but also in 'student-student' and 'student-student group' relations. A variety of assessment of learning outcomes is designed to give students the opportunity to use a variety of assessment methods and to gain experience in applying them in their professional practice.

A student-centred approach is used when updating study programmes and their courses, with particular attention being paid to the meaningful definition of study outcomes in order to promote dialogue between lecturers and students on study content, forms of organisation and methods. Whereas, correctly formulated learning outcomes promote student's understanding and co-liability for their own learning, self-assessment and understanding of the grades they receive.

Methods, forms of examination, and assessment criteria appropriate to the goal of study and the planned study outcomes are used in the study process. Students receive support and feedback from lecturers during their studies. The evaluation criteria are made public in advance. Evaluation gives learners the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

The course/module examination regulations set the procedure for organising and conducting examinations, also stating the principle of achieving results and evaluation (see the file of Annex 54 of the List of Internal regulation).

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.

As part of the project 'Providing better governance at Liepāja University' (now RTU LA) (SAM No 8.2.3.0/18/A/017) implemented at the LiepU, regulations and procedures were implemented for academic integrity and ethical principles in higher education to be used in the study process: Code of Academic Integrity of Liepāja University (see the file of Annex 51 of the List of Internal regulation).

The measures to promote academic integrity in Latvia have been updated, as well as the vision of cooperation to strengthen ethical standards among students and teaching staff, the experience and vision of representatives of other institutions of higher education is evaluated as well as examples of good practice in improving the understanding of and adherence to academic integrity.

Experience has already been gained in the use of the joint computer-based plagiarism control system of the University of Latvia, which is also used to check the final papers of LiepU students in order to successfully combat plagiarism. This system was also used by Liepaja University until 30.06.2024. In the future, the RTU plagiarism control tool CAPS will be used for plagiarism detection.

RTU LA representatives have already participated in seminar events where work groups discussed the solutions achieved at institutional and national level, setting priorities for promoting academic integrity in higher education institutions.

It was concluded that Latvian higher education institutions must cooperate in the field of academic integrity: a joint system must be used to conduct checks for plagiarism, a clear definition of plagiarism must be set, and a single system of punishments must be used if plagiarism is detected. This calls for improvements in the prevention work of institutions of higher education by educating students, teaching staff and scientists in this field.

The implementation of the principles of academic integrity in everyday work is still in development, the Regulations on the Ethics Commission are also approved.

The current procedure states that all final papers at LiepU, after their official submission (upload), are **checked** by the joint **inter-university computerised plagiarism control system** (see Regulations on final examinations, national examinations, and national final examinations).

In order to enable verification in the joint plagiarism control system, the students must convert the electronic version of the final examination thesis or national examination thesis (which includes abstracts in Latvian and one of the foreign languages), to PDF (portable document format) and upload it to the Information System (LAIS) using the username and password assigned by LANET (its new version). The student must upload the thesis according to the final/state examination schedule. At the time of submission of the printed version of the thesis, the person assigned by the dean checks whether the electronic version of the thesis has been uploaded to LAIS. The submitted

version of the thesis must match the uploaded electronic version.

During the reporting period, within the programs included in the field of studies "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field of study, the single computerised plagiarism control system inspected all national final papers, finding a textual match for 2 students. Accordingly, the topics of the bachelor theses were changed, they were prepared from scratch and defended one year later.

The electronic plagiarism control system is effective in comparing texts produced in Latvia, but the instructors of the field of study have also noted the use of excessively direct translations in student papers.

In recent years, academic integrity has been threatened by the constant development of AI-powered text-generation systems, so instructors and the final examination commission must be increasingly vigilant and familiar with their student writing ability and knowledge in order to verify the authenticity of their written work.

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.

RTU LA uses development and planning documents and an internal quality management system (QMS) in order to achieve the goals of its fields of study. The LiePU QMS system contains databases of internal normative documents and procedures (access to the QMS will be provided to the experts during the visit).

The QMS system contains procedures that govern the study process: admissions, study progress, internships, ERASMUS+ study exchange opportunities, final/national examinations. There are procedures for evaluation of teaching staff, survey of students' overall satisfaction, and seeking the opinions of graduates and employers.

The system also describes the procedures that support the study process - personnel management, financial management, IT, library and economic resource management, document management, project management, information circulation and public information management, and scientific and research management processes.

To ensure the quality at the field of studies, regular discussions are held with students, and student opinions about the study processes and environment are taken into account in semester surveys. The Dean of the Faculty (to 29.02.2024)/ The Head of Centre (from 01.03.2024) meets with students once a semester, and Programme Directors hold regular formal and informal discussions with some student groups to respond to their suggestions in a timely manner, to ensure the quality of their studies, and to provide support. The active participation of students in the field is encouraged through one-off scholarships for creative or research achievements. One-off scholarships are also awarded as a social and economic support mechanism for students in need, based on requests, which are reviewed by the centre.

If students complain about the quality of the work of a staff member, the Programme Director interviews that staff member. If there is no improvement after repeated reprimands, the course/module is offered in the following academic year to a different instructor.

The Language and Culture Studies, Mother Tongue Studies, and Language Programmes field of studies instructors improve their professional qualifications by participating in research and creative projects and through career development courses provided by the University, such as English language and presentation skills classes.

The quality of master and doctoral programmes is assessed teaching staff meetings of the field of studies and the Council of Faculty meetings (until 29.02.2024) of each higher education institution, as well as in discussions between the programme heads of the two higher education institutions. The results of the student surveys are taken into account and shared with the programme head and/or dean/head of centre of the partner university in order to introduce improvements in the process.

The strategic objectives and procedures of the programmes are included for discussion and solving in the joint programme councils.

RTU has established a rigid system for the management and development of study programmes. Proposals to introduce any changes in the curriculum are made by the Study field Council based on the recommendations of the academic staff, references from employers, suggestions from student self-government, as well as observing the latest trends in the national economy and the labour market. The Study field Committee requests the RTU LA Council to review and approve them. Based on the decision of the RTU LA Council, the RTU Senate approves changes in the study field. Amendments in the structure of study programmes are approved by the order of RTU Vice Rector for Academic Affairs. Technical support of the study field is provided by the study programme record keeping as well as RTU IT department. Such cooperation in the implementation of the study programmes within the study field is to be evaluated as efficient and stimulating the development of the study field.

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).

In 2019, Liepāja University (now RTU LA) established Councils of Field of Study, which organise and supervise the development and implementation of study programmes in specific fields of study. The Councils of Field of Study include the Head of the corresponding centre, the Head of the field of study, Study Programme Directors, representatives of the academic staff, students (at least one student from each programme of the field of study), and employer representatives. One of the main tasks of the field of study council is to supervise the implementation of the study programmes of the field of study and to review and approve the annual self-assessment report of the field of study, submitting it to the RTU LA Council. The field of study self-assessment report includes a description of each study programme, analysing the results of the survey of students, graduates, and employers for each study programme.

At the beginning of the 2nd semester of each academic year, a student general satisfaction survey is conducted. The survey includes poll of all the RTU LA students using LAIS. The results of the survey are prepared for each study programme individually, which are then included by the Head of the Field of Study in the field of study self-assessment report and in the study programme description. Employer satisfaction with RTU LA is analysed via a survey of the chairpersons of the final/national examination commissions, and the internship evaluation form includes questions about student theoretical knowledge, practical skills, and recommendations for improvements in study activities. An electronic survey of graduates is also carried out every academic year, using the contact details received from the graduates. The results of the survey are summarised both by centre and for each study programme individually, which are included by the Head of the Field of Study in the self-assessment report of the field of study and in the study programme characterisation.

The QMS system has procedures that regulate the creation, licensing, and accreditation of study programmes. Based on the changes in the accreditation of study programmes/programmes, a framework of regulatory documents (procedures, regulations) has been developed to support the creation of new study programmes and fields of study. Individual procedures govern the preparation, approval, and change management for courses and study plans. Procedures are in place to govern the creation and management of changes for annual study plans, and the preparation and management of changes in class schedules.

The QMS system contains procedures that govern the study process: admissions, study progress, internships, ERASMUS+ study exchange opportunities, final/national examinations. There are procedures for the assessment of teaching staff, surveying of student overall satisfaction, and determining the opinions of graduates and employers.

The representatives appointed by the RTU LA Student Council are active in the development of regulations, rules, and other regulatory documents, and in supervising their implementation. Students participated until 29.02.2024 in the following LiepU (now RTU LA) institutions: LiepU Constitutional Assembly, LiepU Senate, Faculty Councils, Study Council, Science Council, Library Council, Scholarship Award Commission, LiepU Senate Scholarship Award Commission, Field of Study Councils. From 01.03.2024 students are members of the RTU LA Council and the Field of Study Councils. In the future, students will also be involved in other RTU and RTU LA institutions.

Creation of new programmes and consolidation of existing programmes take place in accordance with the planning documents effective at RTU, RTU LA and in the Republic of Latvia, as well as laws and regulations governing higher education and research, and the purpose and goals of the creation of the programme. During the reporting period, a new study programme was developed in the field of study: Academic doctoral programme in Language and Literature Studies.

The grounds for the creation of the joint doctoral programme in "Language and Literature Studies" are as follows:

The Language and Literature Studies joint doctoral study programme taught by Liepāja University *now RTU LA), Daugavpils University (DU), and Ventspils University of Applied Sciences (VUAC) was developed as part of the SAM 8.2.1.0/18/A/010 'Reduction of fragmentation of study programmes and strengthening of resource sharing at Liepāja University' project. The joint programme was created as a stage in the development and improvement of the two DU doctoral programmes and the LiepU and VUAC joint doctoral programme in linguistics, based on the scientific cooperation of the three universities and their experience in conducting doctoral studies, which was taken into account in the development of the new proposed programme.

The content of the Language and Literature Studies study programme is based on the content of

the Linguistics doctoral study programme taught by LiepU and VUAC and on the inter-university cooperation model, which is in line with the strategic decisions of VUAC and DU to continue developing a high-quality humanities doctoral level study programme through a gradual introduction of the new doctoral model (available only in Latvian: Latvian Cabinet Conceptual Report 'On the introduction of the new doctoral model in Latvia', 25.06.2020, see <https://likumi.lv/ta/id/315685-par-konceptualo-zinojumu-par-jauna-doktoranturas-modela-ieviesanu-lievija>).

In order to further develop scientific research in line with modern interdisciplinarity requirements, to provide a full cycle of humanities education, and to pool the best intellectual and material resources in linguistics, literary studies, and translation studies, the three universities agreed to establish a joint doctoral programme to become more competitive in the international research space, joining their resources and making more efficient use of them.

The development of the study programme went through the following stages: 1) development of programme content and study plan together with the partners and experts of the joint doctoral programme working group; 2) discussion of the working group's results and licensing documents in the joint programme council and simultaneous review of the matter in the field of study council of each of the higher education institutions; 3) review of the joint programme in the Study Council of each of the higher education institutions; 4) approval of the joint programme licensing documents by the Senate of each of the higher education institutions; 5) submission of the joint programme for licensing; 6) preparation for the accreditation of the joint programme.

The development of the internal quality system of the Joint Doctoral Programme (JDP) will take place after the accreditation of the programme in all three higher education institutions. Currently, the quality of the programme is under the oversight of the JDSP Board.

During the period under review, two bachelor programmes were consolidated into one using the following procedure: 1) development of the programme by a working group; 2) discussion of the working group's results and of the new programme model in the field of study council; 3) preparation of the programme for accreditation and review by the field of study council; 4) approval of the self-assessment report of the programme and the field of study report by the Senate; 5) submission of the programme and the field of study for accreditation.

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.

At the beginning of the first year of studies, the dean (till 29.02.2024) / head of the Centre (from 01.03.2024) and the programme heads present the special features of the study programme, its goals, tasks, content, and the way the study process is organised. The LiepU Internal Rules of Conduct for LiepU students to 30.06.2024 (see the file of Annex 57 of the List of Internal regulation) and from 01.07.2024 RTU Internal Rules of Conduct for RTU (see the file of Annex 17 of the List of Internal regulation) students state the right of students "to submit proposals and suggestions to the management in all matters concerning the activities of students at LiepU (to 30.06.2024) un from

01.07.2024 RTU, as well as the work of the teaching staff and other employees; to receive a reply within the specified time, and to receive information about all matters directly related to studies and possible career’.

Meanwhile, the RTU LA administration is in charge of listening to the students' proposals, suggestions, and critical remarks, take measures to improve its work. Students have the possibility to submit a complaint or proposal anonymously by sending an anonymous message to the Rector of RTU on the RTU portal "ORTUS". Responses to students' proposals are provided in accordance with the procedures laid down in the regulatory enactments, as well as included in the self-assessment reports of the fields of study, indicating the changes made to the study programmes.

The study process is regularly assessed and problems are addressed in communication with study programme heads. The head of the field of study also participates in the handling of the problems.

During the reporting period, no formal complaints or proposals from students regarding the implementation of study programmes were received

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.

On 1 October every year, the statistics data about the number of students, number of new enrolled students, number of graduates, number of academic staff members are collected and recorded, and then analysed and included in the self-assessment report of the field of study.

RTU LA has developed procedures for conducting the annual student satisfaction survey and graduate survey. Field of study self-assessment reports analyse the relevance of the field of study and study programmes to job market demand, as well as the results of the annual employer survey.

Field of study self-assessment reports analyse information about financial resources necessary for the implementation of the study programmes of the field of study and for the research (creative) activities of the academic staff.

The results of the assessment of the parameters describing the study environment at RTU LA (especially the analysis of student surveys) are used for the improvement of the field of study: for example, eliminating, during the reporting period, partial overlapping of the content of some courses, changing the scope and structure of certain courses (including based on student proposals), introducing broader involvement of industry professionals and foreign guest lecturers in teaching the courses, replacing of some teaching staff (at student request), involving teaching staff in professional development SAM project 8.2.2 (including the development of English language skills), expanding study visits to social institutions, enabling the participation of students in the international scientific conferences organised by RTU LA.

At the beginning of the 2nd semester of each academic year, a student general satisfaction survey is conducted. The survey includes poll of all the RTU LA students using LAIS. The results of the survey are available in the QMS, results are prepared both by centres and each study programme individually, which are then included by the Head of the Field of Study in the self-assessment report of the study programme and in the study programme characterisation. Employer satisfaction with

RTU LA is analysed via a survey of the chairpersons of the final/national examination commissions, and the internship evaluation form includes questions about student theoretical knowledge, practical skills, and recommendations for improvements in study activities. An electronic survey of graduates is also carried out every academic year, using the contact details received from the graduates. The results of the survey are summarised both by centre and for each study programme individually, which are included by the Head of the Field of Study in the self-assessment report of the field of study and in the study programme characterisation.

A report on the results obtained and analysed in the student surveys, as well as the future prospects of the students, is provided at the end of the academic year.

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).

Detailed information on the study field and the study programmes pertaining to it with the indication of the languages of instruction is available at RTU web page:

1. RTU web page in the section on education opportunities in the Latvian language (<https://www.rtu.lv/lv/studijas>) (responsible person - L. Juškaite, Head of the Admission Department);
2. RTU web page in the section containing comprehensive information on education opportunities in the English language (<https://www.rtu.lv/en/studies>) (responsible person - Z. Purlaura-Poriņa, Director of International Cooperation Department);
3. Interactive web pages dedicated to RTU study fields, study programmes therein, as well as the detailed description of the offered study courses in the Latvian and English languages (<https://stud.rtu.lv/rtu/vaaApp/sprpub> and <https://stud.rtu.lv/rtu/discpub/list?english=true>) (responsible person - G. Alksnis, Deputy Director of the Study Department);
4. Web page designed for the foreign student target audience on RTU study programmes implemented in English and student mobility opportunities (<https://international.rtu.lv>, <https://apply.rtu.lv>) (responsible person - Z. Purlaura-Poriņa, Director of International Cooperation Department);
5. Higher Education Quality Agency E-platform (responsible person - G. Alksnis, Deputy Director of the Study Department);
6. State Education Information System (responsible person - I. Pujats, Project Manager of the Information Technology Department).

Information about the "European Language and Culture Studies" academic bachelor study programme is available on the RTU LA website (Only in Latvian): <https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/HBE?department=0L000&type=P>

Information about the "Writing Studies" master programme is published on the RTU LA website (Only in Latvian): <https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/HBE?department=0L000&type=P>

Information about the "Language and Literature Studies" doctoral programme is published on the

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.

Assessment of the financial resources of the field of study to achieve its objectives and the financial planning mechanism

In order to ensure the quality of study direction implementation, it is important for Liepaja University (LiepU) (now RTU LA) to carry out financial flow planning and budgeting for each year. The financial resources of the study field consist of the state budget subsidy (the majority of the budget income) and own income (tuition fees) Figure 1. Study programmes are financed in accordance with the cost of the study programme set by the Cabinet. Tuition fees are paid from the funds of natural and/or legal persons, i.e. personal funds of the student, personal funds of the student's parents and other relatives, funds of the student's employer, a study loan guaranteed by the State. The amount of tuition fees and the payment procedure for each academic year until 29.02.2024 shall be determined and approved by the Council. Students can choose an individual payment schedule according to their financial possibilities. In order to increase the number of students, RTU LA offers tuition fee discounts and implements various promotions using marketing and sales strategies. Tuition fee discounts and other fees related to the study process were approved by the Council for each academic year until 29.02.2024.

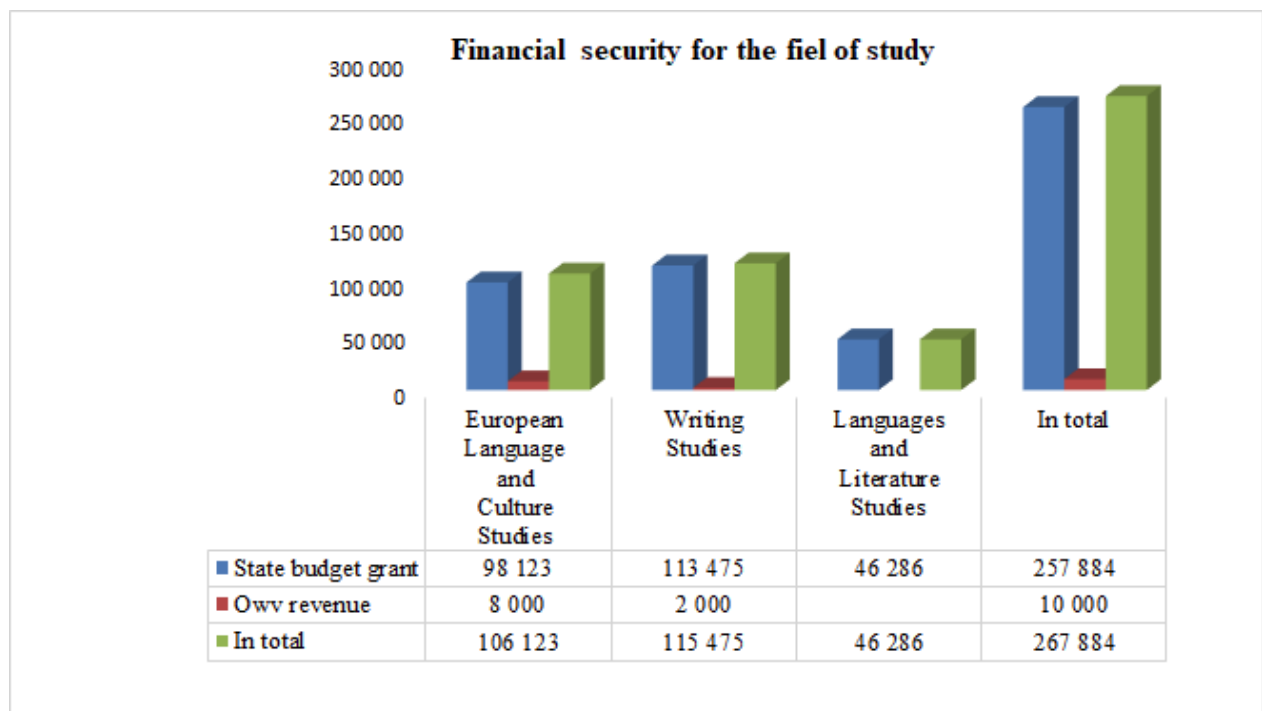


Figure 1. *Funding of the study field in the academic year 2023/2024, EUR.*

Costs per student place and evaluation

The funding of studies from the state budget is allocated each calendar year in accordance with the Cabinet of Ministers' Regulation No 994 of 12.12.2006. "Procedures for financing higher education institutions and colleges from state budget funds" and the agreement between the Ministry of Education and Science and the University of Liepaja on the training of a certain number of specialists.

The calculation of the projected costs of the BA-study programme 'European Language and Culture Studies' for full-time studies for the period 2024-2025 is based on the base costs for 2024 (EUR 1 867.60 per one study place) and the coefficient of the thematic area of education "Humanities" of the Ministry of Education and Science 1.0, as well as the cost coefficient for academic bachelor-level higher education study programmes: 1,0. The cost per study place in 2024/2025 is EUR 1 867.60, the total cost of study programme 3 years is EUR 5 602,80. The number of study places financed from the state budget in 2024 is 46 study places.

The tuition fee for full-time studies approved by the LiepU Council for the first year of the academic year 2023/2024 is EUR 1 780, for foreign students it is EUR 2 300, and it is unchanged for the whole study period, the total tuition fee for 3 years is EUR 5 340/ 6 900.

The calculation of the projected costs of the MA-study programme 'Writing Studies' for full-time studies for the period 2024-2025 is based on the base costs for 2024 (EUR 1867.60 per one study place) and the coefficient of the thematic area of education 'Humanities' of the Ministry of Education and Science 1.0, as well as the cost coefficient for academic master's level study programmes: 1,5. The cost of one study place in 2024/2025 is EUR 2 801.40, the total cost of the programme for 2 years is EUR 5 602.80. The number of study places funded from the state budget in 2024 is 37.

The tuition fee for full-time studies for the first year of the academic year 2023/2024 approved by the LiepU Council is EUR 2 000, and it is fixed for the whole study period, the total tuition fee for 2 years is EUR 4 000.

The calculation of the projected costs of the doctoral study programme "Language and Literature Studies" for full-time studies for the period 2024-2025 is based on the base costs for 2024 (EUR 1867.60 per one study place) and the coefficient of the thematic area of education "Humanities" of the Ministry of Education and Science 1.0, as well as the coefficient for academic master level study programmes: 3,0. The cost of one study place in 2024/2025 is EUR 5 602.80, the total cost of the 3-year study programme is EUR 16 808.40. The number of study places funded from the state budget in 2024 is 7.

Assessment of the percentage breakdown of costs within the field of study

Total funding for the 2023/2024 academic year (Fig.1) Figure 2 shows the percentage breakdown of costs between study programmes. 40% of the cost is accounted for by the study programme 'European Language and Cultural Studies'. As of 01.10.2023. there were 47 students in this study programme, including 7 fee-paying students. 42% of the costs are accounted for by the 'Writing Studies' programme. As of 01.10.2023, this study programme had 48 students, including 4 fee-paying students. 18% of the cost is accounted for by the study programme "Language and Literature Studies". As of 01.10.2023. there were 5 students in this study programme.

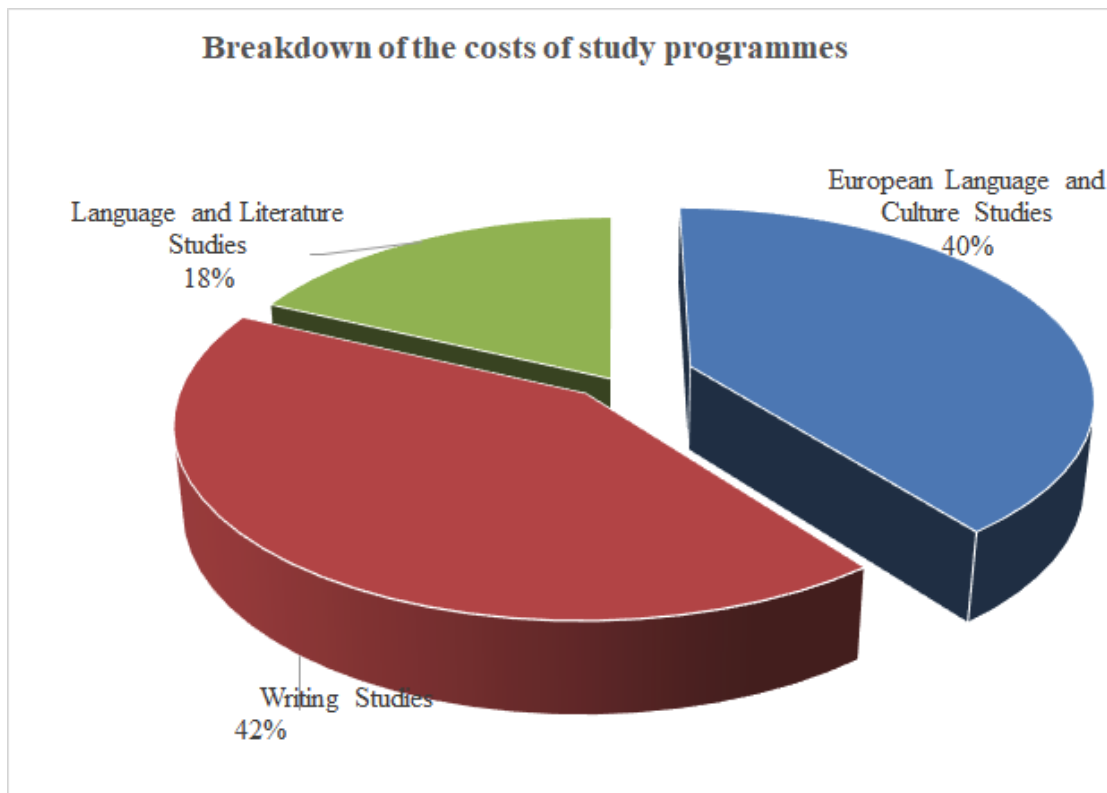


Figure 2. Breakdown of the costs of study programmes in the 2023/2024 academic year.

Expenditure planning is carried out jointly with the other study fields. An analysis of the main budget expenditure lines shows (Figure 3) that the largest expenditure line is salaries, with a relatively high share of salaries of teaching staff and royalties paid for teaching courses and maintaining content. The second largest expense category is maintenance of buildings and premises, as well as expenditure directly related to student support and services, marketing costs and other technical maintenance costs, which are regularly reviewed and optimised, prioritising an easily accessible and enjoyable learning environment for students. Expenditure on the purchase of literature, periodicals and subscriptions to electronic databases is included in the overall core budget of LiepU. All study programmes are provided with study and research resources in the LiepU library. Overall, the cost structure is considered optimal and in line with the development strategy.

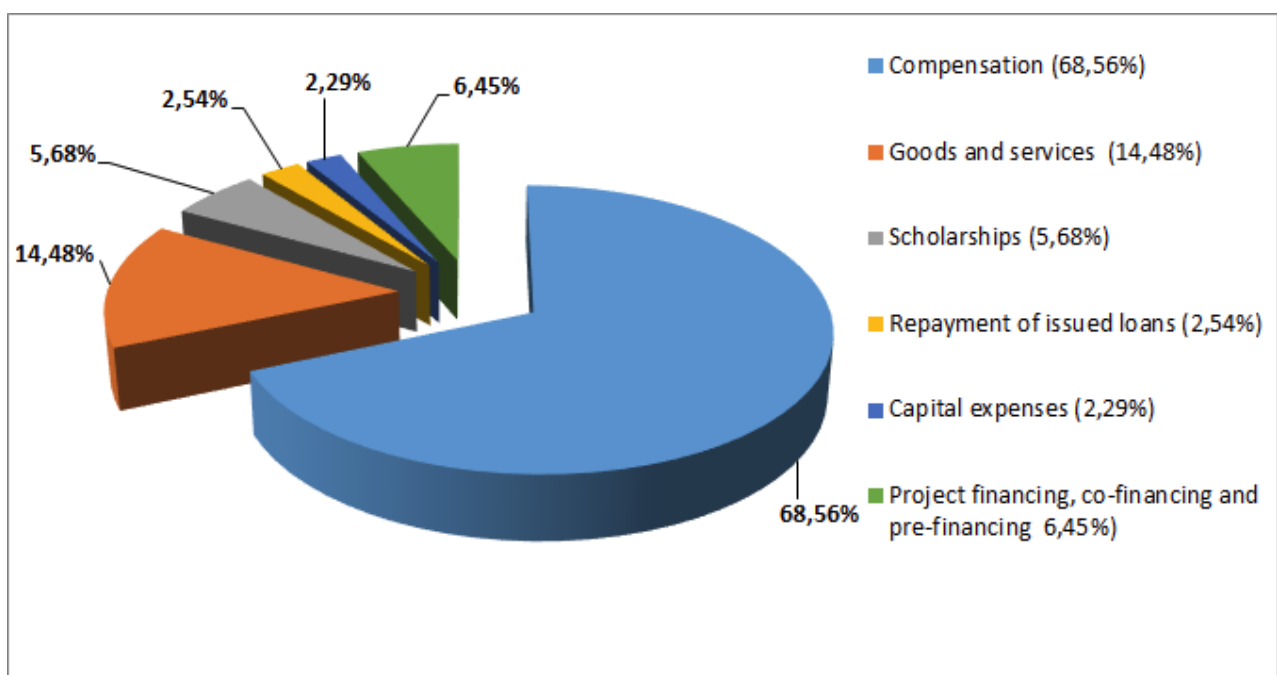


Figure 3. *Structure of cash outlays in the basic budget in 2022.*

Financial support for scientific research and/or artistic creation

Funding for scientific research comes from several sources: Basic funding for scientific activities (according to the Cabinet Regulation No.252 "Procedure for Allocation of Basic Funding for Scientific Activities"): for maintenance of elected scientific staff, scientific infrastructure, as well as partial provision of research work for academic staff (professors, associate professors and assistant professors who carry out scientific work), Performance funding, funds attracted in a competitive procedure (internal grants, project co-financing, projects), as well as the University of Liepaja Scientific Activity Development Fund.

Due to the amendments made to the Cabinet Regulation No 994 "Procedure for Financing Universities and Colleges from State Budget Funds", which provides for performance funding for results in research and artistic creativity. The University of Liepaja shall use the funds allocated for the previous year's results in research and artistic creativity in accordance with the approved budget. For the support of scientific activities of the academic staff involved in the study direction, funding is allocated from the development budget of the LiepU Faculty of Science and Engineering and the LiepU Scientific Activities Development Fund. The following priorities have been set for receiving this funding: full or partial financial support for publications in *Web of Science* and *Scopus* databases, in humanities – also in ERIH+; full or partial financial support for publications in other databases (e.g. EBSCO, etc.); development and publication of peer-reviewed scientific monographs; preparation and publication of follow-up publications in LiepU scientific journals and databases. The Faculty's development budget is also used for travel to scientific conferences, participation fees and support for student research.

Academic staff applications for scientific publications and conferences are reviewed and approved by the Council of Faculty. According to the Liepaja University Student Research Project Competition Regulations (approved on 15.12.2014 in Liepaja University Senate meeting pr.No.4) students have access to funding for scientific and creative activities.

Funding sources and university/college tools to manage them

The total annual budget of LiepU consists of a cash flow budget, which consists of incoming and outgoing funds for the planned calendar year. Financial resources for the study process of the Liepāja University consist mainly of:

- transfers from the general state budget to higher education;
- cash received from fee-based services, including tuition fee income;
- deductions from projects to cover centralised expenditure;
- donations and gifts;
- revenue earmarked for specific purposes;
- other own-source cash receipts;
- European Union structural funds;
- the balance of funds in the basic budget bank account from the previous calendar year.

The Director of Finance and Personnel, with the prior agreement of the Budget Commission, until 29.02.2024 shall set the limits for the total amount of expenditure of the basic budget for the departments. Each middle manager, together with the staff under his/her authority, shall, taking into account the overall expenditure limit for the unit, draw up a detailed expenditure plan for his/her unit, which shall be submitted to the Budget Commission for approval. In order to avoid the situation where the establishment of limits on the amount of expenditure prevents a unit from achieving its objectives, and to avoid the situation where new ideas related to the activities of the organisation or its units are not discussed and supported, the head of the unit has the opportunity

to argue his/her point of view to the Budget Committee during the budget examination process. The Budget Committee is responsible for hearing the views of the Heads of Unit and taking the final decision. The Director of Finance and Personnel prepares the University's overall core budget. The overall basic budget is examined, evaluated and finally approved by the Budget Commission and approved by the Council.

Following the approval of the overall core budget by the Council, the Procurement Officer in charge of the Procurement Committee prepares the overall procurement plan for the current calendar year and organises the procurement in accordance with the Public Procurement Law and the Quality management system (QMS) procedure.

The Director of Finance and Personnel shall ensure that the budget preparers act in accordance with the procedure "Planning, implementation and control of the overall budget of LiepU" during the budget planning and implementation process. Budget planning is carried out in accordance with the QMS procedure A-2-1 "Budget planning", and execution and control in accordance with procedure A-2-2 "Budget execution and control". The budget breaks down incoming and outgoing funds by main types of expenditure. The analysis of the funding envelope takes place annually and is approved by the Council.

Every calendar year the University of Liepaja and the Student Council of the University of Liepaja, in order to support and promote the activities of the student self-government, renew the cooperation agreement and determine the allocated funding from the basic budget of Liepaja University, which is not less than one two-hundredth of the annual budget, in accordance with Section 53 of the Law on Higher Education Institutions.

The results of the economic activity are regularly reported in the annual report and the auditors' opinion. The financial indicators of the University of Liepaja show a stable financial situation.

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

The technical and teaching assets of the study programmes are in line with the goals and tasks of the study programmes. RTU LA centres have six computer classrooms equipped with the necessary software and internet connections. The centres have access to video/data projectors, interactive whiteboards, and graphic projectors, which are extensively used in computer classrooms and other classrooms for presenting lecture and seminar materials; they also have methodology rooms with visual and teaching materials, and use the Moodle e-learning environment. In order to improve the quality of studies and enable the students to study independently, instructors receive teaching support in preparing and uploading study materials in the Moodle environment. The students can communicate with the teaching staff via e-mail, Moodle, or MS Teams. LiepU (now RTU LA) uses information systems to provide the study process:

- Alise library information system,
- Moodle e-learning environment;
- Latvian University Information System (LAIS)

For the purpose of supporting the study process, the university has the following technical assets:

- computers: 356
- video projectors: 23;
- interactive whiteboards: 7;
- interactive screens: 4
- photocopiers: 6;
- photo and video cameras: 18 (11 photo cameras, 7 video cameras).
- 360° cameras: 4 (for hybrid online lectures)
- Students have access to a free wireless network in each of the study blocks (36 wireless access points in total). RTU is a member of *Eduroam*, a secure, international wireless network available to academic users. *Eduroam* is a shared network that enables students, staff, researchers, and faculties of higher education institutions to access wireless network services around the world without the need for a guest account.
- A workstation virtualisation solution has been implemented and three computer classes are equipped with workstation clients (80 workstations in total). Students have their own virtual computer, which is not connected to their workplace. This solution ensures the mobility and security of the study process.
- Modern network hardware has been installed to virtualise the computer network and a CAMPUS computer network connection has been established between all study blocks.
- Students have access to several scientific publication databases: EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science, and Cambridge Journals Online.

An agreement has been signed with Microsoft for the lease of MS Office and MS Windows software licences, which can be used by instructors both in the teaching process and in the production of teaching materials. As part of this agreement, both RTU LA teaching staff and students have access to MS 365, 1 TB cloud file storage, etc. at no extra charge.

Students have access to technical and informational support for working with scientific publication databases: EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.

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.

Support for RTU LA students and teaching staff in their studies and research is the RTU LA Library (information about the Library is available on the RTU LA website in the library section here: <https://www.rtu.lv/en/liepaja/studies-6/library-liepaja>). The aim of the Library is to provide printed, electronic and other information resources for studies and scientific activities, as well as to be a

cultural centre promoting national and regional cultural values. In pursuit of this objective, the Library develops its collection and provides services.

Library collection and database resources

The RTU LA library's collection (Lielā iela 4, Liepāja) contains approximately **63 400** information resources (92% books, 8% serials and other items). **72%** of the entire collection is in open-access shelves, so that staff and students can choose the most appropriate titles.

The thematic relevance of the collection to the study programmes of the field of study "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" is as follows:

1. The BA-study programme "European Language and Culture Studies" offers literature according to the following subjects for the teaching process, e.g. English, French, Spanish, German, literature and culture, Latvian language, literature and culture, world literature, research and academic writing, project management, rhetoric, psychology, etc. Of all the information resources available in the Library, approximately **18%** of the items in these subjects are in the collection.
2. The MA-study programme "Writing Studies" offers literature to support the learning process, according to the following topics of the taught courses: prose, drama, poetry and journalism, writing and criticism, culture and communication, text production, translation, interpretation and editing, research and academic writing, etc. Of all the information resources held by the Library, approximately **9%** of the items in these subjects are in the collection.
3. In the doctoral study programme "Language and Literature Studies (DU, RTU LA, VeA)", the lecturers and students have at their disposal literature according to the following topics of the courses, for example, language studies and linguistics, applied linguistics, literary studies, cultural studies, translation and interpretation, scientific research and academic writing, etc. Of all the information resources available in the library, approximately **4%** of the items are in these subjects.

In the case of no having information resources in our Library, the services of the Interlibrary Loan (ILL) and International Interlibrary Loan (ILL) are offered. Successful cooperation has been established with SUBITO, the Latvian National Library and other Latvian and foreign libraries. The total number of requests for SBA literature in 2023 was **15**.

For both students and teaching staff, the Library offers free use of databases, organising access to subscribed, trial and open access databases on and off the RTU computer network. To access the databases remotely, the user must use the RTU study portal ORTUS user authorization profiles.

Teaching staff and students have at their disposal such RTU LA subscribed online databases as "Cambridge Journals Online", "EBSCO eBooks Academic Collection", "EBSCO Academic Complete", "Letonika" (extended with subscription to the Reading Room section), as well as databases supported by the Ministry of Education ("Science Direct", "Scopus", "Web of Science") and Dienas Biznesas "Marketing Manual", "Business Manager's Manual", "Human Resources Management Manual". By organising the consolidation of information resources in cooperation with the RTU Science Library (SL) in Riga, RTU LA users will have access to an even wider range of databases from the academic year 2024/2025. Everyone can use the Library's open-access databases: the Academic Staff Publications Database, the Dissertations Database and the Final Theses Database.

For the purpose of the study field "Languages and Cultural Studies, Mother Tongue Studies, and Language Programmes", the databases offer information resources on various topics of the courses taught in the study programmes, for example, the EBSCO e-book collection contains approximately

21 000 titles under the following keywords: digital humanities, literary theory and research, English, French, Spanish, German literature, postmodernism in literature, language studies, applied linguistics, cultural studies, creativity, critical thinking, social communication, project management, academic writing, etc. In 2023, the databases subscribed to by LiepU have been used in **23 700** access sessions.

Library infrastructure and services

The library is open 45 hours a week (weekdays 8.00-17.00). In 2023, the average number of visitors to the library was **70** per day. Users have access to the Subscription Desk (for issuing and receiving information resources), the Copy Room (for copying, printing, scanning and binding), the Group Discussion Room (on request), 96 independent workstations for study and research in the Reading Room and Library Lobby, and 16 computer workstations with Internet access in the Electronic Resources Reading Room. During the Library's opening hours, users can use the Self-Check facility in the Subscription Desk to check out or return books. Outside the library opening hours, books can be deposited in the Book-drop box located in the Liepaja University lobby. Free Wi-Fi is available throughout the Library. Since 2011, an RFID security system has been used to identify and protect the library's information resources.

For more than 30 years (since 1992), the Library's activities have been automated. The ALISE library information system automates library processes such as bibliographic data processing, filing, reader registration, issuing/receiving, ordering/reserving, remote access WebPAC, mobile WebPAC, etc. LiepU Library electronic catalogue (<https://alise.liepu.lv/Alise/en/home.aspx>) and University and Special Libraries Collective Catalogue (<https://alise.liepu.lv/Alise/en/federatedsearch.aspx>) are available remotely - both on computers and mobile devices. The library's electronic catalogue provides a unified search of bibliographic information both about the collection and in the local databases created by the library. Remote access allows users to log in to "My Library" from anywhere and keep track of book issues, due dates, request extensions, and reserve or queue for required literature. In 2023, **146 000** information search requests were registered in the Library's electronic catalogue. In May 2024, the consolidation of library information systems with RTU SL - the transition from BIS ALISE to BIS ALEPH - started. At the end of the consolidation, information on the RTU LA library collection will be available in the Latvian national library catalogue.

The most up-to-date information about library services and opening hours is available in the library section of the RTU LA website (<https://www.rtu.lv/en/liepaja/studies-6/library-liepaja>), and about information resources - in the RTU LA library monthly newsletter "Lasonis" (published on RTU LA social network profiles: Facebook RTU Liepāja Library/RTU Liepaja Library; X - LiepUlib). RTU LA Library also presents the latest news on its social network profiles (Facebook, X).

Procedures for Library's collection complementation and subscribing to databases

The library collection is complemented according to the needs of the study programmes, in cooperation with the teaching staff and students. Teaching staff shall fill in the form "A-12-1 Request for Liepaja University Library Collection" in accordance with the QMS procedure "A-10-II Library Collection". The request with recommendations for acquisition of information resources can be filled in and submitted by any teaching staff member (both elected and invited). Students can submit recommendations for the acquisition of information resources by filling in the web form published on the RTU LA website - in the Library Collections section (available only in Latvian here: <https://www.rtu.lv/lv/liepaja/studijas-liepaja/biblioteka-liepaja/pakalpojumi-6>). Applications are considered in accordance with the Library's Collection Policy.

The decision to subscribe to a particular database is made in several stages. First, data are analysed: 1) usage statistics for free trial databases; 2) usage statistics for subscribed databases

over several years. Attention is also paid to the recommendations of the teaching staff. Secondly, changes in the database offer are discussed in the Library Council, which represents all centres staff and students. Thirdly, the issue of database subscriptions is discussed with the Director of RTU LA and the Heads of centres. A decision is taken on the basis of the views expressed.

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 latest information and communication technologies are used for the implementation of the study programmes of the study field “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” - mobile video conference rooms, computer classes, library.

Students have access to an open-access wireless network in each of the study blocks (a total of 36 wireless network access points have been installed), which provides access to the EDUROAM wireless network.

A cooperation agreement has been concluded with Microsoft on the lease of MS Office and MS Windows software licenses. Within the framework of this cooperation agreement, both the RTU LA lecturers and students have access to the MS Office 365, 1Tb file archive in the cloud, etc. at no extra charge.

Students of RTU LA are issued access to the study process accounting information system of Latvian higher education institutions (hereinafter LAIS and e-learning environment Moodle) during the study admission process. Data integration takes place between the information system of the Latvian higher education institutions and the e-learning environment, which means that students do not need different authentication data. LAIS is a model of study process management, while in the e-learning environment Moodle provides the implementation of the study process.

Log in to the e-learning platform Moodle on the website <https://estudijas.liepu.lv/?lang=en>, using the username and password issued by LAIS.

Starting from 3 February 2020, the use of the e-learning platform Moodle during the study process has been made mandatory for the teaching staff and students of the RTU LA (ex. Liepāja University). In the e-learning platform, it is possible for teachers to publish study materials, receive the developed works submitted by students, as well as create websites for the materials necessary for the study process, purposefully participate in the development of diverse student competences testing materials, evaluate, provide feedback. The range of tools used in the Moodle environment is constantly updated, transformed according to the recommendations of the teachers.

In order to develop modern understanding of the academic staff regarding the challenges of the digital age, from March to June 2022, special training of teachers will take place within SAM project No. 8.2.2.0/18/I/003.

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.

The implementation of RTU personnel policy is stipulated in the Human Resources Development Plan, which focuses on three main goals within the professional development of the academic staff: renewal of the academic staff, by promoting academic work of Doctoral students, improvement of the professional competence of the existing academic staff and attraction of foreign academic staff. The action plan sets out, for each goal, the activities and sub-activities to be carried out, defines the results to be achieved, the responsible organizational units and the implementation schedule.

Elections of RTU academic staff are held in accordance with the requirements of the Law on Higher Education Institutions and Cabinet regulations based on the recommendations of the Council of Higher Education, in accordance with the Constitution of RTU and the regulations approved by the Senate "On the Procedure of Electing Professors and Associate Professors" and "On the Procedure Of Electing Assistant Professors, Lecturers and Assistants" (publicly available at <https://www.rtu.lv/lv/universitate/vakances-rtu/personalatlases-dokumenti> (in Latvian); the English translation is in the file of Annex 42-43 of the List of Internal regulations), as well as in compliance with other internal laws and regulations.

At the proposal of organizational units, the faculty council or the institute board shall consider and approve a reasoned proposal made by the head of a respective organizational unit for announcement of the competition for vacant academic positions, which expire in the respective academic year. The faculty council or the institute board shall submit the proposal under consideration to the RTU Personnel Department together with the job description and qualification requirements, including the workload (full-time or part-time).

Regarding academic positions for professors and associate professors, where the term of election expires in the respective academic year, periodic evaluation of scientific and pedagogical qualifications is performed in accordance with the Procedure for Election of a Candidate for the Position of Professor or Associate Professor and the Procedure for Assessing the Qualification of an Existing Professor or Associate Professor approved by the RTU Senate meeting on 30 JMay 2022 (published at https://www.rtu.lv/writable/public_files/RTU_par_profesoru_un_asocieto_profesoru_periodisko_novert_esanu_apstiprinasanu.pdf (in Latvian); the English translation is in the file of Annex 42 of the List of Internal regulations).

The Personnel Department informs the head of the structural unit of the professor or associate professor about the need to organize the evaluation of the professor or associate professor. The evaluation is performed by the Board of professors of the field in accordance with the Law on Higher Education Institutions, the Regulations of Councils of RTU professors and the Regulations on periodic evaluation of professors and associate professors approved by the RTU Senate. After the evaluation, the Council of the professors of the field submits an opinion on the result of the evaluation to the Rector and the Personnel Department. Taking into account the evaluation of the Board and the procedures and criteria set by the higher education institution, the employment contract with the associate professor or professor may be extended for a definite or indefinite term. If, as a result of the evaluation, the scientific and pedagogical qualification of a professor or associate professor meets the evaluation criteria set by the higher education institution, the employment relationship is continued. If, as a result of the evaluation, the qualification of a professor or associate professor does not meet the evaluation criteria set by the higher education institution:

- the relevant employment contract of the professor or associate professor is terminated;
- the department may decide to announce a new vacancy.

The Personnel Department announces a competition for academic staff positions at RTU website, the Euraxess vacancy portal and at least in one mass medium distributed throughout Latvia. The applicant shall personally submit or send by email the signed application documents no later than one month after the date of competition announcement.

The employment relationship shall be established by means of a written employment agreement between the Employer and the Employee at least two working days before the commencement of employment. The employment agreement shall be drawn up in duplicate. One copy shall be kept by the Personnel Department of the Department of Personnel and Working Environment (in accordance with RTU File Nomenclature) and the other shall be issued to the Employee. Prior to entering into the employment agreement, the applicant is acquainted with RTU Rules of Procedure.

Employee's duties are defined in accordance with the Classification of Occupations of the Republic of Latvia and RTU Position Catalogue (<https://www.rtu.lv/lv/universitate/skaitli-un-fakti/vienota-darba-samaksas-kartiba>), Unified Work Remuneration Procedure at RTU (see the file of Annex 44 of the List of Internal regulations), RTU Rules of Procedure and the requirements laid down in the job description, which is an integral part of the employment agreement. Job description shall be presented to and signed by the Employee. Job description shall be drawn up in duplicate; one copy shall be issued to the Employee and the other shall be kept according to RTU Case Nomenclature.

Before taking up the employment, the Applicant shall present an identity document – passport or identity card, the Foreigner shall additionally present a visa or residence permit, as well as a work permit if such a permit is required in accordance with regulatory enactments.

Visiting academic staff shall be employed in compliance with:

- Law on Higher Education Institutions (<https://likumi.lv/doc.php?id=37967> (in Latvian));
- Labour Law (<https://likumi.lv/ta/id/26019-darba-likums> (in Latvian));
- Immigration Law (<https://likumi.lv/ta/id/68522-imigracijas-likums> (in Latvian));
- Cabinet Regulations No. 568 "Regulations Regarding the Procedure by which a Research Institution Concludes and Terminates Employment Agreements with a Foreign Researcher" as of 21 July 2008 (<https://likumi.lv/doc.php?id=178749> (in Latvian));
- Cabinet Regulations No. 225 "Regulations Regarding the Amount of Financial Means Necessary for a Foreigner and the Determination of the Existence of Financial Means" as of 25 April 2017 (<https://likumi.lv/doc.php?id=290808> (in Latvian));
- Cabinet Regulations No. 25 "Implementing Regulations for the First, Second and Third Project Applications Selection Round of Specific Objective 8.2.2 "To Strengthen Academic Staff of Higher Education Institutions in the Areas of Strategic Specialization" of the Operational Programme "Growth and Employment" as of 9 January 2018 (<https://likumi.lv/doc.php?id=296513> (in Latvian));
- RTU internal regulations "Procedure of Involvement and Employment of Visiting Academic Personnel at RTU" as of 26 November 2018 (see the file of Annex 25 of the List of Internal regulations);
- RTU internal regulations "Unified Work Remuneration Procedure at Riga Technical University" as of 27 April 2020 (amendments on 28 September 2020, 21 December 2020, 25 January 2021, 31 January 2022) (see the file of Annex 44 of the List of Internal regulations).

According to the results of the applicant selection competition, the employment agreement with the visiting academic staff is signed within a month, specifying an hourly rate. Job description is also provided, which includes specific job responsibilities (delivering lectures, designing study courses, lecture cycles, supervising study papers, etc.). The workload of the visiting academic staff member may include the provision of face-to-face work (delivering lectures, providing tutorials, conducting

seminars, supervising graduation papers, etc.) and remote work if it complements the face-to-face work (video lectures, tutorials, supervision of graduation papers). If the work is to be carried out remotely, face-to-face visits (e.g., tutorials) should be provided at the organizational unit.

The visiting academic staff member shall enter into the employment agreement in compliance with the requirements of the Latvian regulatory enactments. During the term of the employment agreement, all assignable copyrights for the work created by the visiting academic staff member, including curricula, materials, and any other teaching aids developed by the visiting academic staff member, shall pass to the Employer. The visiting academic staff member, upon termination of the employment agreement, shall be obliged to transfer the work created within the framework of the employment agreement, including study materials, to RTU. Before terminating the employment agreement, the visiting academic staff member shall submit to the head of a respective organizational unit the reports and other documents stipulated in the employment agreement.

Despite the low salary in the AI system, the good reputation of study field 'Language and Culture Studies, Mother Tongue Studies, and Language Programmes' allows to attract teaching staff in specific study subjects. The teaching staff is mostly attracted by the program directors, inviting industry researchers and specialists, whom the program directors have met in joint work, conferences, projects, to apply for vacancies. The best graduates of master's and doctoral study programs are also invited to continue activities in the 'Language and Culture Studies, Mother Tongue Studies, and Language Programmes' field of study as lecturers, promoting the regeneration of teaching staff and researchers. Depending on the specifics and direction of the taught courses, the teaching staff is involved in the strategic planning of the field of study and the achievement of goals in activities to popularise the field of study, such as organising master classes, guest lectures, student conferences and creative events, thus helping to build a community of humanities that creates contact with the broader society and the industry on a national scale and is attractive to potential applicants.

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.

Procedures for ensuring the qualification and quality of work of the academic staff.

The qualitative composition of the lecturers working in the field of studies complies with the Law on Higher Education Institutions of the Republic of Latvia and the requirements of the Cabinet Regulation No. 512.

The qualifications of the academic staff involved in the implementation of the study programme are appropriate to the specifics of the study programme offered and the conditions for its implementation. Teaching staff are professionals in their scientific sectors who have demonstrated their competence in research and the use of e-environments in the study process, have participated in various international projects, and have developed course materials and teaching aids. The unified procedure for ensuring the qualification and quality of work of academic staff in accordance

with the QMS procedures is supervised by personnel and document management specialists in cooperation with the Dean of the FHSA until 29.02.2024, from 01.03.2024. project manager for further training of academic staff in cooperation with the Head of CHA.

Based on the Cabinet of Ministers Regulation No 569 of 11.09.2018 "[Regulations on Education and Professional Qualifications Required for Teachers and Procedures for the Professional Competence Development of Teachers](#)" , academic staff of higher education institutions must complete professional development programmes on innovations in the higher education system, university didactics or educational work management in the amount of 160 academic hours by the end of the term of their election. Professional development may include appropriate international mobility as well as participation in conferences and seminars.

Opportunities offered by improvement of qualification.

The improvement of the professional qualification of the teaching staff takes place in accordance with the standards and criteria of the Quality management system, which are supervised and provided a feedback by the head of the field of study, the programme director and the field of study council.

The criteria used for the work quality monitoring are as follows:

- student rating (QMS questionnaire);
- study internship evaluation indicators (QMS practice evaluation questionnaire);
- effective involvement in didactic competence improvement measures, incl. preparation of didactic seminars, observation of study classes, participation in lifelong learning, etc.

In order to improve the quality of scientific and pedagogical activities of the teaching staff, in 2018, three medium-term planning documents were developed and aimed at the development of LiepU human resources.

1. LiepU Human Resources Development Plan for 2018-2023 (see section 'Other Annexes') - which assesses the current situation, certain human resources management process goals, tasks to be performed and results to be achieved.

The aim of the LiepU Human Resources Development Plan is to provide LiepU with the necessary human resources, promote the development of existing human resources (academic and general staff), professional growth and improvement, inclusion of new teaching staff and research staff in the university education and research process to ensure modern, development-oriented studies, research, lifelong learning in accordance with the LiepU development strategy.

2. LiepU Academic Staff Development Action Plan for 2018-2022 is a staff development and attraction action plan, defining and describing the planned academic staff competence improvement, development and attraction measures.

The goal of the LiepU Academic Staff Development Action Plan for 2018-2022 is to ensure the increase of competencies and skills of LiepU academic staff, promote the development of staff and LiepU activities in accordance with quality requirements.

The LiepU Academic Staff Developed Action Plan for 2018-2022 has been developed in accordance with:

3. LiepU Management Staff Training Plan for 2018-2021 - which defines and describes the planned management staff competence improvement measures.

Objectives of the LiepU Management Staff Training Plan: Enhancing the competencies and skills of LiepU management staff for professional administration of management processes, a management

team with a vision of a modern, competitive international university that understands global trends, a management team that can inspire students and employees for rapid and ambitious development.

In addition to the information specified in the existing LiepU human resource development plans, the needs for improvement of employees' professional competencies are / can be identified based on the results of employee work and competencies assessment and / or independent individual discussions, as a result of which the existing education and competencies of the LiepU academic and general staff are / can be supplemented in practice at work, as well as, to the extent possible, acquiring new knowledge to raise their level of education, attending courses, seminars, conferences, congresses, forums, participating in Erasmus + mobility events and other experience exchange events.

The added value of the used opportunities for the implementation of the study process and the quality of studies.

During the training provided by LiepU (now RTU LA), the management staff of the department has improved their level of foreign language skills, as well as management competencies, such as process management and stress management, which directly improves the quality of management processes, organization, and internationalization opportunities in the study field.

After LiepU integration into RTU, starting from 01.03.2024, qualification upgrading for academic staff will be carried out centrally, in accordance with the RTU regulations.

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.

The quality composition of lecturers working in the direction of studies complies with the Law on Higher Education Institutions. The qualification of the academic staff involved in the realisation of the study direction is appropriate to the specifics of the study program 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/or creative work in the field, participated in international projects and developed teaching aids and materials. Professionals in their speciality with practical work experience in the relevant field are also involved in the implementation of the study programs - mainly in those study courses linked to specific industry courses, so changing these lecturers in favour of those working in the main job is not possible.

The personnel involved in the study programs included in the field of study "Language and Cultural Studies, Mother Tongue Studies and Language Studies" are listed in *Appendix II.3.7.A.*, indicating the scientific degree and professional qualification, position, election/non-election, and the implemented study courses, modules in specific study programs, as also scientific biographies of all teaching staff (*see Appendix II.3.7.B.*).

A total of 37 lecturers are involved in the implementation of the programs included in the study direction; out of the total, 24 (64.86%) teaching staff have a doctoral degree. 16 teaching staff (43.24%) have been elected to academic positions at LiepU, of which 15 (93.75%) have a doctorate degree. On the other hand, 9 of the non-elected teaching staff have a doctorate degree. Of the 21

non-elected teaching staff, one teaching staff is studying for a doctoral degree, and 4 are candidates for a doctoral degree.

Staff responsibilities often overlap, with elected academic staff having both academic and research workloads, and in some cases administrative work. RTU LA does not strictly separate academic and research workload, the proportion of each academic staff member is determined individually by planning the staff member's workload in the unit, as well as taking into account their position, involvement in project implementation, professional competences and experience.

The regulations of RTU LA state that employees cannot work more than one full-time job in a permanent position.

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.).

Students have access to technical and informational support for working in scientific publication databases - EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.

During the studies, students have access to the general staff of RTU LA faculties/centres as a support staff, who provide information to both full-time and part-time students in connection with the provision of the study process, as well as in case of various uncertainties, introduce and inform about various activities or improvements related to the study process, continuously taking place in RTU LA, for example, automatic registration system for studies, electronic application for scholarships, work remotely etc.

Students had the opportunity to apply for various types of scholarships, such as a Senate scholarship or a one-time scholarship for a student with social difficulties (applies to the Student Council). In the future, scholarships will be awarded in accordance with the Regulation on Granting RTU Scholarship (see the file of Annex 22 of the List of Internal regulation)

RTU LA students have access to a legal advisor in case of uncertainties, for example, in case of drawing up an individual study schedule or to foreign students to clarify issues related to study agreements.

RTU LA has two psychologists who can provide advice in case of psychological issues, as well as RTU LA provides an opportunity to move around for people with disabilities, including wheelchairs, because there are special ramps, and the RTU LA building makes it possible to move between floors, using an elevator, while for the visually impaired, instructions are available in Braille at the university's common areas.

For the support and integration of students, a Student Council, as well as employees of the International Relations Department as mentors for foreign students throughout the study period are operating at RTU LA. In order to continuously ensure the study process, students have the opportunity to use the Moodle study platform, the Library's offer both in terms of the provision of literature, as well as in terms of group work and computer area.

RTU LA lecturers provide consultations to students on the development of artworks and scientific

papers and preparation of presentations regularly both during the lectures and consultations with lecturers. Also in preparation for scientific conferences both in RTU LA and other universities, for competitions that are regularly announced in various fields (for example, economics, business), students have the opportunity to receive additional consultations from the teaching staff.

The increasing opportunities for students to acquire new knowledge and skills outside the study programme are related to students' research work activation, which is confirmed by the increase of student numbers in the annual students' conference (sections in the social sciences and service, entrepreneurship fields) and other science and creativity week events (e.g. in the events organized within the Science and Creativity Week etc.), as well as in professional art and culture events.

One of the largest support staff in the entire period is formed by the study programme directors, who help students integrating in the life of the university, advise on the choice of internship companies, organize study tours to various organizations and companies during the study process, etc.

Data on the frequency of student support cases are not registered in RTU LA. With a certain regularity, students are supported by the Head of the Field of Study and Program Directors. The Head of the Field of Study meets with students to discuss questions about the study process, university news, and regulation changes. Before the exam time, struggling students are contacted by the program director to discuss options for successfully continuing their studies. Program Directors are approachable on regular basis in the study environment, and students can ask them individual questions.

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).

Description and evaluation of the Scientific and Applied Research and Artistic Creativity in the Field of Study, compliance with the objectives of the university and the field of study.

Scientific research and creative activities of the faculty members of the study direction "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" are included in the strategic specialisation of RTU and RTU LA - Humanitarian Sciences and Arts (in accordance with the Order of the Cabinet of Ministers of the Republic of Latvia No 449 (Riga, 21 June 2022, Minutes No 33, § 31) "On Strategic Specialisation of State Higher Education Institutions"). The aim of scientific research and creative activity of the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" is subordinate to the overall aim of the study field: to provide students with the opportunity to acquire quality academic education in the humanities, languages and culture study field programmes, including interdisciplinary study programmes, creating the opportunity to prepare for independent and creative research and professional activity of an interdisciplinary nature.

Scientific and research activity basically corresponds to the field of Humanitarian Sciences and Arts,

branch - Linguistics and Literary Studies, its sub-branches - History of Latvian Literature, Theory of Literature, Comparative Literary Studies, History of Foreign Literature, General Linguistics, Comparative and Comparative Linguistics, Applied Linguistics, Latvian Synchronic Linguistics, Latvian Diachronic Linguistics, Baltic Linguistics, Germanic Linguistics, Romance Linguistics (in accordance with the *Regulations on Latvian Science Branch Groups, Branches and Subbranches*, available only in Latvian: <https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-a-paksnozarem>) The individual scientific research activities of several research groups and lecturers are interdisciplinary, which is also in line with the interdisciplinary orientation of the study programmes. Thus, in addition to Linguistics and Literary Studies, research is also carried out in other fields of the Humanities and Arts: Philosophy, Ethics and Religion (History of Culture and Science, Philosophy of Culture, Aesthetics, History of Ideas), Music, Visual Arts and Architecture (History and Theory of Theatre and Cinema, Theory of Culture). The artistic creativity pursued in this field of study is related to the diverse aspects of writing (prose, poetry, dramaturgy) and its connections with other arts (audiovisual, new media arts, music, theatre), as well as to the critique of these creative expressions.

Research topics correspond to national priorities (lecturers of the field implement national research programmes), internationally relevant research directions in the field of humanities and arts (lecturers of the field are involved in national and international projects), as well as regional development needs (lecturers of the field are involved in local projects and implement cooperation with creative organisations in the region and municipalities).

During the reporting period, the scientific and artistic creativity activities of the field of Study "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" were coordinated with the Liepāja University (now RTU LA) "**Strategy of Scientific Activity 2016-2020**", which defined the following mid-term strategic goals related to the scientific and creative activity of the field:

- research topics correspond to national priorities (national research programmes), internationally relevant research directions, as well as regional development needs (orders from local governments, regional entrepreneurs, etc.);
- LiepU (now RTU LA) research institutes and research groups in faculties - creative research collectives open to national and international cooperation, which form a national and international network for the implementation of topical research topics and research projects;
- LiepU (now RTU LA) has interdisciplinary research groups for complex solutions of topical scientific problems in cooperation with Latvian and foreign universities and entrepreneurs, which purposefully engage in attracting funds for national and international projects to achieve results;
- the publication of research results at international level (international conferences and congresses, internationally cited journals) is growing;
- Liepaja University's (now RTU LA) scientific follow-up publications and journals are included in industry-recognised databases of internationally cited publications;
- science and research are promoted in cooperation with all social partners, all age and social groups, especially developing cooperation with schools, creative and professional organisations, promoting youth interest in science and understanding of scientific activity and creativity as a basis for a successful career in any field of activity;
- The age structure of academic staff has increased and stabilised with an increase in the proportion of young teaching and research staff. The age structure of Liepaja University (now RTU LA) PhDs is sustainable;
- Doctoral studies are carried out in inter-university and international programmes; foreign

experts participate in the evaluation of doctoral theses;

- Liepaja University (now RTU LA) has an effective research and results management system;
- LiepU (now RTU LA) implements a results-based remuneration policy;
- LiepU (now RTU LA) website, research department and conference websites facilitate access to research and provide information on publications of academic staff, content of LiepU (now RTU LA) conferences, innovations developed by researchers and students;
- Science and research are promoted in cooperation with all social partners, all age and social groups, especially developing cooperation with schools, creative and professional organisations, promoting youth interest in science and understanding of scientific activity and creativity as a basis for a successful career in any field of activity

In the field of research, the strategic objective is to ensure the international competitiveness of scientific and creative activity by improving the support system for research and the renewal of academic staff, and ensuring the publication and commercialisation of research results.

Directions for action and objectives

- Make the transition from quantity of scientific publications to quality indicators for internationally peer-reviewed publications;
- to renew and develop the academic staff necessary for research and study directions at RTU LA, ensuring cooperation between universities and research centres in Latvia and abroad, promoting participation of researchers in international cooperation programmes and scientific organisations, as well as targeted attraction of PhD students for research and study process;
- Increase the number of scientific publications with foreign co-authorship;
- Develop professorships (tenure) in all strategic directions of RTU LA.

The number of internationally peer-reviewed publications in Scopus and Web of Science, ERIH PLUS databases is increasing, the renewal of academic staff has started, the transfer of research results is one of the strengths of the direction, the number of PhDs working in the direction is positively evaluated. In the near future, efforts should continue to improve the quality of publications and to develop joint publications with foreign authors.

Relevance to the level of scientific and/or artistic development (describe separately the importance of doctoral programmes)

The level of research and creative activity in the humanities and arts was assessed in a previous international evaluation (International Evaluation of Scientific Institutions Activity, 2019). The evaluators of the Humanities and Arts Field Technopolis Group (Prof. Svend Erik Larsen (Head), Prof. Naomi Segal, Prof. Stefan Berger, Prof. Genoveva Marti, Dr. Carolyn Sargentson, Prof. Rachel Armstrong) The research and creative activity of the Liepaja University in the Humanities and Arts was evaluated with a score of 3, i.e. a good level of research, with 20 out of 30 points:

- Quality of research - 3
- Impact on industry - 3
- Economic impact - 3
- Social impact - 4,
- Research environment and infrastructure - 3
- Development potential - 4.

See more at: <https://www.izm.gov.lv/lv/media/10719/download>

Since the last international scientific evaluation, progress in research activities has been observed: the publication of results at national level is significant, at international level (international conferences and congresses, internationally cited journals) - increasing. The number of research

projects in the field has increased. Thus, the level of scientific research and creative activity is adequate for the implementation of full-cycle study programmes, including doctoral programmes, in the field of "Language and Culture Studies, Mother Tongue Studies, and Language Programmes". The doctoral study programme "Language and Literature Studies" ensures the inheritance and reproduction of scientific research work and the improvement of the quality of results, the lecturers and students participate in all scientific research activities in the field: the production of publications, the preparation and publication of follow-up editions, the organisation of international scientific conferences, the implementation of research projects.

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 Field of Study is research-based. The results of the research activities of the academic staff involved in the programmes are integrated into the themes and content of the courses they teach, and their professional and creative experience is used in the implementation of relevant courses. Activities related to the qualifications and competences of lecturers are offered to students as extra-curricular activities to enhance the quality of studies, ensuring not only research-based studies but also studies based on the professional working environment.

The involvement of students in scientific research takes place during the study process, at all three levels of study. The choice of themes for Bachelor's and Master's theses is related to the research work, scientific and creative interests of the lecturers (sociolinguistics, translation studies, Germanic studies, Romance languages studies, applied linguistics, comparative linguistics, language learning, literary studies, theatre and drama studies, etc.).

The curriculum of the Bachelor's degree programme "European Language and Culture Studies" foresees the production of one thesis, which serves as an introduction to the Bachelor-level research. The topics of the research papers should be relevant to the field of linguistics and literary studies and to the chosen field of study, but interdisciplinary topics related to broader cultural themes are encouraged and desirable. The Master's theses of the MA in Writing Studies are usually related to the student's creative and professional aspirations, linking the knowledge and skills acquired in their previous education or current professional experience with the knowledge and research interests acquired during their studies. Again, students' intentions are linked with the research topics of the lecturers, and in some cases a suitably qualified supervisor is sought in the professional environment of Latvian culture and literature. In the doctoral programme "Language and Literature Studies", students apply with their research intentions, the possibilities of its implementation are coordinated with the possibilities and interests of potential supervisors, including the orientation of project applications. Thus, at all three levels of study, the research approach of professors, associate professors and assistant professors is gradually being continued and developed in the students' work, while the work of master's and doctoral students is characterised by the creation of new knowledge, as hitherto unexplored or little-studied issues in the Latvian humanities are explored, or innovative approaches are found, thus updating and revising what has traditionally been accepted.

The link between scientific and applied research, artistic creativity and the study process also takes other forms:

1. implementation of research projects, involvement of students as assistants in the work of the

- above-mentioned projects - participation in the preparation of reports and publications;
2. the validation of the intermediate results and outcomes of research work at international scientific conferences, local scientific conferences and seminars, etc., in which students participate as listeners and perform specific tasks in various study courses;
 3. Research articles, monographs, reference materials prepared in the projects are actively used in the study process depending on the course orientation.

Examples:

- Within the project *Latvian Language of Science in Intralingual Aspect* a monograph *The Language of Science: style, text, context*, Riga, Zinātne, 2021, ISBN 978-9934-599-11-8, 280 pp., was developed, as well as a digital database and mobile application *The Language of Science*, 2020 created (available only in Latvian: <https://www.zinatnesvaloda.lv/>) - a practical assistant in scientific research and academic writing.
 - The international project *Academic Writing in the Baltic States: Rhetorical Structures through culture(s) and languages* (<https://www.bwrite.ut.ee/>), implemented in collaboration with Tartu University (Estonia), Vilnius University (Lithuania), University of Bergen (Norway), with the participation of Diāna Laiveniece, senior researchers Agnese Dubova and Dzintra Lele-Rozentāle (asoc. Prof. DSP "Language and Literature Studies") published articles - the creators of the understanding of the tradition of academic writing in Latvia (in comparison with other countries), material for the development of academic competence of doctoral students of the doctoral study programme "Language and Literature Studies".
 - The Online Explanatory Dictionary of Educational Terms, developed by the ESF project, with the participation of Diāna Laiveniece and Anita Helviga, is a significant contribution to the development of Latvian terminology.
 - The collective monographs of Benedikts Kalnačs, Edgars Lāms, Zanda Gūtmane, Ieva Ozola, etc., developed with the support of the NRP Letonika project, as well as the collective monographs of the authors (for example, "Silhouettes of Kurzeme Writers, I - V") serve as in-depth reference materials in the study of certain issues of linguistics and literary studies, as examples of methodological approaches in the scientific research activities of students.
4. The validation and dissemination of the intermediate results of the projects' work is carried out in the framework of Latvian and international summer schools, e.g. "Resort City Landscapes: History, Culture and Environment" in Liepāja (2023, available only in Latvian: <https://www.ideum-project.eu/post/vasaras-skola-un-diskusija>), summer school in Nordplus project - *intensive course* at Tartu University, Estonia (2023), *Baltic International Digital Humanities Summer School*, Riga (2023), in which students can participate as participants.
 5. The results of the research work are published in the scientific journal "Scriptus Manet" published by LiepU and in the follow-up publications "Current Issues in Research of Literature and Culture", "The Word: Aspects of Research", "Language Acquisition: Problems and Perspective" - they are used as study materials.
 6. Knowledge transfer takes place in events of a popular scientific nature, such as Francophonie Days, German Language Month, European Day of Languages, Baltic Unity Day, Museum Night, Researchers' Night, Poetry Days.

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.

Description and evaluation of international cooperation in scientific and applied research and artistic creation, indicating joint projects, research, etc. and the study programmes benefiting from this cooperation.

International cooperation in scientific and applied research and artistic creation in the field of Language and Culture Studies, Mother Tongue Studies, and Language Programmes is characterised by several forms of cooperation:

- In the academic year 2017/2018, cooperation agreements were signed with Vytautas Magnus University and the Lithuanian Institute of Literature and Folklore on scientific cooperation, mobility and joint organisation of the international scientific conference "Current Issues in Research of Literature and Culture". It has been organised since then not only jointly with the cooperation partners - the Institute of Literature, Folklore and Art of the University of Latvia, but also with the Lithuanian Institute of Literature and Folklore (Lithuania) and Vytautas Magnus University (Lithuania).
- All the international scientific conferences organised in the direction - "Current Problems in Literature and Culture Research", "The Word and Its Research Aspects", "Language Learning: Problems and Perspective" are attended by scientists from Latvia and abroad; the working languages of the conferences are Latvian, English, Lithuanian; the scientific conference for doctoral students "VIA SCIENTIARIUM" is also international.
- All scientific publications and follow-up publications prepared in this field have international editorial boards:

- Laura Laurušaitė, Dr. hum., researcher, Lithuanian Institute of Literature and Folklore (Lithuania); Tasos Angelopoulos, PhD, Aristotle University of Thessaloniki (Greece); lecturer, Drama School, Andrejs Moskvins, Dr. hab, Assistant Professor, Department of Intercultural Studies, University of Warsaw; Researcher, Central and Eastern European Drama and Theatre Studies Laboratory; Justyna Prusinowska, PhD, Adam Mickiewicz University in Poznań (Poland), Researcher, Department of Baltic Studies; Pavel Štoll - Ph. D., Charles University (Prague, Czech Republic), lecturer at the Faculty of Arts; Aurēlija Mīkolaitītė, Dr. hum., Vytautas Magnus University, assistant professor at the Department of Lithuanian Studies; researcher at the Centre for Lithuanian Culture (Lithuania)

- The editorial board of the collection of articles "The Word: Aspects of Research", alongside Latvian scholars, included Trevor Garth Fennel, Ph.D. (Flinders University, Australia); Daļa Kiseļūnaitė, Dr. hum. (Klaipėda University / Lithuanian Language Institute, Lithuania); Regīna Kvašītė, Dr. hum. (Šiauliai Academy, Vilnius University, Lithuania);

- The editorial board of the collection of articles "Language Acquisition: Problems and Perspective" was co-edited by Daiva Jakovonytė-Staškuvienė, Dr. soc. sc. (edu) (Lithuania); Nicole Nau, Dr. hab. philol. (Poland); Maria Vlassopoulos, PhD (Greece); Inna Järva, Dr. philol. (Estonia); Ulrike Kurth, PhD (Germany);

- The editorial board of Scriptus Manet: A Journal of Humanities and Arts, along with Latvian scholars, includes Chris Hale, PhD (UK); Daiki Horiguchi (Kyoto University, Japan); Lynn Casabon, PhD (USA); Regīna Kvašītė, PhD (Vilnius University Šiauliai Academy, Lithuania), Michael Radin (University of Rochester, USA), Pavel Stoll PhD (Charles University in Prague, Czech Republic).

- All the scientific journals and follow-up publications in this area - Current Problems in Literary and Cultural Research, The Word: Aspects of Research, Language Acquisition: Problems and

Perspectives, VIA SCIENTIARIUM - include research articles by authors from a wide geographical area; the languages of the publications are Latvian, English, Lithuanian, and German.

- The scientific journal "Scriptus Manet" is being prepared for indexing in the SCOPUS database in order to improve its quality and internationality; information about "Scriptus Manet" in English: <https://journals.liepu.lv/index.php/scriptus-manet-eng>; about "Scriptus Manet" in Latvian: <https://journals.liepu.lv/index.php/scriptus-manet>;
- Research projects in the field regularly include guest lectures by international speakers, working group seminars, workshops, involvement of researchers in the development of results, e.g. The FLPP project Latvian Language of Science in Intralingual Perspective (LZP FLPP), the analysis of the link between the common language and the language of science and the strategies and tactics of multilingual scientists in the process of creating new knowledge, has been the focus of Cordula Meißner, Mary Jane Curry and Theresa M. Theresa M. Lillis.
- The Master's programme "Writing Studies" hosts masterclasses by international writers and translators at the Ventspils International House of Writers and Translators, e.g. see <https://www.ideum-project.eu/post/liep%C4%81jas-universit%C4%81tes-ma%C4%A3istra-studiju-programmas-rakstniec%C4%ABbas-studijas-starptautiskais-semin%C4%81rs>. (only in Latvian)
- Individual international scientific cooperation of researchers based on the specificity of their research interests, in particular with centres of Baltic studies, Baltic studies programme providers in Europe (Charles University in Prague, Stockholm University, University of Helsinki, University of Poznan, University of Warsaw, Kaunas Vytautas Magnus University, Klaipėda University), especially significant cooperation with Lithuanian linguistics and literary studies (Baltic studies) researchers, long-term involvement in the project Lituanistikos (Baltic studies) centry, lietuvių bendruomenių ir Lietuvos mokslo ir studijų institucijų spolupráci stiprinimas (Strengthening of cooperation between Lithuanian linguistics and literary studies and Lithuanian science and studies institutions) (No. 09.3.1-ESFA-V-709-01-0002), see www.baltnexus.lt), which offers intensive Lithuanian language courses, mobility of lecturers and internship opportunities (coordinator - Ieva Ozola, internship opportunities used - Zanda Gūtmane, Sandra Okuņeva).
- In addition to research and creative activity contacts, international cooperation is also implemented thanks to the agreements with foreign universities concluded under the ERASMUS+ programme (see the list of LiepU (now RTU LA) bilateral agreements at: <https://www.liepu.lv/en/40/erasmus-partner-universities>).

Students of all levels of "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" programmes benefit from the above-mentioned international cooperation activities, as they study publications, participate in conferences as listeners, study newly created scientific literature, participate in projects and summer schools, etc.

Future plans for the development of international cooperation in scientific research and artistic creation:

- 1) Continuing the organisation of international scientific conferences and international cooperation in international scientific conferences;
- 2) Continuation of the activities of the internationally peer-reviewed follow-up publications, improvement of the scientific journal "Scriptus Manet" for potential indexing in the SCOPUS database;
- 3) further validation of the results of the research projects in accordance with the project conditions

and expected outputs, preparation and submission of new applications.

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

Involvement of teaching staff in scientific and/or applied research and/or artistic creativity.

Until 1 March 2024 the collegial body of the University of Liepaja for the management of scientific activity and research is the Science Council, which, according to Article 18 of the Constitution of the University of Liepaja, shall manage the issues of organisation and coordination of scientific research work that are relevant to all branches of science of the University of Liepaja. The Scientific Council also coordinates the publishing of scientific literature in the LiePA publishing house. The publication of this literature is financed by projects, fizational and legal entities, as well as by the finances earmarked for publishing in the basic budget. During this period, scientific research and creative activities were carried out in accordance with the annual plan approved each year by the LiepaU Senate. The elected academic staff are required to fulfil the minimum number of scientific publications for a period of six years stipulated by the Law on Higher Education. Achievement of these indicators is essential for election to academic positions, and progress towards their achievement is reviewed in annual reports and self-assessments.

In order to meet the strategic objectives of scientific and creative activity, a fund for the development of scientific activity has been created in the core budget from own resources by 1 March 2024 with the aim of increasing the number of internationally cited publications and monographs and supporting participation in international conferences, particularly where researchers or academics do not have project financing. The size of the Fund varies from year to year and does not fully fund all applications, but has contributed to the stability and growth of internationally cited publications. The involvement of teaching staff in scientific research is also promoted through the support of the Scientific Performance finance, which supports the production of high quality scientific achievements (publications in Scopus, WEb of Science databases, monographs).

The involvement of the teaching staff in scientific research is basically carried out by means of projects and research programmes, which ensure high quality research outputs: preparation of articles, submission for publication, as well as presentation of research results at local and international scientific conferences.

The scientific and creative potential is strengthened through cooperation with partners at international, national, regional and city level. The participation in international scientific conferences and various types of academic discussions, as well as the results of students' research work, provide important moral motivation. International, national and regional recognition, interest in the research and creative process and results from the media, other partner organisations, including national institutions and the municipality are also motivating. In the reporting period, the current teaching staff of the direction have received the Liepaja Science Award of the Year (Vēsma Lēvalde, Sigita Ignatjeva, Anita Helviga, Zanda Gūtmane, etc.), Liepaja Culture Award (Zanda Gūtmane, Vēsma Lēvalde, Linda Zulmane), as well as the Liepaja Citizen of the Year title (Zanda

Gūtmane, Linda Zulmane). Benedikts Kalnača's work has been highlighted on a national level - he has received the Latvian Literature Award in the category of scientific monographs, as well as the Order of the Three Stars. In 2021, the research of the FLPP project "Latvian Science in the Intralingual Aspect" for the monograph "Language of Science: style, text, context" and the database "Language of Science" received a Certificate of Recognition from the Latvian Academy of Sciences.

The cooperation between teachers and researchers in the implementation of research and in the involvement of students also acts as a support mechanism. The management of the study direction also practices the involvement of graduates of the study direction programmes in further scientific and academic activities (for example, Vēsma Lēvalde, Sigita Ignatjeva, Rasa Bugavičūte-Pēce, Paula Sekača, Elza Ozola).

Description and evaluation of the scientific and applied research and artistic creativity of academic staff in the field of study relevant to the field of study, giving examples

The scientific and research activity of the faculty members of the field of study corresponds basically to the field of Humanities and Arts, the field of Linguistics and Literary Studies, as well as other fields - Philosophy, Ethics and Religion, Music, Visual Arts and Architecture (see 2.4.1.)

Self-assessment reports on the scientific and creative activities carried out during the period under review are available:

2016: <https://www.liepu.lv/lv/263/petniecibas-parskati>

2017: https://sciencelatvia.gov.lv/#/pub/institucijas_publ_parskats/254278

2018: https://sciencelatvia.lv/#/pub/institucijas_publ_parskats/1013080

2019: https://sciencelatvia.lv/#/pub/institucijas_publ_parskats/1660168

2020: https://sciencelatvia.lv/#/pub/institucijas_publ_parskats/15893513

2021: https://sciencelatvia.gov.lv/#/pub/institucijas_publ_parskats/29936294

2022: https://sciencelatvia.gov.lv/#/pub/institucijas_publ_parskats/45735547

The list of publications and creative works of the teaching staff during the reporting period can also be found in *Annex II.2.4.A* of the report.

In describing and evaluating the scientific research and creative activities of the teaching staff of the field, the following groups of results and examples of scientific research and creative activities are highlighted:

Increasing approval and publication of the results of scientific research in internationally peer-reviewed publications and monographs. Original scientific articles published in Web of Science or SCOPUS databases.

Examples:

2018

Lauze, Linda. Atbildes uz jautājumiem mutvārdu tekstā: pragmatiskais aspekts [Answering questions in spoken text: a pragmatic perspective]. *Valoda: nozīme un forma*. Vol. 9, Rīga: LU, 2018, pp.168-177. ISSN: 22559256, DOI: <https://doi.org/10.22364/vnf.9.12> (SCOPUS)

Lēvalde, Vēsma. The Director as Translator: the Case of Latvian Director Oļģerts Kroders / Lavastaja kui tõlkija: lāti lavastaja Oļģerts Kroders. *Methis. Studia humaniora Estonica*, Vol. 17, No 21/22,

2018, pp. 90-102. DOI: <https://doi.org/10.7592/methis.v17i21/22.14587> (SCOPUS)

2019

Lauze, Linda. Pakārtojuma vārdu *ka* un *kad* lietojums mutvārdu tekstā. Valoda: nozīme un forma 10. Latvijas gramatiskā doma gadsimta gaitā. LU Humanitāro zinātņu fakultātes rakstu krājums; krājuma sastādītājas un redaktors Andra Kalnača, Ilze Lokmane. Rīga: LU Akadēmiskais apgāds, 2019, 105.-113. lpp. (SCOPUS, MLA International Bibliography, EBSCO, ERIH PLUS, CEEOL, Index Copernicus International) DOI:<https://doi.org/10.22364/vnf.10.10>

2020

Genese-Plaude, I. Marxist Ideology in August Deglav's Novel "The New World. Society. Integration. Education. Proceedings of the International Scientific Conference. Volume V, 2020. Available at: <http://journals.rta.lv/index.php/SIE> Database: Web of Science, 2020.

Dubova, Agnese, Laiveniece, Diāna, Proveja, Egita, Egle, Baiba. National language in the science: The case of Latvian. Journal of Education Culture and Society, Vol 11 (1), 2020, pp. 325-342. DOI: <https://doi.org/10.15503/jecs2020.1.325.342>

Laiveniece, Diāna. Infinitīva izvēle un lietojums mērķa formulējumā zinātniskajos rakstos latviešu valodā (2008–2018). *Vārds un tā pētīšanas aspekti*: rakstu krājums 24 (1/2). Red. L. Lauze, G. Smiltņiece. Liepāja: LiePA, 2020, , pp. 103-113. DOI: <https://doi.org/10.37384/VTPA.2020.24.103>

Laiveniece, Diāna, Lauze, Linda. Valodas kļūdas svešvalodu apguves procesā: studentu pieredzes atspoguļojums. *Valodu apguve: problēmas un perspektīva, XVI*: zinātnisko rakstu krājums. Red. D. Laiveniece. Liepāja: LiePA, 2020, pp. 352-368, DOI: <https://doi.org/10.37384/VA.2020.16.352>

2021

Babina, Agata (2021). Reseña [Review] El microrrelato como herramienta didáctica en la enseñanza de ELE. Belén Mateos Blanco. Siglo XXI. Literatura y cultura españolas, número 19, 241-243 pp. <https://doi.org/10.24197/sxxi.19.2021.241-243> Indexing: Scopus, FECYT, Latindex, DOAJ, MLA, Dialnet, ISOC, REBUIN, ERIH Plus, MIAR

Dubova, Agnese; Laiveniece, Diāna; Rollande, Raita; Vecmanis, Raitis Ralfs. Web Application "Latvian Language of Science" for Academic and Research Text Types and Phrases. Baltic. Journal of Modern Computing, 9.2, 166-179, ISSN 2255-8950 (Online), ISSN 2255-8942 (Print), https://www.bjmc.lu.lv/fileadmin/user_upload/lu_portal/projekti/bjmc/Contents/9_2_02_Vecmanis.pdf - SCOPUS

Laiveniece, Diāna (2021). Vārda došana un ņemšana kā runas akts. *Linguistica Lettica*: LU Latviešu valodas institūta žurnāls, 29. Atb. red. Ilga Jansone, Solvita Berra. Rīga: LU Latviešu valodas institūts. Available: https://lavi.lu.lv/wp-content/uploads/2022/03/Linguistica_Lettica_29.pdf - Index Copernicus International, ERIH PLUS, Scopus.

Gramatikas mācību satura variācijas pamatizglītības posmā: latviešu valodas standartu analīze (1992–2018). *Valoda: nozīme un forma, 12. Gramatika un valodas apguve*: LU Humanitāro zinātņu fakultātes rakstu krājums. Sast. un red. Andra Kalnača. Rīga: LU Akadēmiskais apgāds, 2021, 2021, 93-111. <https://doi.org/10.22364/vnf.12.07> - Scopus, MLA International Bibliography, EBSCO, ERIH PLUS, CEEOL, Index Copernicus International

2022

Gūtmane, Zanda. Antana Šķēmas stāsts "Īzāks" un Ēvalda Vilka stāsts "Pusnakts stundā": holokausta traumas naratīvs 20. gadsimta 60. gados. *Letonica*, Nr. 45. Ed.by A. Ostups. Rīga: LFMI, 2022, pp. 52-76. ISSN 1407-3110; ISSN 2592-9453 (SCOPUS, ERIH, EBSCO) DOI:

2023

Gūtmane, Zanda; Ignatjeva, Sigita. Reception and translations of Western modernist literature in Latvia in the Brezhnev era. *Letonica*. Sast. J. Oga. Rīga: LFMI, pp. 120-143. <https://lulfmi.lv/Letonica-Nr-51>

Lauze, Linda, Auziņa, I. Korpusu un individuālā vākuma salīdzinājums: ģenitīva un nominatīva konkurence saistījumā ar adverbu. *Valoda: nozīme un forma*. 14, 2023, 111-125. <https://doi.org/10.22364/vnf.14.08> [Scopus]

Scholarly monographs and collective monographs:

Dubova, Agnese (ed.) *Zinātnes valoda: stils, teksts, konteksts*. [The language of science: style, text, context]. Rīga: Zinātne, 2021.

Gūtmane, Zanda. *Totalitārisma traumu izpausmes Baltijas prozā* [Trauma of Totalitarianism in Baltic Prose]. Rīga: LFMI, 2019.

Lāms, Edgars. *Friča Bārda dzīves un dzejas gadalaiki* [The Seasons of Fričs Bārda's Life and Poetry]. LiePA, 2017.

Lāms, Edgars. *Kurzemes iekopšana: Olafa Gūtmaņa dzīves un mākslas ceļos* [The [Cultivation of Kurzeme. Olafs Gūtmanis' life and artistic journeys] LiePA, 2021.

Laiveniece, Diāna (ed.). *Problems of and Perspectives on Language Acquisition*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2018. <https://www.cambridgescholars.com/problems-of-and-perspectives-on-language-acquisition>

Markus, Dace. *Prognozējamā neprognozējamība. Bērnu valoda Latvijā*. [The unpredictability of the predictable. The language of children in Latvia]. Rīga: Zinātne, 2018. ISBN 978-9934-549-58-8

Markus-Narvila, Liene; **Ozola, Ieva**. *Valoda. Laiks. Lejaskurzeme*. [Language. Time. Lower Kurzeme]. Liepāja, Rīga.

Kalnačs, Benedikts. *Postcolonial Narratives, Decolonial Options*. Bielefeld: Aisthesis Verlag, 2016.

Kalnačs, Benedikts. *Pavērsiens. Rūdolfs Blaumanis latviešu un Eiropas literatūrā*. [A Turning Point. Rūdolfs Blaumanis in Latvian and European Literature]. Rīga: LFMI, 2022.

Steinby, Liisa, **Kalnačs, Benedikts**, Oshukov, Mikhail, Parente-Čapková, Viola (eds.). *The Politics of Literary History: Literary Historiography in Russia, Latvia, the Czech Republic and Finland after 1990*. London: Palgrave, 2024.

Continuing editions produced by the scientific editorial boards of the lecturers of the field and published by the University of Liepāja:

- *Aktuālas problēmas literatūras un kultūras pētniecībā* = *Current Issues in Research of Literature and Culture* (since 1995, Latvian, English, Lithuanian, summaries in Latvian, English) ISSN 1407-4729 (database EBSCO), skat.: <https://dom.lndb.lv/data/obj/689304.html> ;
- *Vārds un tā pētīšanas aspekti* = *The Word: Aspects of Investigation* (since 1997, Latvian, English, German, summaries in Latvian, English) ISSN 1407-4737 (database EBSCO), skat.: <https://dom.lndb.lv/data/obj/765995.html> ;
- *Valodu apguve: problēmas un perspektīva* = *Language Acquisition: Problems and Perspective* (since 2001, Latvian, English, German, summaries in Latvian, English) ISSN 1407-9739 (database EBSCO), skat.: <https://dom.lndb.lv/data/obj/765953.html> ;
- *Scriptus Manet: humanitāro un mākslas zinātņu žurnāls* = *Scriptus Manet: Journal of*

Humanities and Arts (since 2015, Latvian, English, summaries in Latvian, English) ISSN 2256-0564 (database EBSCO), skat.: <https://dom.lndb.lv/data/obj/765926.html> .

- *Piemares ļaudis un likteņi*; rakstu krājums / The People and Fates of Piemare; collection of articles (since 2011, Latvian) ISBN 978-9934-522-60-4, skat.: <https://www.liepu.lv/uploads/files/Piemares%20%C4%BCaudis.pdf>

International scientific conferences and local scientific conferences organised by the scientific and organisational groups of the lecturers of the strand:

- "Current Issues in Research of Literature and Culture" - an interdisciplinary conference dedicated to literary and cultural research, since 1994, organized by the Liepaja University, Institute of Literature, Folklore and Art of the University of Latvia, Institute of Lithuanian Literature and Folklore (Lithuania), Vītautas Dižā University (Lithuania) , see: <https://literatura.liepu.lv/en>
- "The Word: Aspects of Research" - a conference dedicated to linguistic research, organized by the Liepaja University since 1995, see: <https://vards.liepu.lv/>
- "Language Acquisition: Problems and Perspective" - a conference dedicated to language learning (didactics), since 1999, organized by the Liepaja University in cooperation with the Latvian Language and Literature Teachers' Association, the Latvian English Language Teachers' Association, the Latvian Association of Speech Pathologists, the Latvian Association of Applied Linguistics, the British Council in Latvia, Goethe Institute in Riga, Liepāja City Education Board, see: <https://vapplapp.liepu.lv/en>
- The international conference of young linguists "VIA SCIENTIARUM" - a conference organized by doctoral students of Liepaja University and Ventspils University of Applied Sciences since 2011, see: <https://viascientiarum.liepu.lv/en>
- "Piemare people and destinies" - scientific readings dedicated to the history, literature, language, folklore, ethnography, art and education of Kurzeme, since 2017, organized by the Kurzeme Humanitarian Institute of Liepāja University in cooperation with Liepāja Central Scientific Library

For more information about the scientific conferences see: https://www.liepu.lv/lv/zinatnes_kalendars/arhivs/2023

<https://www.rtu.lv/lv/liepaja/zinatne-liepaja/zinatnes-pasakumi>

Involvement of lecturers in research projects, e.g. current projects (examples since 2018):

- Latvian Language project, lead partner: Liepaja University (2018 - 2021); Liepaja University group leader - Ieva Ozola;
- PPP Digital Resources for the Humanities: Integration and Development, lead partner - University of Latvia (2020 - 2022), group leader - Ieva Ančevska, Liepaja University;
- FLPP [Latvian Language of Science in Intralingual Aspect](#), lead partner Ventspils University College (No. Izp-2018/2-0131, 2018 - 2020), Team Leader of the University of Liepaja - Diāna Laiveniece
- PPP Research and Development of Language Technologies for Modern Latvian Language, Lead Partner LU (2020 - 2022) - group leader of the Liepaja University - Dina Bethere;
- EEA Financial Mechanism Research Cooperation Grants [Academic Writing in the Baltic States: Rhetorical Structures through culture\(s\) and languages](#), lead partner - University of Tartu (No. EMP475, 2020 - 2023), Liepaja University group leader - Diāna Laiveniece.
- ESF project Online Explanatory Dictionary of Educational Terms, lead partner - Liepaja University (No 8.3.6.2/17/I/001, 2021- 2023), project leader - Diāna Laiveniece
- PP Identity Landscapes: History, Culture and Environment, lead partner LFMI, Liepaja

University (No. VPPLETONIKA-2021/1-0008, 2021-2024), group leader - Zanda Gūtmane

- PPP History of Latvia in the 20th-21st Century: Social Morphogenesis, Legacies and Challenges, lead partner LU LVMI (PPP-IZM-History-2023/1-0003, 2023 - 2026), Liepāja University group leader - Zanda Gūtmane.

In addition to research projects, there are also projects promoting international cooperation, skills development and mobility, e.g. the project "Strengthening of cooperation between Lithuanian centres, Lithuanian communities and Lithuanian research and study institutions" (Nr. 09.3.1-ESFA-V-709-01-0002), see www.baltnexus.lt

More about the implemented projects see: <https://www.liepu.lv/lv/projekti>

Popular scientific activities of the lecturers of the field, transfer of knowledge to society:

- regular publications of literature and theatre criticism in print and electronic publications - punctummagazine.lv, Domuzīme, Teātra Vēstnesis, etc. (Zanda Gūtmane, Vēsma Lēvalde), publications in the National Encyclopaedia (Benedikts Kalnačs, Edgars Lāms, Anda Kuduma, Zanda Gūtmane);
- participation in the evaluation of literary and cultural processes in Latvia: the Latvian Literature Award - Zanda Gūtmane, the State Culture Capital Foundation's Literature Sector's Ex-Sert Committees - Zanda Gūtmane, Ilze Jansone, Andris Akmentiņš, Ivars Šteinbergs, see: <https://liligaba.lv/index.php/lv/eksperti> (only in Latvian)), the Liepāja City Culture Administration's Egons Līvs Memorial Award "Krusta ļaudis" jury (Anda Kuduma, Linda Zulmane, Zanda Gūtmane, see: <https://www.liepaja.lv/liepajas-rakstniecibas-balva-laurus-pluc-svens-kuzmins/>), Jānis Baltvilks Award Commission (Sandra Okuņeva, see: <https://www.lsm.lv/raksts/kultura/literatura/24.07.2023-baltvilka-balvu-sanem-dzejnieks-zeber-s-un-ilustrators-ernests-klavins.a517571/> (only in Latvian)), Liepāja City Culture Projects Commission (Edgars Lāms, Zanda Gūtmane, Anda Kuduma).
- participation of lecturers in the evaluation of scientific works of pupils of the Kurzeme region (Sandra Okuņeva, Anda Kuduma, Inta Genese-Plaude, Linda Zulmane, Sigita Ignatjeva);
- participation in the activities of the cooperation partner - SIA "Via Cultura" project "Seaside Cities Literary Academy" (PPLA) (project leader - Linda Zulmane) - workshops for developing and improving writing skills in poetry, prose and dramaturgy and other genres, see: <https://rakstu.lv/piejuras-pilsetu-literara-akademija/> (only in Latvian);
- participation in discussions, interviews, etc. (Linda Lauze, Zanda Gūtmane, Vēsma Lēvalde, Edgars Lāms, Benedikts Kalnačs, Ieva Ozola, Diāna Laiveniece);
- Involvement in the Liepāja - European Capital of Culture projects (Zanda Gūtmane, Edgars Lāms, Anda Kuduma, Vēsma Lēvalde, Paula Sekača, see Liepāja application, p. 24: <https://faili.liepaja.lv/Publikacijas/Liepaja-EKG-2027-pieteikums-LV.pdf> (only in Latvian));
- Involvement in the School 2030 project (Zanda Gūtmane, Linda Zulmane, Linda Gaile);
- organising public launch events for monographs and other scientific publications (Ieva Ozola, Edgars Lāms, Zanda Gūtmane);
- organising exhibitions and other events to promote science (e.g. video story on the formation of the Liepāja Theatre tradition, Vēsma Lēvalde, Sandra Okuņeva, see: https://www.youtube.com/watch?v=16Ki5BdNvAk&ab_channel=Liep%C4%81jasmuzejs (only in Latvian) .

Increased scientific qualification of teaching staff:

- The following doctoral theses have been defended:

Ignatjeva, Sigita - Doctoral thesis [Translation Studies in Pastiche and Parody: The Translation of](#)

[James Joyce's Ulysses into Latvian](#), defended at the University of Liepaja. LiepU, 14.03.2021.

Agata Babina - PhD thesis "[Learning Spanish in Latvia: the potential of flash fiction for the development of textual literacy and grammatical competence](#)", 30.11.2023.

More about the defended doctoral theses see: <https://www.liepu.lv/lv/504/aizstavetie-promocijas-darbi> (only in Latvian)

- Continued and completed doctoral studies:

Inta Genese-Plaude. The grant of ESF project "Strengthening of professional competence of academic staff of strategic areas of specialization of Daugavpils University, Phase 3" No. 8.2.2.0/20/I/003 Development of the PhD thesis Cultural practices in August Deglav's novels. In 2021 completed studies at Daugavpils University.

Sandra Okuņeva. Grant received for ESF project "Strengthening of professional competence of academic staff of Daugavpils University in areas of strategic specialization, 3rd round" No. 8.2.2.0/20/I/003. Doctoral studies at Daugavpils University PhD programme completed in 2021.

Linda Zulmane. A grant was received for the development of the PhD thesis "The Paradigm of the Transitional Age in the Prose of A. Niedra" under the ESF project "Strengthening the Professional Competence of Academic Staff of Strategic Areas of Specialisation of Daugavpils University, Round 3" No. 8.2.2.0/20/I/003. In 2021 studies at the doctoral programme of Daugavpils University were completed.

Doctoral studies started:

Paula Sekača - in 2023 PhD programme "Language and Literature Studies".

Active in literary criticism:

- Publications in leading Latvian literary journals: <https://www.punctummagazine.lv/>, Domuzīme (<https://ir.lv/zurnali/domuzime/>), Strāva (<https://lidzstrava.com/lv/>), <https://www.krodiers.lv/> , Teātra Vēstnesis (<https://teatravestnesis.lv/>), satori (<https://satori.lv/>) (Zanda Gūtmane, Vēsma Lēvalde, Ilze Jansone, Ivars Steinbergs)
- popular science - development of sections and publications in the Latvian National Encyclopaedia (Benedikts Kalnačs, Anda Kuduma, Edgars Lāms, Zanda Gūtmane}

Active and highly appreciated creative activity in the fields of prose, poetry, dramaturgy, regular publications, productions, recognition at national and international level (Latvian Literature Award of the Year, Ojārs Vāciesis Award, Krasta ļaudis Literary Award, Poetry Days Award, etc.)

Rasa Bugavičute-Pēce - See: <https://www.literatura.lv/personas/rasa-bugavicute-pece> (only in Latvian)

Lauris Gundars - See: <https://www.literatura.lv/personas/lauris-gundars> ((only in Latvian)

Ilze Jansone- See: <https://www.literatura.lv/personas/ilze-jansone> (only in Latvian)

Ivars Šteinbergs - See: <https://www.literatura.lv/personas/ivars-steinbergs>

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

Students' involvement in scientific and applied research and teaching creativity takes the following forms:

- Implementation of research projects, involvement of students as assistants in the work of the above-mentioned projects - participation in the organisation and preparation of papers and publications, project activities (students of bachelor, master and doctoral study programmes are involved).
- Annual scientific conference of "Language and Culture Studies, Mother Tongue Studies, and Language Programmes " students during the Student Science and Creativity Weeks in March-April each year (involving all final year students of Bachelor and Master programmes). See for example:
<https://www.rtu.lv/lv/liepaja/par-mums-liepaja/kalendars--/atvert/studentu-zinatnes-un-radosu-ma-dienas>
- International scientific conferences, local scientific conferences (see above) and seminars, creativity events, master classes, etc., organised by LiepU (now RTU LA), in which students participate as listeners, assistants, perform specific tasks (depending on the orientation of the event, bachelor, master and doctoral students are involved).
- Student-organised creative expression evenings (traditional readings, literary readings in collaboration with new media arts or performing arts students in audiovisual or theatrical forms (mainly involving Bachelor's and Master's students) - at least 2 events per year during the Student Science and Creativity Week in March-April, Poetry Days, etc. See, for example:
<https://mplab.lv/lv/notikumi/0/425/> ;
<https://www.liepu.lv/lv/jaunumi/4489/kurmajas-lasijumi-sakuma-stavoklis>
- Latvian and international summer schools, e.g. "Landscapes of a resort town: history, culture and environment" in Liepāja (2023, see <https://www.ideum-project.eu/post/vasaras-skola-un-diskusija> (only in Latvian)), summer school in Nordplus project - [intensive course](#) at Tartu University, Estonia (2023), Baltic International Summer School of Digital Humanities in Riga (2023, see <http://www.digitalhumanities.lv/bssdh/2023/>), where students can participate as participants (bachelor, master and doctoral students are involved).
- The HMHF scientific journal *Scriptus Manet* and the follow-up publications *Current Issues in Research of Literature and Culture* , *The Word: Aspects of Research, Language Acquisition: Problems and Perspective*, which publish the best research by MA and PhD students, as well as MA graduates and young scholars. See for example:
<https://dom.lndb.lv/data/obj/965976.html> ; <https://dom.lndb.lv/data/obj/765940.html>
- Communication with the public at popular events such as Francophonie Days, German Language Month, European Day of Languages, Baltic Unity Day, Museum Night, Scholars' Night, Poetry Days, in which Bachelor and Master students participate as organisers and participants. See for example:
<https://www.liepaja.lv/aizvadita-zinatnieku-nakts-liepajas-universitate/> ;
<https://www.lzp.gov.lv/lv/jaunums/so-piektdien-attalinati-zinatnieku-nakts-2021-atklas-latvijas-zinatnes-daudzveidibu-ap-200-dazadas-aktivitates>
- Participation of individual students in the international scientific student conference *Bridges in the Baltics* (2017, 2018, 2019).
- Submission of final works of individual students and graduates to various competitions, e.g. Kārlis Dziļlejas Competition, Veronika Strēlerte Scholarship, Willows Foundation Scholarship, as well as creative competitions, e.g. Liepāja Theatre Original Works Competition, [krodērs.lv](#) Young Authors Competition, etc., State Culture Capital Foundation Regulatory Project

Competitions, etc. See for example: <https://www.liepu.lv/lv/jaunumi/3276/rakstniecibas-studiju-absolvente-sanem-balvu-literaturzi-natne> (only in Latvian)

- Promotion of students' creative works for various types of literary readings and other publicity events, e.g. Kurzeme prose readings, etc. See for example: <https://www.liepu.lv/lv/jaunumi/3644/liepajnieki-triumfe-kurzemes-prozas-lasijumos-2019>

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.

The Master's and Doctoral study programmes in the field of Language and Culture Studies, Mother Tongue Studies, and Language Programmes and the corresponding research and creative activities are innovative in nature, as they involve the creation of new knowledge and the development of new perspectives for the actualisation of already validated knowledge. For example, the lecturers and researchers of the programmes have provided new insights into the study of the language of science, the development of terminology, the dialects of Lower Kurzeme, Kurzeme writing, Baltic literature, postcolonial aspects of Baltic drama, etc.

The bachelor's degree programme "European Language and Culture Studies" is designed to provide an understanding and knowledge of two languages and cultures, an interdisciplinary approach to language and cultural studies, basic skills of critical and creative thinking that may eventually be useful for the acquisition of language and culture, translation skills, teacher qualification, as well as for the study of writing at the next level of study, as well as for the possibility of entering the labour market immediately after the bachelor's degree programme. The design of the programme is innovative in the Latvian higher education system.

"Writing Studies" is the only study programme in Latvia that combines the acquisition of academic knowledge and professional skills in the humanities with intensive development of creative skills. Creative orientation courses form a large part of the study process, but also relatively traditional orientation courses include creative tasks and opportunities for creative expression. In the Writing Studies programme, the author of the final thesis may, at his/her own choice, supplement the research with an original literary work or a fragment thereof, or a translation of a literary work or a fragment thereof. The openness to students' individual ideas and the support given to their development ensure the creation of new knowledge and the development of the creative process in the humanities and in the field of writing. For the first time in the history of Latvian humanities, the students of the programme have proposed research topics related to the role of the playwright in Latvian theatres, mono-performance and monologu, translation of dramaturgy, literary gerontology, place identity and heterotopia, the graphic novel, theoretical aspects and practice of bibliotherapy, etc.

The main focus of the PhD programme is on the production of interdisciplinary research. The doctoral theses of Sigita Ignatieva and Agata Babina are devoted to the interface between language, literature, didactics, translation studies, and cultural studies, which demonstrates the impossibility of keeping the humanities within strict disciplinary boundaries and proves the disappearance and overlapping of disciplinary boundaries.

There are also a number of organisational innovations in the field programmes: the individual

approach to the study process, the abandonment of centralised planning in master's and doctoral programmes in order to take into account the principles of progressive content acquisition, etc., the inclusion of extra-curricular activities in study planning (workshops, study away sessions, etc.). The intensity of studies and extra-curricular activities motivate creative self-expression, promote the acquisition of cooperation skills and the assumption of responsibility. To achieve results, to acquire collaborative competences. Another organisational innovation is the online and hybrid format of lectures, seminars and workshops, which allows the presence of all students in sessions where face-to-face is not possible.

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.

The choice of partners appropriate to the field of study and study programmes is determined by the content of the study programme and the research interests of the field.

Key criteria for choosing partners:

- sector represented;
- common research and creative interests, common goals in the field of activity;
- long and productive experience of cooperation, mutual improvement;
- potential for the provision of jobs.

The promotion of cooperation is strengthened through formal cooperation agreements and informal links with employers interested in and friendly to the programme and research. Employers are involved in the study programme assessment process, international scientific assessment process, etc. In preparing the licensing and accreditation of programmes, employers express their opinions on the performance of the programmes, and provide recommendations to be taken into account in improving the performance of the programmes. At the conferences organised by FHA (until 29.02.2024) / CHA (from 01.03.2024), discussions with employers (representatives of the city's cultural sector) of the current problems and possible solutions have been held on several occasions.

International cooperation and internationalisation of studies are carried out in accordance with the RTU LA Strategy 2024-2027 (see the file of Annex 02 of the List of Internal regulation).

Internationalisation is important in the work of LiepU (now RTU LA): it enables the development of study programmes and processes in accordance with the quality criteria adopted in international practice; it makes it possible for teaching staff to expand international cooperation by participating in international study and scientific projects or programmes, and for foreign instructors to be hired. The tasks of the LiepU (now RTU LA) internationalisation are to implement international study programmes, attract and select foreign students, pursue international mobility, develop

international cooperation, and have an international study environment.

International cooperation in the "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" field of study is based on ERASMUS+ agreements with foreign universities, as well as on research contacts in the field (mainly with Lithuanian universities which offer Baltic Studies, or with Lithuanian research institutions). For a list of LiepU's bilateral agreements, see: <https://www.rtu.lv/lv/liepaja/studijas-liepaja/erasmus--/sadarbibas-partneri-3> , of which more than 40 arrange cooperation specifically in the field of Language and Culture Studies.

Partner	Type of cooperation (cooperation agreement, joint project, joint conference, etc.)
5.1. International scientific partners	
Lithuanian Institute of Literature and Folklore (Lithuania) Kaunas Vytautas Magnus University (Lithuania) Institute of Literature, Folklore, and Art, University of Latvia (Latvia) LiepU Kurzeme Institute of Humanities	Cooperation agreements for the joint organising of the international scientific conference 'Current Problems in Literature and Folklore Research'

5.2. National scientific partners	
Latvian Association of Applied Linguistics	Cooperation in the organising of the international scientific conference 'The Word and the Aspects of Researching It'
Latvian Language and Literature Teacher Association Latvian Association of Teachers of English Latvian Association of Speech Therapists Latvian Association of Applied Linguistics British Council in Latvia Goethe Institut Riga Liepāja City Department of Education	Cooperation in the organising of the international scientific conference 'Language Learning: Problems and Future'
National Library of Latvia (NLL)	Inclusion of periodicals in the NLL digital library, assignment of DOI indexes
University of Latvia	Participation in seminars, discussions, conferences; involvement in the work of editorial boards of periodicals, in the evaluation of doctoral theses, etc. Participation in projects
Ventspils University of Applied Sciences	Cooperation in the teaching of the Linguistics doctoral programme Participation in seminars, discussions, conferences Participation in projects
Daugavpils University	Participation in seminars, discussions, conferences
Latvian Language Agency (LLA)	Contract work Participation in projects
National Centre for Education (NCE)	Reviewing of programmes and assets

5.3. Cooperation with national and local authorities, businesses, public organisations, etc.	-
Goethe Institut	Participation in projects
French Institute in Latvia	Organising of Francophonie Day events
Liepāja City Department of Culture	Organising of the E. Līvs Memorial Award 'People of the Coast' Participation in the organising Poetry Day events Involvement in cultural projects, cultural prize commissions, etc.
Liepāja Central Scientific Library	Participation in the organising Poetry Day events Joint organising of book launches, literary events
Liepāja City Department of Education Latvian Language Teacher Methodology Groups and English Language Teacher Methodology Groups and schools	Preparation for school competitions
Grobiņa Municipality Pupils' Interest Centre	Participation in the jury of the Zvirbulis regional stage speech competition for schoolchildren
Latvian Section of The International Board on Books for Young People	Participation in organised activities
Liepāja Theatre	Participation in the Liepāja Theatre Repertoire Council Cooperation in the implementation of the Acting programme
Liepāja Museum	Organising of joint events
Children's Literature Centre of the National Library of Latvia	Participation in organised activities
Latvian Writers' Union Ventspils International House of Writers and Translators	Joint organising of the Coastal City Literary Academy events Writing Studies off-site sessions: workshops with international lecturers
Latvian Writers' Union 'Konteksts' monthly magazine	Publications
Latvian National Encyclopaedia	Publications
'Punctum' literature and philosophy magazine	Publications

'Domuzīme' magazine	Publications
'Kurzemes Vārds' newspaper	Involvement of employers in the study process (guest lectures)Publications
Baltic Media. Global Language Services RISEBA University of Applied Sciences	Agreement for maintaining the art journalism website https://karakuda.net/ Regular student publications

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.

LiepU (now RTU LA) has received the Erasmus+ Charter for the maximum possible period (2021–2027) of 7 years, thus confirming that LiepU's (now RTU LA's) international strategy meets the requirements of the European Union.

The goals of study mobility are to:

- make it possible for LiepU (now RTU LA) staff to gain knowledge and develop specific skills by learning from the experience and best practices of foreign partners, to improve practical skills needed in the job market and in ongoing professional growth;
- encourage the expansion and improvement of the range and content of the courses offered;
- enable students who are unable to participate in a mobility programme to benefit from the knowledge and experience of academic staff from other European countries and of guest lecturers from foreign companies;
- encourage the sharing of knowledge and teaching practices among higher education institutions in European countries;
- build connections between universities and partners/employers;
- support the building of cooperation between universities and businesses;
- motivate students and staff to participate in mobility activities and help prepare for the mobility period.

International cooperation in the "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" strand is based on ERASMUS+ agreements with foreign universities, as well as on research contacts in the field (mainly with Lithuanian universities with Baltic studies or Lithuanian research institutions). For a list of LiepU (now RTU LA) bilateral agreements see: <https://www.rtu.lv/lv/liepaja/studijas-liepaja/erasmus--sadarbibas-partneri-3> , of which more than 40 agreements provide for cooperation in the field of Languages and Cultural Studies.

In accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997), LiepU (now RTU LA) has developed, and approved with

Rector Order No 65-v of 20.10.2014, the LiepU (now RTU LA) Student Application and Selection Procedure for STUDY MOBILITY in the ERASMUS+ Exchange Programme (<https://www.rtu.lv/lv/liepaja/studijas-liepaja/erasmus--/studiju-mobilitate>) and the LiepU (now RTU LA) Student Application and Selection Procedure for TRAINEESHIP MOBILITY in the ERASMUS+ Exchange Programme (<https://www.rtu.lv/lv/liepaja/studijas-liepaja/erasmus--/praksu-mobilitate>).

Application for Erasmus+ mobility is announced on RTU LA website <https://www.rtu.lv/lv/liepaja/studijas-liepaja/erasmus-->)

LiepU (now RTU LA) Erasmus+ student mobility exchange programme for 2013–2023. 45 students have participated (see *Annex II.5.1* for the list of students). Mobility is sufficiently good in the European Language and Culture Studies study programme. Master studies are brief, and few students choose to go on mobility during their intensive study periods.

Overall, the number of instances of outgoing mobility rose until 2020, but then was halted by the COVID-19 pandemic, after which students still remain passive in engaging in outgoing mobility.

Incoming Erasmus+ mobility students can set up their study plan with courses in their chosen core programme or with courses offered by other fields of study. Erasmus+ students studying in the Language and Culture Studies, Mother Tongue Studies, and Language Programms field in English are mainly offered foreign language courses.

The list of incoming students and lecturers can be found in *Annex II. 2.5*.

An analysis of the incoming mobility of academic staff shows that, similarly to students, the teaching staff are employed in multiple fields of study/programmes. The instructors of the exchange programme offer open lectures available to anyone interested. Incoming mobility in the field of study is related to comparing study programmes, and exploring internships. See table 2.5.1.

Table 2.5.1 Erasmus + Cooperation partners in the Field of Study

Academic Bachelor's Study Programme 'European Languages and Culture Studies'

1. University of West Bohemia (Czech Republic)
2. John the Evangelist Purkinje University (Czech Republic)
3. University of Savoy-Mont-Blanc (France)
4. Western Catholic University (France)
5. University of Lorraine (France)
6. University of Western Brittany (France)
7. ICES Catholic University of Vendée (France)
8. University of Rome Tre (Italy)
9. University of Language Mediation (Italy)
10. SSML Unicollege (Italy)
11. University of Insubria (Italy)
12. Columbus Academy, School of Language Mediation (Italy)
13. University of Naples "L'Orientale" (Italy)
14. Vytautas Magnus University (Lithuania)
15. University of Klaipeda (Lithuania)
16. Vilnius University Šiauliai Academy (Lithuania)
17. Vilnius University (Lithuania)
18. Kaunas University of Technology (Lithuania)
19. State School of Higher Professional Education in Elblong (Poland)
20. Adam Mickiewicz University of Poznań (Poland)
21. University of Szczecin (Poland)
22. University of Warsaw (Poland)
23. University of Madeira (Portugal)
24. University of Craiova (Romania)
25. Matej Bel University in Banská Bystrica (Slovakia)
26. University of Valencia (Spain)
27. University of Córdoba (Spain)
28. University of Las Palmas (Spain, Canary Islands)
29. Anadolu University (Turkey)
30. Karabuk University (Turkey)
31. Nevşehir Haki Bekta Veli University (Turkey)
32. Istanbul Aydin University (Turkey)
33. Uludag University of Bursa (Turkey)
34. Sivas Cumhuriyete University (Turkey)
35. Johannes Gutenberg University Mainz (Germany)
36. University of Hildesheim (Germany)
37. Technical University of Darmstadt (Germany)
38. Ernst Moritz Arnt University of Greifswald (Germany)
39. Goce Delceva University (North Macedonia)
40. Stockholm University (Sweden)

Academic Master's Study Programme 'Writing Studies'

1. University of Western Brittany (France)
2. Vytautas Magnus University (Lithuania)
3. University of Tartu (Estonia)
4. University of Tromsø - Arctic University of Norway (Norway)

Academic Doctoral Study Program 'Languages and Literature Studies'

1. University of Western Brittany (France)
2. Vytautas Magnus University (Lithuania)
3. University of Tromsø - Arctic University of Norway (Norway)

In addition, the "European Languages and Culture Studies" program implemented cooperation with the University of Veracruz, Mexico, and the University of Ijuí, Rio Grande do Sul state, Brazil, by sending teaching staff working in the direction, as well as admitted guest lecturers and students from the partner institution, as well as a student conference in which students from both universities presented their research in languages and in cultural studies.

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.

A mechanism for attracting foreign students and teaching staff, developed in cooperation with the Department of International Relations:

1. Visiting educational exhibitions in the country (both online and in person), meeting with students (informative booklets prepared in Project SAM 8.2.1.0./18/A/010 "Reducing the fragmentation of study programs and strengthening the sharing of resources").
2. Visiting an Erasmus partner universities: more than 150 mobilities of LiepU (now RTU LA) lecturers and employees is realized every year, especially highlighting universities of Erasmus partner countries, with which LiepU has established cooperation - Mexico, Philippines, Dominican Republic, South Africa. Being in this mobility, LiepU (now RTU LA) staff presents LiepU (now RTU LA) to potential students.
3. Collaboration with education agents in the country, from whom LiepU (now RTU LA) will receive the most students.
4. Online marketing - information about study programs offered in English is placed for a fee on various search portals where potential students search for study programs, for example <https://www.bachelorsportal.com/> and <https://www.mastersportal.com/> [master and for undergraduate study programs]
5. Informative campaigns on social networks (Facebook, Instagram, Twitter, Tumblr), website in English.
6. Potential students, especially master's level students, are approached through the Latvian state scholarship program.
7. Creating exhibitions, workshops, discussions at LiepU (now RTU LA) and online, spreading information about them and attracting participants from the industry abroad, promoting LiepU (now RTU LA) and informing about opportunities to study at LiepU (now RTU LA).

In the field of study "Language and Culture Studies, Mother Tongue Studies, and Language Programmes", foreign students study only in the bachelor's level study program "European Languages and Culture Studies". The study course offered in foreign languages: English, Spanish, German and French is also chosen by Erasmus+ mobility students from the Faculty of Science and Engineering (FSE) / Centre of Science and Engineering (CSE) and the Faculty of Pedagogy and Social Work (FPSW) / Centre of Pedagogy and Social Work (CPSW). FSE / CSE students, who mainly

study information technology or computer science, choose to attend the Latvian and English language study course. In many cases, their studies at universities are more closely connected with language studies, and instead of free courses, they choose an additional Latvian language, because they live in LiepU (now RTU LA) for two semesters.

The students enrolled in the FPSW / CPSW are mostly those students who are learning the teaching profession, as well as students from Turkey. They are future English teachers, so they choose many English study courses in addition to pedagogy courses. Also, students in the Czech Republic study not only one specialty, but two or even three. For example, a Czech student studied Spanish in addition to mathematics.

Those students who are admitted to Faculty of Humanities and Art (FHSA) / Centre of Humanities and Art (CHA) mostly come from Europe and study philology or translation. In the study program of European languages and culture, students from French universities are philology students, the best students from Italy study translation. It is possible that they also choose teaching practice or subjects in other directions, because their university study programs include a greater opportunity to choose a study specialization, for example, international business, marketing or even design. Therefore, foreign students and a broad perspective on the usefulness of language learning.

Foreign students are often interested in the opportunity to learn the Latvian language and also ask about the opportunity to learn about Latvian culture and literature, but the possibilities are limited, as these courses are basically organized in Latvian.

On average, 10 Erasmus mobility students are admitted per year, but in 2019/2020 st.y. the number of incoming mobilities in study program "European Language and Culture Studies" has reached 24 foreign students who used the Erasmus+ opportunity.

The mobility of lecturers in the study direction "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" is used by an average of 6 lecturers of the direction every year. Most often, language and culture studies lecturers go to Vytautas Magnus University (Lithuania), University of Greifswald (Germany), University of Warsaw (Poland), Savoy Montblanc University (France), etc. Likewise, foreign lecturers visit LiepU (now RTU LA) every year - they work at the university on a *Fulbright* scholarship in the USA for a full study year, but during the mobility of Erasmus lecturers, an average of 4 lecturers visit students of language and culture studies every year.

The lecturers of the study field do not have any problems in organising and going on mobility, because there is a wide range of cooperation partners. Moreover, thanks to the initiative of the lecturers of the study field, new Erasmus+ cooperation agreements are signed every year. Lecturers in the field of study mostly go on teaching mobility, which is positive and helps them to develop professionally. It is challenging for foreign language lecturers to offer their lecture topics to native-speaking students at the host university, e.g. Spanish language classes at Spanish universities. The lecturers of "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" make more active use of Erasmus+ exchange opportunities than lecturers of other fields of study.

Since 2018, the International Relations Department of LiepU (now RTU LA) annually organizes an International Staff Training Week, when lecturers from many countries of the world come to the university and give open lectures, which are also used by language and culture students, such as Spanish language and culture students.

For example, in the fall of 2023, he attended lectures by Costa Rican guest lecturers on water management projects in Costa Rica and also learned interesting facts about the country, as well as gained experience in communicating with native language speakers. Similarly, students of

"European Language and Culture Studies" participated in lectures on the culture of Mecca, two guest speakers from the University of Veracruz gave lectures, while students of the Master "Writing Studies". The Bachelor of "European Languages and Culture Studies" students participated in a guest lecturer's from lecture on the advantages and risks of using Artificial Intelligence in the study and research process. Lecture provided by a professor from South Westphalia University of Applied Sciences (Germany). And other interesting guest lectures every year enrich the daily study process at LiepU (now RTU LA).

There is also cooperation with foreign embassies in Latvia - representatives of German, Spanish, Canadian, and Irish et al. embassies and lecturers sent by them have given guest lectures to students in recent years.

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.

Liepāja University (LiepU) field of study "Language and Culture Studies, Mother Language Studies, and Language Programmes" was accredited on 12 June 2013, Decision No 135 (first study direction accreditation sheet No 133, 30.10.2013).

Changes:

26 February 2014, Decision No. 288 (accreditation sheet No. 278, 06.06.2014);

23 January 2015, Decision No 339 (accreditation sheet No 324, 13.03.2015);

6 February 2015, Decision No. 343 (accreditation sheet No. 370, 06.10.2015);

26 July 2016, Decision No.15-A (issued accreditation sheet No.16, 18.08.2016); 19 July 2017, Decision No.58-A (issued accreditation sheet No.58, 02.08.2017);

Decision No 2020/15-I of 16 March 2017

The field of study is accredited until 11 June 2019. Paragraph 48 of the Transitional Provisions of the Law on Higher Education Institutions stipulates that the term of accreditation of a field of study shall be extended until the moment when the decision on accreditation of the field of study or the decision on refusal to accredit the field of study is adopted - until 31 December 2024.

During the previous accreditation process, the Expert Committee made valuable recommendations which have been taken into account in the development and promotion of the development strategies for the field of study:

1. Reduce the number of absolutely compulsory courses to no more than one third of the total; (2) ensure that students' general intellectual education is supported by introductions to different disciplines, which can be chosen from a list, rather than being compulsory for all; (3) change Part B modules to a list of courses from which students can choose; (4) change the system so that all

courses rotate except compulsory introductions; (5) increase the completely free-choice section from the current 2-4 credits to at least 20.

In the Bachelor's degree programme in European Languages and Culture Studies, the limitation of the elective sections is due to insufficient numbers of students. The programme offers four modules: 1) English and German Language and Culture Studies; 2) English and Spanish Language and Culture Studies; 3) English and French Language and Culture Studies; and 4) English and Latvian Language and Culture Studies, in which the courses in Part A are all the same, while in Part B students choose a second foreign language module identical in terms of course content or a native (Latvian) language and culture module.

The Master's programme has a sufficient number of students, so changes have been gradually made to the programme: instead of elective modules, students can choose individual courses from a list, so the choice of Part B courses is free.

All courses have been aligned to the common ECTS system as of 2024.

2. Improving internationalisation and cooperation, both at home and internationally, through more Erasmus agreements and by encouraging students to participate more actively in student exchanges.

Each year, students of the "Writing Studies" programme are offered a study away session to the International House of Writers and Translators in Ventspils, where classes are taught by foreign residents.

In the BA study programme "European Languages and Culture Studies", some of the courses are taught in English (English linguistics, literature, culture courses), however, for the development of the national language of science, especially in the field of humanities, it is important to use the national language, thus developing the terminology in Latvian. The level of English language is improved by the use of English study materials in the courses, as well as by guest lectures, including Erasmus guest lectures, extra-curricular and scientific events (international scientific conferences, symposia, master classes, etc.) Also, every year, Fulbright scholarship recipients and guest lecturers from the USA who teach English to students as native speakers, as well as informal educational activities for students, are hosted.

The English language skills of the lecturers have been improved through SAM project courses and international cooperation projects.

Online facilities (MS Teams) have been frequently used since the beginning of the study process and in collaborative activities.

In the reporting period, Master's students were offered participation in international summer schools.

3. Introduce more rigorous assessment of students' work, as well as clearly defined work at each specific level. To achieve these objectives, courses on academic writing and research methodology may need to be improved.

Since 2018, the Methodological Regulations for students of the Faculty of Arts and Humanities on "Developing, writing and presenting scientific and creative work" have been developed and revised in 2020, 2021 and 2024. They specify the scope of the work, the amount of literature used, etc. <https://www.rtu.lv/lv/liepaja/studijas-liepaja/studiju-darbu-rakstisana-un-noformesana>

Due to financial constraints, two reviewers cannot be afforded, but external reviewers - specialists in the field - are widely used for peer review.

Academic writing/scientific research courses are implemented in all study programmes. In European Languages and Culture Studies, students also study academic writing in their first and second foreign language. The choice of topics for students' research papers is given particular attention, firstly in the form of a research topic to be validated in the coursework and then further developed in the Bachelor's thesis. The selection, application and development of research topics is carried out by Master's students in collaboration with the programme director, course mates and the supervisor.

4. To supplement the library resources, to create open access possibilities, to modernise the library search system. Consider the possible merger of LiepU (now RTU LA) and Liepāja Public Library into one institution, which should develop into a regional research library that could also serve as a documentation centre for the history and culture of the Kurzeme region.

The LiepU (now RTU LA) library was accredited in 2015 and significant improvements were made in preparation.

In 2022, the range of teaching materials and manuals in foreign languages has been significantly expanded in the fields of linguistics, literary studies and foreign language didactics.

The Liepāja City Municipality is responsible for the operation and development of the Liepāja Research Library and is currently looking for solutions and plans for the construction of a new, modern city library, which in the future could also become a new resource repository and study environment for the students of the University of Liepāja (now RTU LA).

5. Increase the number of publications by lecturers in international peer-reviewed academic journals

The number of internationally cited publications, including publications in Web of Science, Scopus and ERIH+ databases, has increased in the reporting period, see the Appendix "List of publications, patents, artistic creations of teaching staff for the reporting period".

Interactive forms of study and seminars are being implemented at Masters and PhD level, but the percentage of lectures should also decrease at Bachelor level.

Almost all courses have moved towards an integrated format of lectures, seminars and other practical work in a single class.

See *Annex II 2.6.2*.

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).

Changes have been made to the doctoral programme "Language and Literature Studies" to address the recommendations:

- in accordance with the licensing decision of the KDSP (No 2022/27-L, 04.10.2022);
- in accordance with the decision (No. 2023/16-SPI, 15.11.2023.) on the inclusion of the study programme in the DU accredited field of study.

I Short-term recommendations

1. In addition to the information on the required previous education and entrance examinations, foreign students should be required to have at least B2 level of English in the matriculation rules. Include more detailed information on the requirements and parts of the entrance examination in the admission rules, while making sure that all partner universities provide the same information.

Changes have been made to the matriculation rules and admission requirements, requiring foreign students to have at least B2 level of English, as well as providing detailed information on the entrance examination requirements (see Annex 1, *Liepaja University Senate Proceedings on Amendments, 18.12.2023*). The information is the same for all partner universities.

2. Provide an updated model diploma indicating the specific degree to be awarded.

The information in the model diploma has been updated to indicate the field of science in which the doctoral degree is awarded (see Annex 3.1. for *the model joint diploma of the JDSP 'Language and Literature Studies'*).

3. Provide information on the costing of the study programme, the amount of funding required and the number of students needed to ensure a quality study process.

The requested information on the cost calculation of the study programme, the amount of funding required and the number of students needed to ensure a quality study process has been submitted.

4. To make technical specification in the certificates on compensation of losses to students in case a study programme is not accredited due to an action (act or omission) of the university or college or the study programme licence is withdrawn and the student does not wish to continue his/her studies in another study programme.

Technical specifications have been made in the certificates on compensation of losses to students in case a study programme is not accredited due to an action (act or omission) of a higher education institution or college, or the study programme licence is withdrawn and the student does not wish to continue his/her studies under another study programme.

5. To conclude a new written agreement between DU, LiepU and VeA on the development and implementation of a joint study programme, as the agreement was concluded at the time of the development of studies in 2020 for a joint doctoral study programme "Philology", but currently the title is "Languages and Literature Studies".

A new written agreement has been concluded between DU, RTU LA and VeA on the development and implementation of a joint doctoral study programme (JDSP) with the updated title "Languages and Literature Studies" (see Annex 2 *Cooperation agreement on the development and implementation of the joint doctoral study programme "Language and Literature Studies"*).

II Long-term recommendations

1. To compare the study programme with the doctoral programme "Languages and Cultures Studies" implemented at the University of Latvia, ensuring the uniqueness of the study programme under evaluation.

DU, RTU LA and VeA representatives communicate on the comparison of the JDSP "Languages and Literature Studies" with the doctoral study programme "Languages and Cultures Studies" implemented by the UL.

2. Clarify and strengthen the interdisciplinarity aspect of the study programme, as well as clarify the interconnection of sub-programmes and modules.

DU, RTU LA and VeA representatives communicate on interdisciplinarity aspects of the study programme as well as on the interlinking of sub-programmes and modules. The link is to some extent ensured by the free choice modules, offering a PhD student of one sub-programme the possibility to choose a module of another sub-programme of 8 ECTS in the 4th semester, thus broadening his/her interdisciplinary competence.

3. Improvement of course descriptions: where this has not been done and if applicable, specific credit requirements; indication of the proportion of mid-term and examination/assessment marks, organisation of independent work, and updating of the sources of required and additional literature; revision of the prerequisites indicated to ensure that they are in line with the admission requirements and the level of study; indication of face-to-face study only, distance learning if face-to-face study is not feasible.

DU, RTU LA and VeA representatives communicate on the improvement of course descriptions. The course descriptions will be improved after the full programme approval cycle, i.e. after 1 September 2025, but minor changes have been made to the course descriptions of the courses already implemented in semester 1 and again in semester 3, including updating the sources of required and additional literature, specifying the type and/or content of mid-term examinations and specifying the background knowledge required for the study course to meet the admission requirements and the level of study.

4. To encourage KDSP academic staff to publish in scientific journals or conference proceedings indexed in SCOPUS and Web of Science Core Collection or included in ERIH+ database.

The CSP Council is planning to develop guidelines for the scientific activities of the programme, including specific initiatives to promote the production and publication of indexed and database-based scientific publications (including joint publications). The implementation of this recommendation is also largely determined by the scientific activity guidelines of each individual HEI.

5. Renew and/or acquire Latvian Science Council (LSC) expert rights in time to ensure the necessary number of LSC experts in the implementation of the JDSP in the long term.

At the time of the licensing of the JDSP, nine lecturers involved in the implementation of the programme had the right of LSC expert in the humanities and arts in the field of linguistics and literary studies. Currently, 18 lecturers involved in the implementation of the programme, including nine from RTU LA, have the right of expert in the Linguistics and Literary Sciences, 17 lecturers have the right of expert in the Humanities and Arts, one lecturer has the right of expert in the Social Sciences in the field of Educational Sciences.

Agnese Dubova (LiepU, 12.06.2027)
Zanda Gūtmane (LiepU, 10.01.2027)
Pāvels Jurs (LiepU, 10.05.2026)
Benedikts Kalnačs (LiepU, 02.02.2025)
Inta Kulberga (LiepU, 01.11.2026)
Diāna Laiveniece (LiepU, 01.03.2026)
Linda Lauze (LiepU, 04.01.2026)
Dace Markus (LiepU, 06.04.2025)
Ieva Ozola (LiepU, 01.02.2026)
Maija Burima (DU, 05.05.2024)

Elvīra Isajeva (DU, 07.09.2025)
Ingrīda Kupšāne (DU, 03.11.2024)
Sandra Meškova (DU, 06.10.2024)
Elīna Vasiļjeva (DU, 02.11.2025)
Silga Sviķe (VeA, 07.06.2026)
Jānis Veckrācis (VeA, 12.07.2026)
Ilze Auziņa (LU, 02.11.2025)
Sanita Martena (RTA, 06.09.2026)

Data retrieved from <https://sciencelatvia.lv/#/pub/eksperti/list>

III. Recommendations of the Study Quality Commission (15.11.2023) in relation to the inclusion of JDSP in the accredited field of study of DU

1. The Quality Committee proposes that the University should word the admission requirements as follows: 'Second cycle higher education in linguistics and literary studies, translation studies, history, philosophy, intercultural relations, social anthropology, social psychology or equivalent education in the relevant field and an entrance examination.

English language studies require a minimum level of B2."

The Quality Committee therefore decides to instruct the University to submit to the University Senate, within three months, a revised version of the admission requirements as set out in this Decision, approved by the University Senate and agreed with the partner universities.

The task of the Quality Committee has been fulfilled by the wording of the admission requirements as set out in the Decision, approved by the DU Senate (26.02.2024) and agreed with the partner universities (see Annex 3).

2. The Quality Committee, in line with the previous practice for the English version of the Doctor of Science degree, notes that it would be more accurate to use the following translation: 'Doctoral Degree of Doctor of Science (Ph. D.) in Humanities and Arts'.

The Quality Committee therefore decides to instruct the University to submit to the University Senate, within three months, a model diploma in English, approved by the University Senate, in which the wording of the title of the doctorate is expressed as indicated in this Decision.

The task of the Quality Committee has been fulfilled by the English version of the title of the doctoral degree in the model diploma approved by the DU Senate (26.02.2024) (see Annex 3).

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	P11.1.1.2_List_of_internal_regulations.zip	P11.1.1.2_leksoju_normative_aktu_saraksts.zip
The management structure of the higher education institution/ college	Annex 1.2.B_RTU_struktura_EN.pdf	1.2.B_pielikums_RTU_struktura_LV.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.A_The development plan of the Language and Cultural Studies, Mother tongue studies, Language programme, study field and its implementation_2013_2024.pdf	2.1.A_pielikums_Studiju_virziena_Valodu_un_kulturas_studijas_dzimtas_valodas_studijas_un_valodu_programmas_atlasibas_pitans_un_tā_izstrādāšana_2013_2024.pdf
The management structure of the study field	II.1.4.A_Management structure of the study direction.pdf	II.1.4.A_Studiju_virziena_pārvaldības_struktūra.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Cooperation agreements on continuing studies at another university.pdf	Sadarbības līgumi par studiju turpināšanu citā augstskolā.pdf
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Confirmation - on compensation for losses.edoc	Apliecinājums - par zaudējumu kompensāciju.edoc
Standard sample of study agreement	Sample of study agreements.zip	Studiju līgumu paraugi.zip
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	Analysis_students_graduates_empt_survey.pdf	Studentu_absolventu_darba_deveju_aptauju_rezultātu_analīze.pdf
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	II.3.1.A LIST OF ACADEMIC STAFF.xlsx	II.3.1.A_MĀCĪBSPĒKŪ SARAKSTS.xlsx
Biographies of the teaching staff members (Curriculum Vitae in European format)	Academic_staff_CV_ENG.pdf	Mācītāju_CV_LV.pdf
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.	Confirmation - knowledge of the state language.edoc	Apliecinājums - valsts valodas zināšanas.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.eurpass.lv, if the study programme or part thereof is implemented).	Confirmation - knowledge of the foreign language.edoc	Apliecinājums - svešvalodu prasme.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.	Creative and scientific activity_Languages_Cultural_Studies.xlsx	Kvantitatīvo datu apkopojums par studiju virzienu.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	II.2.4.A List of publications, patents, and artistic creations by teaching staff for the reporting period.docx.pdf	II.2.4.A_Mācītāju_publicāciju_patentu_māksl._20240401_saraksts.docx.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	List of Cooperation Agreements.pdf	Sadarbības līgumu saraksts.pdf
Statistical data on the teaching staff and the students from abroad	Statistical data on the teaching staff and the students from abroad_of study direction_Language and cultural studies, mother tongue studies and language programs (I) (I) (I).docx	Informācija par ārvalstu studējošajiem un docētājiem studiju virzienā_Valodu un kultūras studijas, dzimtas valodas studijas un valodu programmas.docx
Statistical data on the incoming and outgoing mobility of students by specifying the study programme	Statistical data on the outgoing and incoming mobility of students in the study direction_Language and culture studies, mother tongue studies and language programs (I) (I).docx	Statistiskās dati par studējošo iziešanu un ienākšanu mobilitāti studiju virzienā_Valodu un kultūras studijas, dzimtas valodas studijas un valodu programmas.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Teachers outgoing and incoming mobility from the foreign partner institutions of the study direction_Language and cultural studies, mother tongue studies and language program (I).docx	Informācija par studiju virzienu_Valodu un kultūras studijas, dzimtas valodas studijas un valodu programmas_docētāju mobilitāti.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	II.2.6.2 A Implementation of recommendations_languages.pdf	II.2.6.2 A Rekomendāciju ieviešana valodas.pdf
An application for the evaluation of the study field signed with a secure electronic signature	01000-2.2.1-e_169.edoc	01000-2.2.1-e_169.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
LiepU_Cilvekresursu_attistibas_plans_2018-2023_LV.pdf	LiepU_Cilvekresursu_attistibas_plans_2018-2023_LV.pdf
LiepU_Human Resource Development Plan for 2018 -2023.pdf	LiepU_Human Resource Development Plan for 2018 -2023.pdf
2_6_2_1_pielikums_annex	1_pielikums_Izraksts_no_Senāta_protokola_18_12_2024.pdf
2_6_2_3_pielikums_annex	3_pielikums_DU_Senāta_sēdes_Protokola_Nr._3_Izraksts.pdf
2_6_2_2_pielikums_annex	2_pielikums_Trīspusējs_sadarbības_līgums_par_KDSP_Valodu_un_literatūras_studijas_īstenošanu_(2).edoc
LiepU_BD_HMZF_5Valstud_17539P_7.pdf	LiepU_BD_HMZF_5Valstud_17539P_7.pdf
LiepU_BD_HMZF_5Valstud_18163P_9.pdf	LiepU_BD_HMZF_5Valstud_18163P_9.pdf
LiepU_BD_HMZF_5Valstud_20106P_10.pdf	LiepU_BD_HMZF_5Valstud_20106P_10.pdf
LiepU_BD_HMZF_5Valstud_20361P_8.pdf	LiepU_BD_HMZF_5Valstud_20361P_8.pdf
LiepU_MD_HMZF_5_Valstud_21305P_6.pdf	LiepU_MD_HMZF_5_Valstud_21305P_6.pdf
LiepU_MD_HMZF_5Valstud__21133P_10_.pdf	LiepU_MD_HMZF_5Valstud__21133P_10_.pdf
LiepU_MD_HMZF_5Valstud_21232P_10.pdf	LiepU_MD_HMZF_5Valstud_21232P_10.pdf
LiepU_MD_HMZF_5Valstud_22182P_8_.pdf	LiepU_MD_HMZF_5Valstud_22182P_8_.pdf
LiepU_MD_HMZF_5Valstud_22226P_10.pdf	LiepU_MD_HMZF_5Valstud_22226P_10.pdf
LiepU_MD_HMZF_5Valstud_22280P_10_.pdf	LiepU_MD_HMZF_5Valstud_22280P_10_.pdf
AIKA_additional information.docx	AIKA_additional information.docx

European Language and Culture Studies (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>European Language and Culture Studies</i>
Education classification code	<i>43227</i>
Type of the study programme	<i>First cycle (academic bachelor's) study programme</i>
Name of the study programme director	<i>Agata</i>
Surname of the study programme director	<i>Babina</i>
E-mail of the study programme director	<i>agata.babina@liepu.lv</i>
Title of the study programme director	<i>Ph.D.</i>
Phone of the study programme director	<i>29868717</i>
Goal of the study programme	<i>To provide students with the opportunity to acquire a high-quality academic education and a Bachelor's degree in Linguistic and Culture Studies in the Humanities by promoting the acquisition of theoretical knowledge, independent research skills and competencies in the field of European Language and Cultural Studies and providing the opportunity to prepare for independent professional activity in areas that require English (up to C1 level) and French or Spanish or German (up to B2 level), or in-depth competence in the Latvian language and culture.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide an adequate scientific, methodological and material basis for academic education.</i> <i>2. To provide the interdisciplinary theoretical knowledge in the humanities and arts, i.e. in linguistics and literary and cultural studies, necessary for full participation in the field of languages and culture.</i> <i>3. To promote the acquisition of the skills and competences necessary for linguistic and cultural studies by using different methods and forms of study work, creating a close link between theoretical and practical courses of study.</i> <i>4. To stimulate students' ability to independently explore new knowledge, critically analyse, argue, draw conclusions, develop skills and abilities necessary for research work.</i> <i>5. To foster students' experience of learning and working individually and in teams, developing, presenting and discussing research papers in order to understand, apply and create new knowledge in the field of language and culture.</i> <i>6. To strengthen the links between studies and real practice in national and international networks.</i>

Results of the study programme	<p><i>The studies develop academic (linguistic and cultural) competences and general (transversal) competences - global, digital, research, innovative, entrepreneurial, civic.</i></p> <p><i>After completing the study programme, students are able to:</i></p> <ol style="list-style-type: none"> <i>1. demonstrate basic and specialised knowledge of the humanities, at least two languages, i.e. English and French or Latvian or Spanish or German, and culture, as well as an understanding of key concepts in these fields;</i> <i>2. to carry out professional, innovative, research activities in the field of foreign languages and culture, using the theoretical foundations and skills acquired;</i> <i>3. to critically analyse, synthesise and evaluate information and developments in the field of linguistic, literary and cultural studies, to use knowledge in argumentation and research;</i> <i>4. to apply research theories and insights, manage research methodology in foreign, comparative and applied linguistics, literature and cultural studies;</i> <i>5. to structure their own learning independently, to pursue their own education and professional development, to demonstrate a scientific approach to problem solving;</i> <i>6. to take responsibility and initiative, working individually or as part of a team, to make decisions and find creative solutions.</i>
Final examination upon the completion of the study programme	<i>Bachelor thesis</i>

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>180</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 of Humanitarian Sciences in Language and Cultural Studies</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IEĻA 14, LIEPĀJA, LV-3401

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.

Since the **accreditation** of the study programme "European Language and Culture Studies" in **2013**, the objectives and basic principles of development have been preserved, but changes, subordinated to the current situation and new approaches to higher education planning, current Latvian and EU planning and policy documents (see RTU LA Development Strategy 2024-2027 the file of Annex 02 of the List of Internal regulation), have been made.

Objectives of the changes made in the programme in relation to the direction and development of so far Liepaja University are following: 1) to improve the quality and competitiveness of the programmes; 2) to adapt to changes in the supply of higher education in the country and the labour market demand, emphasising further development of interdisciplinary orientation; 3) to stabilise the number of students and optimise the programme implementation.

From 2013 to 2024, these major changes:

1. On 26 February 2014 (No.288), the Study Accreditation Commission approved changes to the Bachelor's study programme "European Language and Culture Studies"; a new field of study was approved: English and Spanish language studies; and a four-year programme (200 credits before transition to ECTS)) was approved for applicants without prior knowledge of French, German, Russian and Spanish, alongside the three-year Bachelor's programme (120 credits, before transition to ECTS). With the introduction of the four-year programme, changes to the admission conditions have been accepted and the degree to be awarded has been defined as a Bachelor of Humanities in English and French Language and Culture Studies or a Bachelor of Humanities in English and Russian Language and Culture Studies or a Bachelor of Humanities in English and German Language and Culture Studies or a Bachelor of Humanities in English and Spanish Language and Culture Studies. Admission to the four-year programme started in the 2014/2015 academic year.
2. On 6 February 2015, the Study Accreditation Commission adopted a decision (No 343) "On Approval of Changes in the Study Programme "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" of the University of Liepaja, which changed the admission requirements for the three-year Bachelor programme "European Language and Culture Studies" (120 credits, with prior knowledge of German/French/Russian/Spanish) by including an interview in a second foreign language in the entrance examination.
3. On 17 August 2016, the Study Accreditation Commission adopted a decision (No 16) approving changes to the study programme "European Language and Culture Studies" to allow foreign students to study in all specialisations (English-French, English-Russian, English-Spanish, English-German Language and Culture Studies), as well as to study Latvian as a foreign language in the optional specialisation "English and Latvian Linguistic and Culture Studies". The admission requirements were therefore changed to include an entrance examination in French, Russian, Latvian, Spanish or German, and the degree options were expanded to include a Bachelor of Humanities degree in English and French Language and

Culture Studies, or English and Russian Language and Culture Studies, or English and Latvian Language and Culture Studies, or English and Spanish Language and Culture Studies, or English and German Language and Culture Studies. Part A of the programme includes separate study courses for foreign students, and Part B of the four-year programme has been expanded to include a new elective module "BasicLatvian " with a total of 26 credits - courses "Basic Latvian: phonetics", "Basics of Latvian Language: grammar I, II", "Basic Latvian : orthography I, II", "Basic Latvian: communication I, II", "Basic Latvian: textual analysis I, II". Part B of the three- and four-year programme includes a new elective module "Latvian Language and Culture Studies" of 41 credits - courses "Latvian: practical grammar I, II, III, IV", "Latvian: lexicostylistics I, II", "Written and spoken communication in Latvian", "Latvian: practical grammar I, II, III, IV", "Latvian: lexicostylistics I, II", "Latvian: written and spoken communication in Latvian", "Latvian: practical grammar I, II, III, IV". "Latvian: Practical Phonetics", "Culture Studies: the Baltics I, II", "20th Century Latvian Literature in the Original Language", "Translation Practice: the Latvian Language", "Introduction to Linguistics Studies: Latvian Language".

4. In 2016/2017, the first admission to the specialisation "English and Spanish Language and Culture Studies" of the Bachelor study programme "European Language and Culture Studies" and the admission of foreign students took place.
5. In order to ensure the optimal number of students and to preserve the core of national philological and cultural studies at the Liepaja University, which has considerable resources and traditions in the implementation of such studies, the bachelor study programme "Baltic Philology, Culture and Communication" in the direction "Languages and Culture Studies" is integrated into the study programme "European Language and Culture Studies". At the end of the academic year 2022/2023, a model of the merged programme has been developed, the implementation of which is being launched for the academic year 2023/2024 intake; separate intake in the programme "Baltic Philology, Culture and Communication" will no longer take place as from the academic year 2021/2022. As a result of the integration, changes have been made to the structure and admission conditions of the study programme "European Language and Culture Studies". Due to insufficient enrolment, one of the specialisations of the programme, English and Russian Language and Culture Studies, is not enrolled and is not planned to be further specialised in the programme. There are no plans to enrol further foreign students in the programme, as experience so far shows that the main students interested and enrolled are from third world countries, who often drop out due to poor choices, heavy workload or lack of success. In order to avoid fragmentation of the study programme, to increase the number of students and to optimise the implementation of the programme, the study programme "European Language and Culture Studies" will be implemented only as a three-year academic Bachelor's degree programme with 180 ECTS courses (ECTS transition implemented from 2024). The compulsory parts of the programme (90 ECTS) include study courses in English and Latvian, which provide knowledge of the guidelines, principles, structure and methodology of linguistics and literary studies, as well as reveal the history of the development of literary studies and current problems, and describe and characterise problems in the interdisciplinary aspects of linguistics, literary and cultural studies and psychology. In the compulsory elective part of the programme (72 ECTS), students choose their specialisation in the context of European Language and Culture Studies, i.e. French or Spanish or German or Latvian Language and Culture Studies. In the compulsory option, students acquire linguistic and cultural competences in line with the EU's core principle of multilingualism and will be able to use the knowledge, skills and competences acquired in the EU's multilingual labour market. The free elective course is worth 3 ECTS. 15 ECTS for the Bachelor's thesis and the final examination. (See annex "Standard curriculum for the Academic Bachelor's degree programme "European Language

and Culture Studies (English and a second foreign language (French, German or Spanish) or Latvian)").

From 2024 RTU LA is implementing the transition to ECTS credits, which are also taken into account in the development of the study programme plan and course descriptions, where 1 ECTS corresponds to 28 academic hours. The regulation of the study process and the procedure of programme implementation in higher education studies is determined by the Regulation on higher education studies (approved at the LiepU Senate meeting on 30.01.2024, added to the file of Annex 52 of the List Internal regulations) valid until 30.06.2024, then in accordance with the RTU regulatory documents.

Aim of the study programme:

The changes made to the Bachelor programme update the aim of the Bachelor programme "European Languages and Culture Studies":

To provide students with the opportunity to acquire a high-quality academic education and a Bachelor's degree in Language and Culture Studies in the Humanities by promoting the acquisition of theoretical knowledge, independent research skills and competencies in the field of European Language and Culture Studies and providing the opportunity to prepare for independent professional activity in areas that require English (up to C1 level) and French or Spanish or German (up to B2 level), or in-depth competence in the Latvian language and culture.

Study outcomes of the study programme:

The study programme leads to the higher education diploma - Bachelor's degree, academic degree - Bachelor's Degree of Humanitarian Sciences in Language and Culture Studies

The study leads to the development of professional (linguistic and cultural) competences and general (transversal) competences - global, digital, research, innovative, entrepreneurial, civic.

After completing the study programme, students are able to:

- 1. demonstrate basic and specialised knowledge of the humanities, at least two languages, i.e. English and French or Latvian or Spanish or German, and culture, as well as an understanding of key concepts in these fields;*
- 2. to carry out professional, innovative, research activities in the field of foreign languages and culture, using the theoretical foundations and skills acquired;*
- 3. to critically analyse, synthesise and evaluate information and developments in the field of linguistic, literary and cultural studies, to use knowledge in argumentation and research;*
- 4. apply research theories and insights, manage research methodology in foreign, comparative and applied linguistics and cultural studies;*
- 5. structure their own learning, pursue their own education and professional development, and demonstrate a scientific approach to problem solving;*
- 6. Take responsibility and initiative when working individually or as part of a team, to make decisions and find creative solutions.*

The admission requirements have also been changed to reflect the current regulations and changes in the study programme.

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 Bachelor study programme "European Language and Culture Studies", code 43227 (corresponding to language studies and programmes), is included in the full cycle study programme "Language and Culture Studies, Mother Language Studies, and Language Programmes" implemented by the RTU LA. "European Language and Culture Studies offers a basic academic education, after the Bachelor's degree it is possible to continue studies in the Master's degree programme "Writing Studies" and the Doctoral degree programme "Language and Literature Studies". The Bachelor's programme offers an education that combines competences in at least two languages and cultures, knowledge of linguistics, literary and cultural studies, and basic translation skills. Students can therefore choose one of the following specialisations:

- English and French Language and Culture studies;
- English and Spanish Language and Culture Studies;
- English and German Language and Culture Studies; or
- English and Latvian Language and Culture studies.

The title and aim of the programme are linked to the academic degree to be obtained - **Bachelor of Humanities in Language and Culture Studies**.

During the studies, the student has acquired a theoretical knowledge base and basic research experience for academic and professional careers or for further studies in the humanities, philology, culture and related communication fields, as well as a foundation for qualifications as a teacher or as a translator, interpreter or manager.

The compulsory elective courses provide knowledge in the general part of the programme title: Language and Culture Studies: Humanities (Cultural Studies, English, World Literature) and acquire English language skills, basic translation skills, knowledge of English literature and culture, research skills, communicative and social skills for intercultural communication, creative and critical thinking skills.

In the restricted elective part, each student chooses their own specialization of studies - second foreign language or Latvian language and culture - and as a result acquires linguistic competence in the second European language of his/her choice (French or Spanish or German) or advanced knowledge and application skills in Latvian, basic translation skills, knowledge of relevant literature and culture, and strengthens communicative and social skills necessary for intercultural communication. The second foreign language is learnt with little or no prior knowledge of the chosen language. However, the specialisation in Latvian language and culture can be chosen mainly by native and national language speakers.

As a result of their studies and the development of their bachelor thesis, students have acquired the academic research skills required for bachelor programmes, which they demonstrate in one of the foreign languages studied or in their mother tongue.

"European Language and Culture Studies contributes to the overall objective of the field of study: to provide students with the opportunity to acquire a high-quality academic education in the

humanities by obtaining a Bachelor degree of Humanities in Language and Cultural Studies.

The objectives of the European Language and Culture Studies programme are aligned with both the Kurzeme Region's sustainable development planning documents and the Liepaja City Sustainable Development Strategy 2030, which identifies Liepaja as a centre of education, science and research, as well as a centre of culture and creativity, closely linked to the development of creative industries. The development of the programme is also linked to Liepāja's status as European Capital of Culture 2027 and is in line with the aims and objectives of the programme (see: <https://www.liepaja2027.lv/eng>).

The study programme "European Language and Culture Studies" is in line with the RTU LA Development Strategy 2024-2027, (see the file of Annex 48 of the List of Internal regulation).

The study programme meets the requirements of the Ministry of Education and Science for higher education institutions to prepare specialists necessary for the development of the region, as well as the concept of polycentric development of the country, which is included in several development planning documents of Latvia.

The studies foster academic (linguistic and cultural) competences and general (transversal) competences - global, digital, research, innovative, entrepreneurial, civic.

After completing the compulsory optional modules, students will have a basic knowledge of the humanities (linguistics and literary studies, cultural studies), the use of the Latvian language, English language skills, basic translation skills, knowledge of English literature and culture, research skills, communicative and social skills for intercultural communication, creative, critical and reasoned thinking skills.

In the restricted option, students acquire competences in a second foreign language (French or Spanish or German) and are familiar with the cultural specificities of the second foreign language, and are able to use basic translation skills. Students specialising in Latvian and Culture have mastered the use of Latvian in various aspects of the language and apply the theoretical knowledge of linguistics and literary studies at an advanced level, as well as the basic skills of translation, literary and cultural criticism.

The aims and objectives of the study programme are achievable, the results are achievable **within the planned duration of 3 years**, in the amount of 180 ECTS, through full-time studies in Latvian for 6 semesters, thus motivating students to deepen their knowledge and continue their studies at the Master's level. In 6 semesters, students can acquire basic knowledge in the humanities and arts, as well as insights into comparative and applied linguistics, literary and cultural studies, language competences (up to C1 level in English and up to B2 level in a second foreign language).

Graduates of the programme have acquired the knowledge, specific sectoral and transversal skills and research competences that allow them to continue their studies in a Master's degree or professional further education programme, to take up a job in a state or municipal institution, in a private sector company or to work as a self-employed person.

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

The knowledge and skills acquired in the Bachelor's degree programme in European Language and Culture Studies enable graduates to continue their education in Master's degree programmes in

Writing Studies and other humanities and arts programmes, as well as in teaching, translation or management studies and/or to become employees in the public or private sector where knowledge and competences in mother tongue, two foreign languages and culture are required. It is also possible to enter higher education and research institutions and the labour market. Examples of employment of graduates, data obtained from graduate surveys during the reporting period:

- European Union institutions, e.g. European Commission;
- in state and local authorities, e.g. cultural institutions (libraries, museums), comprehensive schools as teachers of Latvian language and literature, culture, foreign languages (English, French, German); and in higher education institutions as external relations coordinators, international project coordinators, speakers, researchers, lecturers, court interpreters;
- in the private sector as language specialists in language schools, translators in translation agencies, film translators, corporate copywriters, tourist guides and administrators, bank consultants, etc.
- as self-employed foreign language teachers and interpreters/translators, cultural project developers and implementers, etc.

Graduates of the Bachelor's study programme have continued their education in 2nd level professional higher education study programmes such as "Teaching" or Master's study programmes such as "Writing Studies" or Ventspils University College Master's programme "Translation of Applied Texts", etc.

Employers have participated in individual expert visits to examine changes to the programmes. Cooperation with employers in ensuring the activities of the direction, organising study and extra-curricular events is regular. Meetings and guest seminars are organised with representatives of the labour market, such as interpreters and translators. Consequently, employers' views on the programmes of the Strand are sought through regular communication. During the reporting period, positive feedback and recommendations were received from employers on the relevance of the academic Bachelor's degree programme "European Language and Cultural Studies" to the requirements of the labour market. Employers recognise the importance of multilingual and cultural competences, as well as the ability to evaluate AI-generated texts and translations and the ability to work with linguistic material, such as language databases and language datasets. Language use and research approach, data retrieval, processing, classification, creativity and interoperability skills are vital competences in a broad-based international translation company and language training centre.

Recent graduates are surveyed annually to assess their employability; as part of the evaluation of the strand, a wider, year-round graduate survey was carried out, which highlighted similar trends - graduates working as language and culture specialists, teachers of Latvian and foreign languages (English, French, German), external relations and project coordinators, etc. There are also graduates who are not employed or are employed only temporarily - this can be attributed to personal characteristics, health conditions and lack of entrepreneurial competence. A small number of graduates have retrained in other professions, such as the National Armed Forces or the pharmaceutical sector.

The Bachelor's degree programme in European Language and Cultural Studies provides students with opportunities to participate in research and cultural projects and thus, on graduation, to gain experience that will enable them to succeed both in the labour market and in an academic career.

For employers' feedback on graduates, see the annexes to the accreditation report for the strand, section 2.2.

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 three-year Bachelor's degree programme "European Language and Cultural Studies" has 45 students in the academic year 2023/2024, 6 of whom are foreign students. Although the number of students enrolled in the programme has dropped noticeably in recent years, in 2023/2024 there has been a slight increase compared to the previous study year. Accordingly, the distribution of students by specialisation for this academic year is as follows:

English and French - 3;
English and Spanish -23;
English and German - 11;
English and Latvian - 7;

The number of students increased from 2017 to 2020, when the number of foreign students increased from 5 to 13. In 2020-2022 (during the COVID-19 pandemic), the number of students decreased slightly, while the number of foreign students fluctuated (5 foreign students enrolled in 2020, 14 in 2021, 9 in 2022). This fluctuation was due to the Covid-19 situation and the travel restrictions it entailed. The foreign students represent countries such as Sri Lanka, Pakistan, Azerbaijan, India, Bangladesh, USA, Russia, Poland, Egypt, France, Portugal, Mali, Cameroon, Guinea and Ukraine.

On average, 7.3 students per year leave the programme of their own volition, most often during the first semester or after the first year. Students emigrate for family and financial reasons, others make the wrong choice. Foreign students often emigrate at the beginning of their studies because they cannot adapt to the study environment or because obtaining a study place at RTU LA and in Latvia was not an end in itself. On average 14 students are expelled due to failure to complete their studies, because they lose motivation during their studies or because it is not possible to combine face-to-face studies with work, which increases the student's workload, etc. Of the matriculated foreign students, very few students graduate from the study programme (see Other Annexes 3.1.4.Statistical data on students in the study programme _European Language and Culture studies_Updated).

Foreign students at RTU LA mostly choose to study English and a second foreign language, but their study plan includes study of Latvian language, culture and history for foreign students.

In the period 2016-2024, foreign students have studied in the following specializations of European Languages and Culture Studies:

- English and German (one graduate from Azerbaijan, in academic year 2023./2024 one Egyptian student and one Ukrainian student studying);
- English and French (no graduates, but in academic year 2023./2024 Ukrainian student studying);
- English and Latvian (one graduate from Poland (final exams in June 2024);
- English and Spanish (one graduate from the USA, in academic year 2023./2024. one Ukrainian student is studying).

Taking into account the drop-out of students both by choice and due to failure, as well as the low number of foreign graduates, the admission conditions were changed from the academic year

2023/2024 to provide that the language of the study programme will henceforth be Latvian, with English C1 and a second foreign language at B 2 level. In accordance with the development strategy of the Liepaja University and the field of study - to reduce the number of small programmes and fragmentation of studies, a decision was made to integrate the core of the Bachelor's study programme "Baltic Philology, Culture and Communication" into the programme "European Language and Culture Studies". The creation of a specialisation in Latvian language and culture in the European Language and Culture Studies programme allows for the sharing of resources and an increase in the number of students per Bachelor degree programme.

The number of students is adequate to the space of the RTU LA.

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.

During the development and accreditation of the programme, the programme outcomes were aligned with the Cycle Descriptors for the Latvian Qualifications Framework (EQF Level 6), as included in the 2017 Cabinet Regulation No 322 "Regulations on the Latvian Classification of Education". (Latvian only: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>)

The aims and objectives of the study programme were in line with the national interests of the Latvian state, as set out in the "Latvian National Development Plan 2021-2027". The Plan was approved by the Saeima on 2 July 2020 and its implementation has started from 2021. The priority of this plan is "education and science for personal and national growth", which aims to increase the quality and accessibility of higher education, its integration and competitiveness in the single European (global) education space and is in line with the process of creating a single European higher education space, the Bologna Declaration. The National Development Plan recognises the importance of culturally educated, media literate individuals and access to culture for the development and security of the country. It stresses the need to foster students' drive for continuous self-development through research-based studies.

The study programme is designed in accordance with the "Sustainable Development Strategy of Latvia (Latvia 2023)", which emphasises interdisciplinarity of studies and the concept of creativity education. This strategy treats education not only as the accumulation of specific competences and qualifications, but also as the development of critical thinking, creativity and cooperation skills, and, in general, human talents, emotional and social intelligence. The study programme not only builds up knowledge and skills in the field of languages and culture, but also develops the ability to think critically, i.e. to analyse, synthesise, evaluate and argue, and promotes lifelong independent learning, a creative approach to the use of knowledge and skills and the development of skills of cooperation and responsibility in team work.

The European Language and Culture Studies academic bachelor study programme is designed in accordance with the Cabinet Regulations on the National Standard for Academic Education (01. 03 2002; 13.05.2014; 05.10.2023). The study content of the programme enables the achievement of study outcomes that include the acquisition of detailed theoretical knowledge and the development of research skills and competences in the chosen scientific or artistic field. The programme meets the requirements of the National Standard for Academic Education (see [III.3.2.Compliance with the National Standard for Academic Education.docx](#)).

The structure of the study programme is designed in such a way that students acquire theoretical knowledge in the compulsory part and are able to use it critically in the field of linguistics (Latvian Language Practicum, English Phonetics and Phonology, English Lexicology and Phraseology, Functional Communicative English Grammar I, II, III, Lexico-Stylistic Interpretation of English Texts I, II, III, IV) and literary and cultural studies (World Literature and Culture I, II, Introduction to Cultural Studies I, II, Literary and Cultural Studies of English-Speaking Countries I, II, III), acquire knowledge and skills in interdisciplinary relations (Psychological Aspects of Speech and Language), acquire the ability to argue and publicly defend one's opinion (Rhetoric), acquire the ability to use the theoretical foundations and skills acquired, to conduct research, formulate and analytically describe information, problems and solutions in linguistic, literary and cultural studies (Scientific Research and Academic Writing, Study Work, English for Research). The course of study "Project Development and Management" develops the ability to carry out professional, innovative, research activities in the field of foreign languages and culture, as well as the ability to develop and find solutions to problems individually or in a team. The course "Translation Methodology and Practice: English" provides both professional knowledge, methodology and the ability to apply the acquired knowledge and competence in decision-making. The course of study 'Public, Civil and Environmental Protection' also covers the content requirements of the courses of study laid down in the [Environmental Protection Act](#) and the [Civil Protection and Disaster Management Act](#).

Students choose a specialisation from a limited range of elective courses, i.e. French Language and Culture Studies, Spanish Language and Culture Studies, German Language and Culture Studies or Latvian Language and Culture Studies. The French, Spanish and German language and Culture studies specialisation module covers the competences of the respective foreign language for professional use and further education and development up to B2 level (French/Spanish/German phonetics I, II, French/Spanish/German basics: grammar I, II, French/Spanish/German basics: Orthography, French/Spanish/German: Communication I, II, French/Spanish/German: Text Analysis I, II, French/Spanish/German: Practical Grammar I, II, French/Spanish/German: Lexicostylistics I, II, Written and Oral Communication in French/Spanish/German. The French/Spanish/German Cultural History, Modern French/Spanish/German Cultural Studies, Modern French/Spanish/German Literature in the Original Language. These optional modules also develop research competence in the foreign language concerned (French/Spanish/German for Research) and also improve professional translation skills in the foreign language concerned (French/Spanish/German: Translation Practice). The specialisation in Latvian Language and Culture offers an in-depth

knowledge of the levels of the Latvian language (Modern Latvian: Lexicology, Modern Latvian: Phonetics, Modern Latvian: Morphology, Modern Latvian: Syntax, Modern Latvian: Text and Stylistics), the acquisition of key concepts and the ability to apply and develop knowledge professionally and critically. The interdisciplinary links between linguistics are studied in the study courses "Ethnolinguistics" and "Sociolinguistics", the history of linguistics and literary studies is studied in the study courses "Introduction to the History of Baltic Languages" and "History of Latvian Literature and Culture I, II, III, IV". The basic concepts acquired in the course "Introduction to Literary and Cultural Studies" are followed by a more in-depth study of various literary and cultural studies, critical analysis and evaluation of different genres, as well as improved research skills (Literary and Cultural Studies and Criticism: Current Processes, Literary and Cultural Research and Criticism: Children's Literature, Literary and Cultural Research and Criticism: Drama and Theatre, Literary and Cultural Research and Criticism: Popular Literature, Literary and Cultural Research and Criticism: Journalism). Professional skills in working with the mother tongue are acquired and developed in the study course "Fundamentals of Literary Editing" and "Translation Practice. LITERARY STUDIES IN THE FIELD OF LATVIAN LITERATURE ARE ALSO INCLUDED. These courses also focus on reasoned problem-solving, individual and team work and decision-making.

Table 3.2.2

Descriptions of the strands and module outcomes of the study programme European Languages and Culture Studies

Programme part/module	Knowledge and awareness	Skills (ability to apply knowledge, communication, general skills)	Competence (analysis, synthesis and evaluation)
Compulsory courses	Knowledge in humanities (cultural studies, Latvian language, world literature) and acquire knowledge in English literature and culture, research work skills, knowledge in intercultural communication	Ability to apply knowledge in the field of humanities, English language skills, basic translation skills, communicative and social skills necessary for intercultural communication, creative and critical thinking skills	Ability to use acquired theoretical humanitarian knowledge and skills in research or professional fields (various fields of communication)
Limited choice - the part of learning the second foreign language and culture or Latvian language and culture	Knowledge of French or Spanish or German literature and culture, research work skills, knowledge of intercultural communication or in-depth knowledge of Latvian language and culture studies	Ability to use knowledge of French, Latvian, Spanish, or German literature and culture, research work skills, knowledge of intercultural communication	The ability to use the acquired theoretical knowledge and skills in research and communication of two European languages and cultures, to use this knowledge and skills when operating in the cultural space of Latvia

Bachelors' Thesis	Knowledge required for research work	Knowledge required for research work	Synthesis of knowledge, skills in the development of research work
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Course descriptions are updated with the latest teaching and research literature. Teaching staff participate in local and international scientific conferences and seminars on topical issues in linguistics, literature and culture studies, publish scientific articles, monographs and reviews on research in linguistics and literary studies, as well as participate in national research programmes and international research grants. The latest knowledge, research and methodology in linguistics and literary studies are thus integrated into the courses. Teaching staff also go on Erasmus+ exchanges to share their knowledge and experience with colleagues abroad. Students also participate in international conferences held at the University of Liepaja, such as "The Word and its Research Aspects", "Current Issues in Research of Literature and Culture ", "Language Acquisition: Problems and Perspectives", etc.

The teaching staff is in regular contact with local employers in the humanities, thus keeping abreast of current developments in the field, and is able to place the subject matter of the course in the context of current developments in the field. Lecturers also invite employers' representatives to guest lectures and seminars in order to keep students abreast of changing developments in the labour market.

The objectives and achievable results of the study courses are designed in relation to the objectives and achievable results of the study programme, they are based on the competences approach in order to prepare independent and competitive young specialists in the field of language and culture (see the mapping of modules to achieve the study programme study results in the annex 3.2.2) who are able to apply the knowledge and skills acquired during studies, develop independently, find creative solutions to problems and become successful employees in the public or private sector, as well as become self-employed.

The content of the study courses is also updated annually in line with the latest trends in language teaching methodology, technological developments and current events in the Latvian and European cultural space. Learning objectives are also determined by the needs, interests and abilities of the students.

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 methods of course implementation and evaluation methods of the study programme are implemented in accordance with the "LiepU Regulations on Study Course/Module Examinations" approved by the LiepU Senate on 23 May 2022 (see the file of Annex 54 of the List of Internal regulation). The methods of implementation of study courses are specified in the course descriptions, and their choice is mostly at the lecturers' discretion. When updating study course descriptions, the adequacy of the implemented methods to achieve the objectives of the study course and the programme is also assessed.

From 2024 RTU LA is implementing the transition to ECTS credits, which are also taken into account in the development of the study programme plan and course descriptions, where 1 ECTS corresponds to 28 academic hours (see Annex 3.2. Study course descriptions)

The regulation of the study process and the procedure of programme implementation in higher education studies is determined by the Regulation on higher education studies (approved at the LiepU Senate meeting on 30.01.2024., see the file of Annex 52 of the List of Internal regulation) valid until 30.06.2024., then in accordance with the RTU regulatory documents.

When entering the RTU LA admission procedure, the student freely chooses the field of study he/she is interested in, respectively English and French or Spanish or German or Latvian.

The study content is acquired in the form of contact hours (face-to-face or online) and permanent assignments, and individual work with students by lecturers. The proportion of contact hours and independent work hours complies with the provisions of national normative documents. Contact hours are implemented in the form of lectures, seminars, internships and coursework. In lectures, students acquire knowledge in the humanities, linguistics and literary studies, as well as in the related arts and social sciences. Seminars and internships consolidate knowledge and develop practical research and analytical skills. The form of the study work applies research skills and develops analytical and critical thinking and creativity. The content of students' independent work depends on the specifics of the course of study and is fixed in the course programmes. The distance learning and communication sites Moodle and MS Teams are used in the studies.

The organisation of studies and the choice of delivery methods follow a student-centred approach in accordance with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* 1.3, adopted in 2015. Programme implementation follows the principle that "universities/colleges should ensure that programmes are implemented in a way that encourages students to be actively involved in shaping the learning process" (see Briefing, analytical report Student-centred learning approach in universities/colleges in Latvia (2017)). The programme promotes students' self-reflection, involvement in the organisation of the study process, individual responsibility for the study process, the possibility of an individual approach, etc. Theoretical knowledge, research and creative skills are validated during the annual Students' Science and Creativity Week, where students have the opportunity to gain practical experience in presenting their research work and supplement their knowledge by evaluating the research developed by their fellow students. Participation in the HMZF Student Research Conference is one of the prerequisites for the development and defence of a bachelor thesis. In the course of the Bachelor's thesis, students develop their scientific analysis skills and acquire interdisciplinary research skills. Methodological instructions for students of the Centre for Humanities and Arts only in Latvian see

the list of internal normative acts in Annex 62.

The student-centred approach is also at the heart of the assessment system. Individual cooperation with students is implemented through feedback on the results of studies, as well as during the development of the study work and the final work.

Regular communication with lecturers during the semester contributes to the objective assessment of students' knowledge and systematic study work. Academic staff is accessible throughout the academic year by means of information and communication technologies (ICT).

A number of guiding principles are followed in the assessment of the course and the programme as a whole:

- the principle of openness of assessment, which is a set of requirements for the assessment of the learning outcome in accordance with the aims and objectives of the study programme and study courses;
- formative assessment - a descriptive assessment of achievements which includes information on the dynamics of development';
- summative assessment - a summative summary of achievements;
- the principle of compulsory, which requires a successful assessment of the entire content of the study programme;
- the principle of variety of assessment methods, using different assessment methods to assess learning;
- the principle of the possibility of revision, for which the University has established procedures for the revision of the marks obtained;
- the principle of relevance of assessment, which enables the assessment to demonstrate abilities, knowledge skills and competences at all levels of learning, in appropriate tasks and situations.

Examinations and assessments may use different forms of assessment, such as oral, written, combined, computer-based.

Students receive regular support and feedback from lecturers during the study process and are informed about the assessment criteria. Communication between lecturers and students takes place in class, in individual consultations, via e-mail or online tools, as well as in the Moodle environment.

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

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

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

The themes of the final theses correspond to the sub-disciplines of linguistics and literary studies related to the study of European languages and culture included in the programme. The choice of themes for the students' theses is related to the interests crystallised during their studies, also based on the suggestions and proposals of the lecturers. The final theses are developed in a step-by-step process - firstly through the development of a thesis, with the topic being expanded and developed at the level of a bachelor thesis. The themes are wide and varied, as a very broad coverage of the linguistic and geographical culture of the region is possible. The bachelor thesis is written in one of the languages to be studied or in Latvian (only in the field of Latvian language and culture studies). Thus, the student demonstrates in-depth research and knowledge communication skills in one of the languages. This specialisation is useful both in the choice of further studies and in professional practice.

Academic staff are involved in the writing, reviewing and defence of the theses. The relevance of the thesis topics to the basic principles of sustainable development activities and current developments in the field is confirmed by its evaluation.

One of the reasons for the programme redesign is the need to adapt the study content to the requirements of the labour market and potential further education interests. For this reason, the programme focuses more on the development of various basic professional skills (translation, editing, criticism) and research skills needed to operate in an academic and cultural environment. The research themes of potential graduates in the redesigned programme will therefore be more focused on achieving these ambitions. At the time of submission of the report, there are no graduates from the Latvian language and culture strand, so no conclusions can yet be drawn about the themes of the final theses in this strand, but their potential orientation relates to issues of Latvian language, literature and culture, the interactions between Latvian and other European languages, Latvian culture and other European cultures.

The topics of the students' final theses for the self-assessment period can be seen in Table 3.2.2.

Table 3.2.2

Theses defended in the Bachelor study programme "European Languages and Culture Studies" (examples)

No.	Theme of the Thesis
1.	Use of idioms in O. Wilde's fairy tales "The Happy Prince", "The Nightingale and the Rose" and in everyday life

-
2. Cross-curricular connection - a means of expanding students' vocabulary in English

 3. Emotionally expressive vocabulary in JD Salinger's original novel "The Catcher in the Rye " and its Russian translation "Nad propastyu vo rzhi".

 4. Interpretation of the symbols of Friedrich Dührenmatt's play "The Visit of the Old Lady" in a theater play and a motion picture

 5. The most prominent British surnames and their importance in Britain today

 6. The role of a woman in the New Wave of French cinema

 7. 1960s rock music as a political tool: in the lyrics of The Beatles, Frank Zappa and Pink Floyd

 8. The image of Latvia in the blogs of residents of francophone countries

 9. The use of colors in the portrayal of the emotions of the lost generation in Erich Maria Remarque's novel "On the Western Front without Change"

 10. Translation of subtitles from French to Latvian in the movie "The Biggest Fan"

 11. The influence of censorship in translations of foreign literature in the Latvian SSR (as an example "The Diary of Anne Frank")

 12. Euphemisms in the media

 13. Use of humor in the "This is Sports Center" ad series

 14. Linguistic diversity of perfume names in French

 15. The image of Baba Yaga in Russian culture and communication

-
16. Christian children's literature in Germany in the 18th and 20th centuries. Bible legends for children
-
17. Personal names in Latvian, Russian and English: insight into chronology, recognition and semantics
-
18. Baltic German contribution to Liepāja: K. Ulich and H. Adolfi
-
19. Anglicisms in Catherine Taylor's novel "Summer of Meadow Flowers"
-
20. Phraseological phrases in Heinrich Bell's novel "With clown eyes" and their translation into Latvian
-
21. The appeal of dystopian literature to young people
-
22. Translating Puns in Lewis Carroll's Alice's Adventures in Wonderland
-
23. Conversational language in Raymon Keno's novel "Zazie in the metro" and its translation into Latvian and English
-
24. Existentialism and feminism in Max Frisch's work "Homo faber"
-
25. The phenomenon of artificial languages in modern society: characteristics, attitudes and potential
-
26. Public speech as a method of information transfer
-
27. Emotionally expressive vocabulary in A. R. Toda's original novel "After" and its Russian translation "Posle"
-
28. Politeness category in English and Russian
-
29. The cultural and historical significance of Kūrmājas prospect in Liepāja from the 19th century. until the end of the Second World War
-

-
30. The use of language and the changes made in Rudolf Blauman's short story "Raudupiete" written in German and Latvian
-
31. The myth of the creation of the world in ancient Latvian and Peruvian culture: comparison and analysis
-
32. The Ethnic Heritage of German Immigrants in the United States
-
33. The poetics used to create an atmosphere of horror in American literature
-
34. The techniques of written translation used in the translation of Javier Marías's novel "A hear so shite" from Spanish into Latvian
-
35. Expressions of love in the novel by E. Wharton and N. Sparks
-
36. George Orwell's search for truth in the novel "Animal Farm" and publicist
-
37. The use of literary techniques in the depiction of loss in Harry Potter
-
38. Perception of thought with the help of metaphors in 21st century youth literature (J. Green's "Paper Cities" and "Looking for Alaska")
-
39. Surname as part of the cultural code: origin, formation (according to Russian and English surname materials)
-
40. Speech etiquette in French textbooks
-
41. Use of slang in the Internet environment
-
42. The personal crisis of intellectual and artist Harry Haller in Hermann Hesse's novel "Steppenwolf"
-
43. The influence of religious cult on healing: the juxtaposition of ancient Latvian and Mayan culture
-

-
- | | |
|-----|---|
| 44. | Discriminatory attitudes towards foreign accents in pop culture |
| 45. | Anglomania as a threat to the Latvian language |
| 46. | A study of the use of figurative means of expression in the works of Jane Austen, criticizing patriarchy |
| 47. | Influence of cultural environment in Spanish and Latvian painting. An insight into the works of Joaquín Sorolla and Clara Cabrera |
| 48. | Reflections of the monomyth theory in movie scripts about King Arthur |
-

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.

All programmes in the "Languages and Culture Studies, Mother Tongue Studies, and Language Programmes" field of study use a common resource base. A description of the resource base is available in subsections 2.3, paragraphs 2.3.1 to 2.3.4.

RTU LA Library (Lielā iela 14, Liepāja) has about **63 400** information resources (92% books, 8% serials and other items). 72% of the entire collection is in open-access shelves, so that faculty and students can choose the most appropriate titles.

The academic Bachelor's degree programme "European Language and Culture Studies" offers literature for the teaching process according to the following subjects, for example, English (239) and English literature (110), French (40) and French literature (11), Spanish (48) and Spanish literature (20), German (88) and German literature (85), Latvian (620), Latvian literature and culture (3,239), world literature and cultural studies (1,615), general linguistics, research and academic writing, project management, rhetoric, psychology, civil and environmental protection, etc. c. Of all the information resources held by the Library, approximately **18%** of the items in these subjects are in the collection.

For the study programme "European Language and Culture Studies", the databases offer electronic information resources on various topics of the taught courses, e.g. the EBSCO e-book collection contains about **12 200** titles under the following keywords: literary and cultural studies, language studies, English, French, Spanish, German literature and culture, project management, academic writing, rhetoric, etc. The Cambridge Journals Online database offers **45** e-journals in literature,

linguistics and linguistics, psychology. In 2023, the databases subscribed to by RTU LA have been used in **23 700** access sessions.

Graduate surveys often give a positive assessment of the study programme's facilities.

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 calculation of the projected costs of the study programme "European Language and Culture Studies" for full-time studies for the period 2024–2025 is based on the base costs for 2024 (EUR 1 867.60 per one study place) and the coefficient of the thematic area of education "Humanities" of the Ministry of Education and Science 1.0, as well as the cost coefficient for academic bachelor-level higher education study programmes: 1.0. The cost per study place in 2024/2025 is EUR 1867,60, the total cost of study programme 3 years is EUR 5602,80. The number of study places financed from the state budget in 2024 is 46 study places.

The minimum number of full-time students for the European Language and Culture Studies programme is 18.

The tuition fee for full-time studies approved by the Council of LiepU for the first year of the academic year 2023/2024 is EUR 1780, for foreign students it is EUR 2300, and it is unchanged for the whole study period, the total tuition fee for 3 years is EUR 5340/ 6900.

Foreign students in the study programme "European Language and Culture Studies" study English and a second foreign language (French or Spanish or German) as well as courses designed for foreign students, such as Latvian Language for Foreign Students, Introduction to Cultural Studies, History of Latvian Literature and Culture and other courses taught in English.

See Annex 3.3.3 for the items included in the cost calculation and the percentage breakdown

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.

Information on the teaching staff involved in the study programme can be found in Section II - Characteristics of the Study Area (3. Resources and Facilities of the Study Area) of this report.

The programme has a total of 28 lecturers.

The lecturers involved in the study programme meet the conditions for the implementation of the study programme and the requirements set out in the third paragraph of the first part of Article 55 of the Law on Higher Education, which stipulates that "the implementation of the compulsory part and the limited optional part shall be carried out by not less than five professors and associate professors together who have been elected to academic positions at the respective higher education institution". 9 professors and associate professors elected at LiepU participate in the implementation of the academic study programme "European Language and Cultural Studies", Prof.; Benedikts Kalnačs, Dr. habil. philol. prof.; Edgars Lāma, Dr. philol., prof.; Pāvels Jurs, Dr. paed., prof.; Ieva Ozola, Dr. philol., asoc. prof.; Anita Helviga, Dr. philol., asoc. prof.; Anda Kuduma, Dr. philol., asoc. prof. Professors and Associate Professors provide the compulsory part and the limited elective part of the course, which includes the guidelines, principles, structure and methodology of the field of humanities and arts, linguistics and literary studies, the history and current problems of the development of linguistics and literary studies in the field of humanities and arts, as well as the characteristics and problems of linguistics and literary studies from an interdisciplinary perspective and general education subjects. Their work is based on the acquisition of global competences and research competences and their subordinate learning outcomes.

18 lecturers, or 64 % of all lecturers in the programme, hold doctoral degrees. 4 of them are PhD candidates, and 1 is a PhD student in Linguistics and Literary Studies. The teaching staff are professionals in their field and have demonstrated competence and achievements in research and evaluation of current processes in the humanities and arts. They are mainly involved in the compulsory and restricted elective courses, which cover the field of the humanities and arts, the guidelines, principles, structure and methodology of linguistics and literary studies, the history and current issues in the development of linguistics and literary studies in the humanities and arts, and the restricted elective specialisation, i.e. the development of linguistic and cultural competences. In the courses of study, lecturers also develop global competences and research competences. Guest lecturers include locally and internationally renowned language and culture specialists, translators and poets such as Rafael Martin Calvo.

14 lecturers are elected to the permanent staff, or 50% of the total number of lecturers in the programme. The majority of the full-time lecturers hold doctorates.

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 order to ensure a consistently high quality of the study process and content, the main quality assurance criteria are: the relevance of the study content to the programme objectives, labour market requirements and industry development trends. The relevance of the teaching staff involved in the study programme is regularly analysed. The assessment is based on the data from the annual reports on the scientific activity of the teaching staff, student satisfaction surveys, information on creative achievements.

The changes in the composition of the teaching staff are due to several reasons:

- the inclusion of new courses,
- the growth of the teaching staff,
- changes in visiting lecturers,
- the integration of the teaching staff of the study programme "Baltic Philology, Culture and Communication" into the programme "European Language and Cultural Studies".

More detailed information on the teaching staff involved in the study programme can be found in the Annex

II 3.7.A of the Self-assessment report of the programme of study, point 2.3 'Resources and provision of the programme of study'.

During the reporting period, new teaching staff such as Assistant Professors Agnese Dubova and Sigita Ignatieva were elected. Several PhD candidates such as Linda Zulmane, Linda Gaile, Inta Genese-Plaude, Sandra Okuņeva and Inese Veisbuka are also intensively involved in the study process. Senior Lecturer Agata Babina received her Ph.D. in Humanities and Arts in 2023. Several faculty members have obtained higher qualifications and have been elected to higher academic positions. Zanda Gūtmane has been appointed Professor, Dr.philol. Zanda Gūtmán has been awarded the position of Associate Professor, Dr. Anita Helviga has been awarded the position of Associate Professor, Dr. philol. Anda Kuduma - Associate Professor. The programme also has 7 LZP experts.

Visiting lecturers are also involved in the implementation of the study programme, especially in the framework of Erasmus+ mobility. Fulbright Visiting Lecturers have been successfully involved in the programme. Native speakers have been involved in the implementation of the programme, such as senior visiting lecturer Rafael Martin Calvo, Ph.D. In cooperation with the German Academic Exchange Service (DAAD) and the Goethe-Institut in Riga, German guest lecturers are also used for selected seminars and lectures.

The interdisciplinary cooperation is facilitated by the attraction of teaching staff from other LiepU faculties - Faculty of Science and Engineering, Faculty of Management and Social Sciences and Faculty of Pedagogy and Social Work.

The teaching staff are professionals in their field of study, who have demonstrated their competence in research and the use of e-environments in the study process, as well as participated in cultural and research projects. More detailed information on the eligibility of the participating academics can be found in the CVs of the academics.

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 study programme "European Language and Culture Studies" employs 28 lecturers, who teach 80 different study courses. 16 of the teaching staff also teach in the Master's programme "Writing Studies" and 12 also teach in the joint Doctoral study programme "Language and Literature Studies". The English, French, Spanish and German Language and Culture courses have 3 lecturers in each language. Given that the programme is based on different specialisations in foreign language and cultural studies, the respective student and faculty ratio is 45 students: 11 foreign language lecturers.

The teaching staff employed in the study programme cooperate in the organisation of scientific activities, as well as in the development of study course content and in the exchange of information on current developments in the field - through meetings at various formal events within the field, international conferences, seminars, creative and other networking events. Cooperation takes place at both local and international level - with academia, professionals and the world of work. This activity is described in detail in subsection 6.4 of the Report of Field of Study.

Collaboration is promoted through the involvement of academic, administrative and support staff - sharing information on networking events, updating project application opportunities, forming interest groups for project design and implementation, working in research groups, joint research, reflecting on experiences at conferences and orientation seminars, workshops and workshops. The study programme promotes cooperation between teaching staff by developing vertical and horizontal cooperation.

Successful examples of cooperation between the teaching staff include two projects funded by the Liepaja Culture Board in 2022 and 2024:

1) "Chronicle of Jürgen Schmit - a unique testimony of Liepāja's history" - lecturers Vēsma Lēvalde, Sigita Ignateva and Paula Sekača collaborated with the Liepāja Museum of History and Art. The project is aimed at the development of a new electronic edition of the translation of the chronicle of Jürgen Schmit, the burgomaster of Liepāja in 18th century, to commemorate the 400th anniversary of the city of Liepāja, which will be celebrated in 2025.

For this contribution, in 2023 the lecturers of RTU LA received the Liepāja Science Award of the Year, which was also awarded to the director of the study programme Ph.D. Agata Babina (see <https://www.liepaja.lv/pasniedz-liepajas-gada-balvu-zinatne-par-2023-gadu/> (only Latvian))

Read more about the project here <https://www.liepaja.lv/publiskota-unikala-liepajas-vestures-lieciba/> (only Latvian)

2) Project "Liepāja in the Reflection of Baltic German Cultural Heritage" - events organised by German lecturers Agnese Dubova and Paula Sekača on the occasion of German Language Month in April, 2024 when in RTU LA and various public places in Liepāja events in honour of German culture, language and Baltic heritage in Liepāja: music and film evenings, guest lectures, excursions and debates in German were organized and attracted the attention of students and citizens. The project was also co-financed by the Embassy of the Federal Republic of Germany and the Goethe-Institut Latvia.

3) "The Dunika Time Book " - in 2022, the programme's teaching staff - Associate Professor Anita Helviga (editor-in-chief) and French lecturer Inese Veisbuka (translator) - also participated in its publication. Read more about this publication here: <https://dunika.lv/projekti/dunikas-laika-gramata/> (only Latvian).

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	EVKS_diploma un diploma pielikumu paraugi.pdf	EVKS_diploma un diploma pielikumu paraugi.pdf
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	Statistical data on students in the study programme _European Language and Culture studies.docx	Statistikas dati par studējošiem studiju programmā Eiropas valodu un kultūras studijas.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	III.3.2.Compliance with the National Standard for Academic Education.docx	III.3.2_Atbalstība valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ELCS_ mapping study courses.docx.pdf	EVKS_Studiju kursu kartējums.docx.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Standard curriculum _European Language and Cultural Studies.docx.pdf	Tipveida plāns _Eiropas valodu un kultūras studijas_2024.docx.pdf
Descriptions of the study courses/ modules	3.2. Study course descriptions.docx.pdf	3.2. EVKS_kursu_apraksti.docx.pdf
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)	Confirmation - on compliance of the academic staff.edoc	Apliecinājums - AL 55. pants par prof. skaitu akadēmiskās programmās.edoc

Writing Studies (45226)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Writing Studies</i>
Education classification code	45226
Type of the study programme	<i>Second-cycle (academic master's) study programme</i>
Name of the study programme director	<i>Zanda</i>
Surname of the study programme director	<i>Gūtmane</i>
E-mail of the study programme director	<i>zanda.gutmane@liepu.lv</i>
Title of the study programme director	<i>Dr. philol.</i>
Phone of the study programme director	29449979
Goal of the study programme	<i>To provide the opportunity to obtain a master's level academic education and a master's degree in humanities in literature and linguistics, preparing for independent, creative, interdisciplinary research and professional activity in various areas of the functioning of writing (literature and theatre research and criticism, creative writing (poetry, prose, drama, journalism), in text-formation and literary editing.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To implement an interdisciplinary study model that is in line with the trends of contemporary cultural development, complementing traditional literary studies with studies of certain aspects of linguistics, art, philosophy and information technology under the guidance of highly qualified academic staff.</i> <i>2. To promote the simultaneous development of research skills, professional-practical and creative skills and abilities required by the labour market in the field of writing.</i> <i>3. To ensure the active and independent participation of students in the study process and the adaptation of study methods to their academic and professional development.</i> <i>4. To motivate the need for self-education, professional development and career development after graduation.</i>

Results of the study programme	<p><i>As a result of the studies, professional (writing) competences and general (transversal) competences - global, research, innovative, entrepreneurial, civic - are developed.</i></p> <p><i>After completing the study programme students are able to:</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate in-depth and broadened knowledge of current processes in culture and writing, understanding of language as a basic tool of writing, developed language use skills (language competence), understanding of the relationship of literature with related fields of art, philosophy, communication and other sciences;</i> <i>2. Independently formulate and critically analyse complex issues in the humanities, especially in the field of writing, integrate knowledge from different branches and sub-disciplines of the humanities, contribute to the creation of new knowledge in literary and cultural studies;</i> <i>3. Integrate basic knowledge and skills of creative and critical writing, fiction and criticism, contribute to the production of new knowledge in literary research and criticism, be able to contribute to literary creativity according to individual abilities and goals;</i> <i>4. Take responsibility and initiative when working individually or collaborating in a team, make decisions and find creative solutions;</i> <i>5. Independently direct the development and specialisation of the acquired competencies according to future professional interests in the field of writing.</i>
Final examination upon the completion of the study programme	<i>Master thesis</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>First-cycle higher education in the field of humanities, arts, social and humanitarian sciences, information and communication sciences, or teacher education and educational sciences; entrance exam (interview)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanitarian Sciences in Literature and Linguistic Studies</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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.

Since the accreditation of the study field "Languages and Culture Studies, Mother Tongue Studies and Language programmes" in 2013, the objectives and basic principles of the Academic Master's study programme "Writing Studies" have been preserved, but minor changes have been made, which are subordinated to the current situation, conclusions of student and graduate evaluations and the latest trends in higher education planning, current Latvian and EU planning and policy documents.

The objectives of the changes made to the programmes in relation to the direction of development of the field and LiepU:

improve the quality and competitiveness of programmes; adapt to changes in national higher education supply and labour market demand, emphasising further development of interdisciplinary orientation; increase the number of students and ensure their satisfaction with the study programme.

Description of the changes made:

2014/2015 AY

In order to increase the opportunities of potential graduates of the academic Master's study programme "Writing Studies" to enter the labour market and to optimize the Master's studies in one study field at LiepU, the content of the Master's study programme "Latvian Philology" is integrated into the programme "Writing Studies" and the specialisations and elective part (B) of the Master's study programme "Writing Studies" are expanded. The modules "Theory and Practice of Linguistics" (19 CP), "Latvian Literature and Culture Research" (10 CP), "Latvian Language Research" (10 CP), "Journalism" (10 CP) were introduced. The Master's study programme "Latvian Philology" was closed in the current academic year.

2016/2017 AY

In order to increase the specialisation opportunities of the academic Master's study programme "Writing Studies" and to broaden the spectrum of writing studies, the Part B option was expanded by including and implementing the module "Translation of Fiction"; preparations were made for the optional module "Dramaturgy" for admission in the academic year 2017/2018.

2017/2018 AY

The study programme "Writing Studies" includes the previously developed optional module "Dramaturgy".

2022/2023 AY

Based on the results of student surveys and the recommendations of accreditation experts, the programme no longer uses a modular system, but all Part B courses, previously developed as an

addition to the programme, are offered as a free and unrestricted choice.

When the programme was submitted for accreditation, the programme code and the degree to be awarded were changed in accordance with the Regulations on the Classification of the Latvian Education and in line with the outcomes to be achieved: previous code 45 222 renamed to 45 226. Changed degree to be awarded: previous degree Master of Humanities in Writing Studies changed to degree - Master degree in Humanities Studies in Literature and Linguistics.

Study process regulation and study procedure for implementing programs in higher education degree studies is determined by the Regulation on Higher Education Studies (approved at the LiepU Senate meeting on 30.01.2024, see the file of Annex 52 of the List of Internal regulation) topical till 30.06.2024., then in accordance with RTU regulatory documents.

As a result of all the changes made in previous years, the programme's aim and objectives have been clarified and aligned with the results to be achieved.

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 **name of** the Academic Master's Degree Programme "Writing Studies" was chosen to accurately reflect the content of the programme and the degree to be awarded. The term "writing" includes both the literary and linguistic disciplines, as well as related arts and social sciences. The areas of study and professional skills development in this programme are various aspects of literature and linguistics, and writing:

- writing – a form of art: the art of words or literature;
- literature – anything written in any field of human activity that is of public interest (scientific, technical, journalistic, artistic, etc.);
- how writing functions in traditional (print) and new (digital) media;
- a form of writing expression – language.

The main purpose of the programme is to enable those interested in writing to develop their own goals in the programme, which can potentially help to foster their professional and creative development in the future.

The programme is thus in line with the "Languages and Culture Studies, Mother Tongue Studies and Language Programmes" strand, while the degree to be awarded – Master's Degree in Humanities in Literature and Linguistics – reflects both aspects of "Writing Studies": the production of literature (and related texts) and language as a means of producing these texts, and reflects the learning outcomes to be achieved. The programme code corresponds to this.

The aim of the study programme is aligned with the degree in literature and linguistics to be awarded to provide the opportunity to acquire a Master's level academic education and a Master's Degree in Humanities in Literature and Linguistics, preparing for independent, creative, interdisciplinary research and professional activity in various areas of the functioning of writing

(literary and theatre research and criticism, creative writing (poetry, prose, drama, journalism), text production and literary editing.

To achieve the goal, subordinate **tasks** provide to implement an interdisciplinary study model that is in line with contemporary cultural trends, complementing traditional literary studies with studies of particular aspects of linguistics, art, philosophy and information technology under the guidance of highly qualified academic staff; to foster the simultaneous development of research skills and professional, practical and creative skills and competences required by the labour market in the writing sector; to ensure active and independent participation of students in the study process and adapt study methods to their academic and professional development; to motivate the need for self-education, professional development and a career after graduation.

The **content** of the programme offers the opportunity to develop knowledge in the humanities, linguistics and literary studies, and the arts. The compulsory part of the course helps to develop text production skills, understanding of literary and cultural processes, basic creative thinking skills and scientific research skills.

The optional part of the course offers creative writing skills in prose, poetry and drama, as well as the skills needed for translation of fiction, literary editing or journalism, under the guidance of professionals in the field.

The implementation of the study programme results in achieving the programme's goals and intended outcomes. After completing the programme, students will be able to:

- demonstrate a deepened and broadened knowledge of literature and linguistics, current cultural and literary processes, an understanding of language as a basic tool of writing, developed language skills (linguistic competence), an understanding of the relationship of literature to related fields of art, philosophy, communication and other sciences;
- independently formulate and critically analyse complex issues in the humanities, especially in the field of writing, integrate knowledge from different disciplines and sub-disciplines of the humanities, contribute to the creation of new knowledge in the study of writing and culture;
- integrate basic knowledge and skills of creative and critical writing, fiction and criticism, contribute to the production of new knowledge in literary research and criticism, be able to contribute to literary creativity according to individual abilities and goals.
- take responsibility and initiative, working individually or as part of a team, to make decisions and find creative solutions;
- to independently direct the development and specialisation of the acquired competences according to future professional interests in the field of writing.

The aims and objectives of the study programme are achievable, and the results are attainable within the planned **duration** (2 years) and **scope** (120 credit points).

To enroll in a study programme, not only prior education but also motivation for the chosen field is important. **Admission requirements:**

- The field of humanities, the field of arts, the field of social and humanitarian sciences, the field of information and communication sciences, the field of teacher education and educational sciences;
- entrance test: interview.

Applicants for the Master's programme compete on the basis of the grades obtained in the entrance examinations. If two persons have the same marks in the competition, the average mark in the supplement to the bachelor's degree will be the decisive mark. The interviews assess the applicant's suitability for the chosen programme – previous education related to a field of writing,

creative and professional experience in a field of writing, plans and intentions related to a field of writing. During the studies, the student acquires theoretical knowledge and research experience for academic and professional career.

The study programme **is implemented** in full-time studies, in the Latvian language.

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

"Writing Studies" is the only Master's study programme in the humanities in Latvia where the acquisition of academic knowledge, research and professional skills is linked to the acquisition and development of creative skills and abilities. Unlike creative writing in schools and courses offered by the Latvian Writers' Union, literary academies and individual writers, "Writing Studies" offers a basic core of humanities combined with the development of creative skills.

The regular increase in the number of applicants and students demonstrates the economic and social viability of the programme. The programme students come from all regions of Latvia, with Riga and the Riga region particularly well represented. Students also come from a diverse range of cultural backgrounds, and most of them are already employed when they enter the programme. Areas of employment: publishing, media, cultural management, theatres, museums, non-governmental organisations, and libraries. The employment rate of graduates is high, and many graduates have started active and successful creative and professional careers after graduation, and are prominent in the Latvian cultural field (literature (prose, poetry, children's literature), drama, criticism, literary translation, research, book publishing, screenwriting, etc.)

Data (available only in Latvian: <https://www.viis.gov.lv/monitoringa-riki>) show that 77.8% of graduates will be employed in 2020 (the impact of Covid-19 on the cultural sector should be taken into account) and 100% in 2021.

To assess whether the study programme meets real market requirements, we continue to work with graduates, follow their creative and professional careers, and analyse their feedback. The first **alumni survey** took place in June 2013. Graduates who had graduated in the summer session of 2012 were surveyed. From the 3 graduates, 2 are generally satisfied with the study programme, whereas 1 is completely satisfied. 1 graduate was not working at the time of the survey, 2 were working in a job relevant to their qualification (journalist and literary editor). All graduates felt that the knowledge they had gained was useful in their profession. All graduates were ready to recommend the programme to other potential students, as well as to cooperate with LiepU in the future. All graduates said that their suggestions for improving the study programme have already been taken into account when organising future study work.

Since then, alumni surveys have been carried out regularly, with an increasing number of respondents. For example, in 2018/2019 st. g. 12 graduates participated in the survey, all noted that they would recommend the study program to others. In recent years, the number of respondents has decreased, but the satisfaction with the study programme and assessment of programme quality, whether full or partial, is maintained. Alongside the positive evaluation of the study programme, the graduate surveys also contain very specific suggestions for changes and improvements to individual study courses, which are largely in line with the recommendations made in the student surveys. The results of alumni surveys are also evaluated, and flexible changes are made to the way the programme operates. So far, all alumni surveyed have been willing to

recommend the programme to other students. Each year, at the entrance interviews, referees confirm these verbal recommendations.

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 enrolled in the Academic Master's degree programme "Writing Studies", which is implemented only in full-time on-site and in Latvian, indicates an increasing and stable demand and the competitiveness of the programme in the field of humanities and arts.

Dynamics of student population growth as examples:

- Matriculated – 8 students in 2013/2014, 23 students in 2022/2023, 28 students in 2023/2024;
- Total number of students in 2013/2014 academic year – 20 students, in 2022/2023 academic year – 46 students;
- Number of fee-paying students per academic year – 0–3 students;
- Number of students graduating in 2013/2014 academic year – 5 students, 2022/2023 academic year – 19 students.

Student attrition rates vary from 0–6 over the period. Reasons for dropping out include increased work responsibilities and/or a change in family situation, including deteriorating health.

The increase in the number of students is due to student satisfaction with the study programme offer and its unique orientation in Latvia. At the end of each academic year, centralised **student satisfaction surveys** are carried out. The results of the survey see Annex 2.2.4 of the Direction Report "Analysis of the results of the graduate_student_employer surveys."

Since the start of the programme, the Writing Students' Survey has been a regular feature. Satisfaction with the study programme remains high across all years of study – around 97% are fully or partially satisfied with the choice of programme and the content it offers. Statements related to the study programme: *a unique and interesting study programme is offered; the studies complement the general horizons; the opportunity to acquire creative skills at an academic level; the acquired knowledge is useful in the workplace; the study programme provides new innovative insights; the study process provides an opportunity to get acquainted with the specifics of the field outside lectures; the study content is dense and as full as possible.*

There are no dissatisfied students.

The following factors were mentioned as indicators of the Programme's **strengths** in the free-response section of the centralised questionnaire: *experienced, knowledgeable academics, broad knowledge, creative potential, the introduction of an interdisciplinary study model, sufficiently broad range of subjects, the programme combines knowledge and creativity, interdisciplinarity – allowing not only bachelor's graduates in philology but also graduates from various fields to study, possibility to write an interdisciplinary master's thesis, good course planning by semesters, overall the courses complement each other and form a complete programme, good balance between lectures and independent work, ample opportunity for discussion.*

Weaknesses of the study programme: *lack of balance between theory and practice, insufficient creative courses, teaching style of some academics, inadequate scope of some courses (e.g.*

literary editing). Students' **suggestions** for improving the programme: *include more creative activities, introduce an internship in a publishing house, increase the proportion of practical critical writing courses, evaluate the relevance of some courses to the programme, improve lesson planning, attract more students, give more courses to choose from.*

The results of the student surveys are reviewed annually, and a discussion with the academic staff is organised at the beginning of each academic year in August. The improvement of the study process takes into account both centralised student surveys and the recommendations of regular discussions with the study programme director. In the evaluation of specific courses by the Programme Director, students have made a number of valuable suggestions on the organisation of courses and the study process. These have been taken into account in the annual study plan and in planning the further development of the programme. Problems are solved in meetings with programme academics and in individual conversations with academic staff.

Several negative aspects perceived by students have been evaluated and changed, and students' suggestions have been taken into account where possible. For example introduction of modules in playwriting and translation; increase in the volume of critical writing courses; introduction of an internship in publishing; assessment of the relevance of the content of individual courses to the program's aim and the study outcomes to be achieved through the development of a standard study programme plan; provision for the possibility of choosing individual courses in addition to modules.

The increase in the number of students is linked to the program's cooperation with employers – professional, state and non-state cultural and literary organisations, such as the Latvian Writers' Union, in particular the Liepaja city Chapter and the Association "Seaside Literary Academy", the International Ventspils Writers and Translators House, publishing houses, periodical editors, research organisations, in particular the Institute of Literature, Folklore and Arts of the University of Latvia. As the writing sector is often self-employed, contacts with individuals are also important. Students and graduates of "Writing Studies" are also often self-employed. The oral and written (informal) feedback from industry in the media, discussions, and formal and informal communication is the most important promotional material for the programme, and no resources are invested in providing it.

The regular increase in the number of applicants to the competition for state-funded budget places also correlates with positive and development-enhancing feedback from students, graduates and employers.

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 Academic Master's study programme "Writing Studies" is designed in accordance with the National Academic Standard of Education. Its strategic objective is to provide students with the theoretical knowledge and research skills to achieve the learning outcomes set out in the programme of study, corresponding to the knowledge, skills and competence at level 7 of the European Qualifications Framework.

The content of the programme ensures the achievement of scientifically based learning outcomes in the humanities, literature and linguistics, and enables those interested in the field of writing to develop their own individual goals in the programme, which can potentially contribute to their professional and creative development in the future.

The expected learning outcomes are linked to the requirements of the diverse labour market in the writing sector. The content of the study programme is designed in accordance with the objectives to be achieved in the study courses, which are generally oriented towards the overall aim of the programme - to provide an opportunity to obtain a Master's level academic education and a Master's Degree in Humanities in Literature and Linguistics, preparing for independent, creative, interdisciplinary research and professional activity in the various fields of the functioning of writing (literary and theatre research and criticism, creative writing (poetry, prose, drama, journalism), text production and literary editing).

The structure of the programme is designed to provide a gradual progression from the theoretical and analytical (research) orientation of the general humanities (literature and linguistics) and the field of writing (Introduction to Writing Studies; Text-formation; Cultural Philosophy; Contemporary Literary and Critical Theories; Prose Theory and Analysis I, II; ; Digital Humanities; Text in Social Communication; Analysis of Current Latvian Literary Processes; Scientific Research and Academic Writing I, II; Analysis of Current Latvian Theatre Processes; Theory and Analysis of Poetry; Text Stylistics: Morpho-stylistics; Text Stylistics: Lexico-stylistics; Contemporary Literary Criticism: Postcolonialism; Postmodern Literature I; Scientific Research and Academic Writing II; Literary Translation in Latvia: History and Present; Drama Theory and Analysis; Basics Of Creating Dramatic Composition; Postmodern Literature II; Contemporary Literary Criticism: Feminism; Master's thesis) to the acquisition and development of professional specialisation and creative skills in the field (Basics of Prose Writing I; Theory and Practice of Literary Translation I; Text Editing Methodology and Practice I; Theory and methodology of the Creation of Dramaturgical Texts I; Children's and Young Adult Literature Research; Popular Literature Research; Basics of Prose Writing II; Theory and Practice of Literary Translation II; Text Editing Methodology and Practice II; Theory and methodology of the Creation of Dramaturgical Texts II; Basics of Poetry Writing I; Latvian Theatre and Drama Research; Literary Journalism; Linguistic Analysis of the Fiction Texts; Theory and Methodology of the Creation of Dramaturgical Texts III; Basics of Poetry Writing II; Theatre Criticism; Literary Criticism; Regional Literature and Research). The knowledge and research skills thus acquired are linked to the acquisition and development of professional and creative skills, fostering competence in the various fields of the writing industry. Following innovations in the field of writing, both theoretical and specialisation courses include up-to-date content alongside knowledge of the

fundamentals of the field. The program's course descriptions are designed with a traditional core and the need to regularly review and assess the latest developments in the field and the requirements of the labour market.

All students study the compulsory part of the programme. In the restricted free-choice part of the programme, students choose a certain number of credits each semester according to their professional and creative interests. A course of study is implemented if it has at least 3 participants (according to LiepU regulations), but the number of participants in elective courses varies from 5 to 20). The choice of courses is made by the programme director contacting students individually and assessing the greatest potential benefit to the student's professional and creative development. The free elective part is implemented by selecting Part C courses from the LiepU study catalogue (elective parts of Master's level courses).

Focusing on the achievement of study results, the programme includes a comprehensive study course "Scientific Research and Academic Writing I, II", the usefulness of which can be demonstrated by high-quality and highly evaluated Master's theses. One of the requirements of the Master's programmes is the validation of the Master's thesis research ideas in the form of a paper at a scientific conference (or the preparation of a scientific publication). Master students have the opportunity to present at the regular LiepU student and master student scientific conferences every year in spring. Student participation in international student scientific conferences organised by other universities is encouraged (e.g. international student scientific conference "Bridges of the Baltics" (<https://sisu.ut.ee/balticbridge/>), etc. Research activity throughout the study period, discussions on the choice of the Master's thesis topic, development of the main components, exchange of experience with group members and completion of various tasks, regular progress reports and validation of intermediate research results ensure high-quality Master's thesis.

Active extracurricular life and cooperation with potential and existing employers (as most students work in the sector as employees, employers or self-employed during their studies) - professional, governmental and non-governmental cultural and literary organisations - play an important role in the study process, e.g. the Latvian Writers' Union, in particular the Liepaja Chapter Department and the Association "Seaside Literary Academy", the International Ventspils Writers' and Translators' House, publishing houses, editorial offices of periodicals, research organisations, in particular the Institute of Literature, Folklore and Art of the University of Latvia. Cooperation with employers is incorporated into the study process, including the opportunity to acquire knowledge, skills and abilities in a working environment. This principle is applied in cooperation with the Liepaja Chapter of the Latvian Writers' Union, the Seaside Literary Academy and the Ventspils International House of Writers and Translators. The regular series of events and lectures of the Seaside Literary Academy is an essential complement to the creative courses, while the annual study trip to the Ventspils International House of Writers and Translators internationalises the programme and ensures the participation of a large number of foreign guest academics each year to complement the creative courses.

In order to ensure a sufficiently optimal and coherent programme, taking into account the individual approach and the intention to enable each student to develop his/her individual goals, the programme planning is carried out entirely by the Programme Director.

The correlation of study content (courses), their scope and the results to be achieved according to the national academic education standard is presented in the Annex (P6).

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 master's thesis in the academic master's programme "Writing Studies" of the study field "Language and culture studies, mother tongue studies and language programmes" is independent and innovative research in which the author collects and analyses theoretical findings on the issue under study (the collection of theoretical literature is broader and deeper than in the bachelor's thesis); develops the theoretical basis of the research, chooses the most appropriate research methods; justifies his/her opinion, creatively solves theoretical and practical problems in the chosen field of study and the relevant branch or interdisciplinary field of study. In the Master's study programme "Writing Studies", the Master's thesis may consist of an original literary work or literary translation, or fragments thereof, supplemented with a theoretical justification or analysis.

The length of the Master's thesis (main text, including conclusions) – 60–65 pp. If the Master's thesis of the programme "Writing Studies" also includes a creative part, the research part must be at least 50% of the total thesis volume or at least 35 pages. Creative part – all or parts of the text to be placed in an annex.

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 methods of course implementation and evaluation methods of the study programme are implemented in accordance with the "LiepU Regulations on Study Course/Module Examinations" approved by the LiepU Senate on 23 May 2022 (see the file of Annex 02 of the List of Internal regulation). The methods of implementation of study courses are specified in the course descriptions, and their choice is mostly at the lecturers' discretion. When updating study course descriptions, the adequacy of the implemented methods to achieve the objectives of the study course and the programme is also assessed.

From 2024 RTU LA is implementing the transition to ECTS credits, which are also taken into account in the development of the study programme plan and course descriptions, where 1 ECTS corresponds to 28 academic hours (see 3.2.)

The regulation of the study process and the procedure of programme implementation in higher education studies is determined by the Regulation on higher education studies (approved at the LiepU Senate meeting on 30.01.2024., see the file of Annex 02 of the List of Internal regulation) valid until 30.06.2024., then in accordance with the RTU regulatory documents.

The methods of course delivery are specified in the course descriptions and are mostly at the academics' discretion. They are published both in students' personal profiles in the LAIS database and in the e-learning environment Moodle. In addition, at the beginning of each course, students are introduced to the credit point requirements, the theoretical knowledge to be acquired and the practical work and tasks to be carried out in order to obtain a grade.

When updating the course descriptions, the relevance of the methods used to achieve the objectives of the course and the programme is assessed. Descriptions of the methods used to implement the courses of study are included in the course descriptions.

The study content is acquired through contact hours (face-to-face or online) and permanent assignments, and through individual work with students by academics. Students' independent work – papers, micro-research, creative work, team projects, etc. – plays an important role in the Master's programme. The ratio of contact hours to independent work hours is in line with national regulations.

Contact hours are delivered in the form of lectures, seminars and workshops. In lectures, students acquire knowledge in the humanities, linguistics, literary studies and cultural studies, while in seminars they develop academic research, critical thinking and argumentation skills, basic creative writing skills, as well as professional competences in literary and cultural criticism, literary editing and publishing, literary translation and dramaturgy. To acquire the skills of creative and critical writing and playwriting, the study programme is complemented by creative writing workshops led by professional writers and playwrights. Alongside traditional forms of work (lectures, seminars), interactive forms of study such as group work, various types of discussions, problem-oriented studies, creative methods of group and individual work, studies using online and other multimedia tools, Internet sites, in particular the Moodle environment, are practised.

Each task has a weighting in the final grade. Assessment methods are varied, depending on the specifics of the study course and the requirements set, which are reflected in the descriptions of the study course in the system of achievements and examinations. It provides continuous summative assessment throughout the course, which contributes to the development and provision of feedback. Formative assessment and collegial assessment are also used to assess learning achievements: teacher-student, student-student, student-student group, etc. The assessment system is designed to enable students to use a variety of assessment methods and to gain experience in assessing their professional and creative performance.

The principles of choosing specialised courses are based on the experience of students' creative activity and development ideas of individual creating and professional work (in the fields of poetry, prose, dramaturgy, translation, editing, journalism). Elective courses are implemented every semester after prior agreement with students. Students choose courses from the elective part of the plan of the program. With the minimum number of students, it is possible to implement 2-4 elective courses per semester.

All professional specialisation courses include a variety of tasks to build and develop professional and vocational skills and competences, and in these courses, students present the completion of specific tasks which corresponds to the specifics of each specialization course. At the end of each course, a test is organised in the form of an exam/marked test. The overall assessment of the study work is based on a summative system, which involves the gradual formation of a final assessment from several student's works in each study course.

Methods of implementation and evaluation of study courses of the study programme are implemented in accordance with the Liepaja University Regulations on Study Course / Module Examinations (see the file of Annex 54 of the List of Internal regulation).

The learning outcomes of the study programme are reflected in the content of the study courses and are closely related to the overall aims, objectives and learning outcomes of the study programme. The mapping can be used to check the relevance of the course outcomes to the study programme outcomes. This confirms that the study process produces specialists in the field of writing who, using theoretical knowledge, professional and creative skills, are able to work independently, professionally and creatively in the field of writing in accordance with contemporary requirements.

Principles of student-centred education are applied in the organisation of the study process: 1) the formulation of the aims and objectives of the courses of study, which promotes students' understanding of the overall objectives of the study programme; 2) the formulation of learning outcomes, which promotes dialogue between academics and students on the content, forms and methods of organisation of studies, promotes students' understanding and co-responsibility for their own learning, self-assessment and understanding of the assessment received.

Students receive regular support and feedback from academics during their studies, and are informed about the assessment criteria. Communication between academics and students takes place in the classroom, in individual consultations, via email or online tools, and in the Moodle environment.

The content of students' independent work depends on the specifics of the study course: content, interpretive, linguistic, sociolinguistic or editorial analysis of various texts, theoretical literature studies, creative and critical writing, translation of fiction, comparison of original and translated texts, preparation of reports, independent research, etc. The content of the independent work is fixed in the course programmes. The *Moodle* distance learning and communication website is used for studying. Because students' backgrounds vary, individual study of supplementary materials is necessary.

The interests of students are taken into account in the organisation of the study process. As the students of the Master's programme mostly work and live in different regions of Latvia, most of them in Riga, the studies are organised in a flexible mode: every other week (Thursdays, Fridays, Saturdays). The timetable is known before the start of the semester and is fixed. Since 2020, a semi-distance learning model (combining on-site and online classes) has also been introduced.

The tradition of the study programme is to organise one study session each year at the premises of the cooperation partner – the International House of Writers and Translators in Ventspils (See <https://www.ventspilshouse.lv/en>). In cooperation with the Seaside Cities Literary Academy (headed by Linda Zulmane), courses and masterclasses on the modules of creative writing and literary translation are organised in Ventspils. The staff of the Ventspils Writers' House, together with the management of the "Seaside Cities Literary Academy" and the "Writing Studies", develop the concept and plan of the annual activities. Each year the courses and masterclasses are taught by different academics – Latvian and European writers and translators who have received a scholarship to work at the Ventspils Writers' and Translators' House. These classes and workshops are held in Latvian and English. This sharing of resources helps to internationalise the programme and build organic links with industry.

Individual cooperation with students is implemented by providing support in the selection of supplementary materials and feedback on the results of studies, as well as during the development of the final thesis. In the Master's thesis, students develop their scientific analysis skills and acquire interdisciplinary research skills. Methodological instructions for students of the Centre for Humanities and Arts only in Latvian see the list of internal normative acts in Annex 62.

Theoretical knowledge, research and creative skills are tested during the annual Student Science

and Creativity Week, where students have the opportunity to gain practical experience in presenting their research work and supplement their knowledge by evaluating the research developed by their fellow students. Participation in the Student Scientific Conference is one of the prerequisites for the development and defence of a Master's thesis. An innovative evening of literary readings, organised by students, has become a tradition during Student Science and Creativity Week, where the results of the creative and critical writing courses can be tested. On several occasions, the students of "Writing Studies" have collaborated with the students of "Arts" ("New Media Art" and "Acting") in the organisation of this event, offering a synthesis of text, visualisation and sound in the form of performances.

Master's students also participate in other events in Liepāja – Poetry Days, Researchers' Night, Museum Night, creative writing workshops, which are complementary events to the creative part of their studies.

Regular communication during the semester promotes objective assessment of students' knowledge and systematic study work. Academic staff is available throughout the academic year via information and communication technologies (ICT).

A number of guiding principles are followed in assessing the course and the programme as a whole:

- the principle of openness of assessment, which is a set of requirements for the assessment of the learning outcome in accordance with the aims and objectives of the study programme and study courses;
- formative assessment – a descriptive assessment of achievement that includes information on the dynamics of development;
- summative assessment – a summary of achievements;
- the principle of compulsory study, which requires a pass grade for the entire content of the study programme;
- the principle of multiple testing, using different types of testing to assess learning;
- the principle of reviewability, for which the university has established procedures for reviewing the marks obtained;
- the principle of relevance, which enables the assessment to demonstrate ability, knowledge, skills and competences at all levels of learning, in appropriate tasks and situations.

Examinations and assessments may use different forms of testing, such as oral, written, combined or electronical.

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

3.2.5. Evaluation and description of the promotion opportunities and the promotion

process provided to the students of the doctoral study programme (if applicable).

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

The writing, reviewing and defence committee of the final theses involves not only the academic staff of the university, but also professionals in the field, according to the focus of the students' theses. For example, the supervisors and reviewers of the work devoted to poetry translation have been chosen from among professionals in the field – poets and literary scholars such as Karlis Verdins, Maris Salejs (Marians Rižis), Ivars Steinbergs, and translator Astra Skrabane, the playwrights Lauris Gundars and Rasa Bugavicute-Pece have been entrusted with the work on dramaturgy, and the specialist Ilva Skulte has led the work on the analysis of new media and literary relations and artistic practice; works on the integration of life stories by Sanita Reinsone, Ieva Garda, works on the translation of Lithuanian literature by Dala Kiselunaite, etc. The involvement of professionals ensures that the themes of the theses are linked to current developments in the field, that the theses are evaluated in a professionally oriented manner, and that the overall level of the Master's thesis development and defence process is raised, ensuring full and fruitful academic discussions.

The choice of the Master's thesis topic is gradual, starting from the beginning of your studies. The courses "Introduction to Writing Studies", "Scientific Research and Academic Writing I, II") are devoted to its selection and conception, in which regular work is carried out and the most appropriate supervisor for each topic is found. Therefore, the development of the Master's thesis is supported to the maximum extent possible – by the supervisor, by the course leader (programme director), by the group members, by the academics of the various other courses who foresee the integration of certain research aspects in their courses. Most often, students choose to write their final theses around themes related to their current and/or future creative or professional endeavours. Such a perspective not only generates deep interest and high-quality final works, but often forms the basis for sustained, long-term orientation in further professional and creative activity, for example in the field of theatre criticism and research, the theory and practice of fiction translation, creative writing – prose, journalism, playwriting, creative writing masterclasses. Given the students' connection to various areas of Latvian culture, the work initiated in their final projects and continued by the graduates tends to significantly contribute to the development of the Latvian cultural space with diverse innovations and examples of artistic practice.

The relevance of the themes of the students' work to the basic principles of sustainable development activities, current trends in the field is confirmed by employers' feedback, local and national recognition, publications, integration of ideas into creative work, the resonance of these works in society. Engagement with potential graduate employers or industry is dynamic. Employers are involved in supervising or reviewing Master's theses and are present at the Master's thesis defence. Certain segments of the Master's research are used in later publications; the fragments included in the creative parts of the works form the basis for later elaborated poetry, prose, journalistic and critical essays, plays, screenplays, dramatisations, literary translations, editorial work, etc. Often, the works started in the "Writing Studies" become visible in a perfected form in

the Latvian cultural space, in the results of individual projects and the work of various employers, e.g. in publications supported by publishing houses and/or the State Culture Capital Foundation, in literary periodicals (print and digital) and other media, in the repertoire of Latvian theatres or individual stage artists, etc. The research of the most outstanding students can be published in a follow-up edition, *Scriptus Manet*. The results of the students' research works have received recognition – Veronika Strelerte, scholarship, Liepāja City Council annual award in science.

Since the year 2012, 99 students graduated from the programme, and the average final grade is 8. The topics of the students' final theses for the self-assessment period (abridged, in the form of examples) can be seen in Table 1.

Table 1

Faculty of Humanities and Arts
in the study programme "Writing Studies"
Master theses defended (examples)

No.	Title of Master thesis
2012.	
1.	Reception of O. Vācietis poetry in the animated films "Viens pa ceļu gāja", "Kabata" and "Sapnis" by studio "Dauka"
2.	William Shakespeare's tragedy Hamlet directed by Oļģerts Kroders: the text and its interpretation
3.	Gertrude Stein's "Tender Buttons" – a translator's challenge
2013.	
1.	Playwriting in contemporary theatre: the anatomy of experience
2.	Translations of James Joyce's "Ulysses" into Latvian: a history of translation and comparative assessment
3.	The Syncretic Individual in Sigita Parulskis's novel "Three Seconds of Heaven"
4.	The Search for Identity in Evita Sniedze's Plays

-
5. The romantic novel as a phenomenon of popular literature (popularity and archetypal structure of the genre)
-

2014.

6. Personality and poetry of Gatis Kruminš. Pessimism as a form of self-expression
-
7. Literary debut: from conception to result. Janis Jonevs "Jelgava 94" and Gundars Ignats "Bez jakas "
-
8. Creativity and the creative personality in the context of time and space
-
9. The Search for Stoic Ethics in the Playwriting and Creative Biographies of Peteris Petersons and Gunars Priede
-
10. Joseph Brodsky "The Watermark": readings and visions
-

2015.

11. The editor's column as a genre of journalism: development trends
-
12. Ezeriņš - author/performance
-
13. Prose by *Laligaba*
-
14. Young adult fantasy literature in Latvia
-

2016.

15. Freedom of the mind. The Idea of the Restoration of an Independent State in the Speeches of Mara Zalīte (1986-1989)
-

16. Features of Nostalgia in Latvian Prose of the First Decade of the 21st Century. Janis Jonevs "Jelgava 94", Gundars Ignats "Bez jakas", Kristine Zelve "Meitene, kas nogrieza man matus"

17. The role of the Association for the Advancement of Baltic Studies (AABS) in the integration of Baltic exiles in the West

18. Author. Text. Mono performance

2017.

19. Creative writing methods as a tool for producing literary work

20. Literary geography - how literary cartography opens up a new dimension for the book: Alvis Hermanis "Dienasgrāmata"

21. Creative writing methods as a tool for producing literary work

22. Literary geography - how literary cartography opens up a new dimension for the book: Alvis Hermanis "Dienasgrāmata"

23. Text production techniques and syntactic features on *TWITTER.COM*

24. The Concept of Woman in Daina Tabuna's short story collection "Pirmā reize" and Jana Egle's short story collection "Gaismā"

25. Oscar Wilde's dramatisation of Dorian Gray's novel *The Picture of Dorian Gray* and director Laura Groza-Kibere's stage interpretation: a queer (blue) theory perspective

2018.

26. The influence of censorship on the Latvian translation of J.D. Selinger's "The catcher in the rye"

27. The translation's path to the reader: Estonian children's literature and Mika Kerenens

2019.

28. Artistic reinvention of the documentary text

29. Applying journalistic experience and methods to writing

30. Reflection of contemporary real life in Latvian children's literature books addressed to readers of the Z and Alfa generations. Excerpt from the story

31. Environmental awareness literature for preschool children. Book concept

32. Oscar Wilde's novel "The Picture of Dorian Gray" in the Latvian cultural environment: Literary translation by Janis Ezerins and dramatisation by Evita Mamaja

2020.

33. A comparison of the fairy tale "Snow White and the Seven Dwarfs" and its dramatisation. Example of Liepaja Theatre production

34. Elements of the Wonder Tale Structure and the Golden Ratio in the Contemporary Author's Tale, as Classified by Vladimir Prop

35. Dramaturgy technique and creative thinking in text production. The play "Briksdāles ezers" and its theoretical basis.

36. Features of the Third Reich's Propaganda Ideology in German Literature and Prose Published in Latvian Periodicals (1941-1944)

37. "BB breakfast" black humor top as text in social communication.

2021.

38.	An experiment with the grotesque in children's literature: The example of Roald Dahl, David Walliams and Lemony Snicket
39.	Dialogue in dramaturgical work. "Sadursme" - scenario and analysis of its dialogues
40.	Dramatisations of Rudolfs Blaumani's prose in 21st century professional Latvian theatres
41.	Ethnocentrism and the use of intertext in 21st century Latvian authors' travelogues
42.	Presence: the role of nature in the poetic exploration of time
43.	The role of the newspaper "Dzimtenes Balss" in the literary life of exiled authors
44.	Archetypal models of female characters in Ieva Melgalve's novels "Mirušie nepiedod", "Māja bez durvīm" and Ruta Holendere's text "Sevor"
45.	The specifics of monoplay – how to write a play for one actor
46.	The role of the editor in 21st century prose books
47.	Different models of societal governance and organisation and their representation in science fiction literature
48.	The interaction and importance of Latvian amateur theatre and original drama in society
49.	Lyrics – a cross section of music and literature
50.	The diary and its role in writing. Diary writing practices of contemporary Latvian writers

2022.

51.	Self-publishing – the non-traditional way of publishing books
52.	Stranger from the West: the graphic novel and its position in Latvian literature
53.	Specifics of a game screenplay development. Development and analysis of the scenario "Dzērvenes pūdercukurā"
54.	Melancholy and mourning: the example of Latvian women writers
55.	Liepāja Park Pavilion: place identity and stories
56.	Worlds within worlds. Concepts of space, place and heterotopia in station stories
57.	Problems of Dramaturgical Translation in Gintaras Grajauskas's "Meitene, no kuras baidījās Dievs"
58.	Code-switching on social media TikTok and Instagram: analysis of teenagers' posts
59.	Audible poetry: Text, Sound and Presence in Poetry
60.	Writing old age: literary gerontology in co-creation
61.	The impact of poetry therapy as an interactive process on personality
62.	Reflecting early ageing of women in the 21st century Latvian women writers' prose – examples of texts by A. Auzina and K. Juckovica
63.	Inheriting the Trauma of War in Generations of Women in Latvian Women's Prose after World War II to the Present
64.	Soviet cultural life through the eyes of a queer man, based on the diary of Kaspars Aleksandrs Irbe

3.3. Resources and Provision of the Study Programme

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

Study base.

The programme is implemented in the premises of the University of Liepaja, Kūrmājas Prospekt 13: Room 205 (60 seats) for the theoretical orientation courses of compulsory choice, Room 207 (15 seats) for computer work, Rooms 201, 118 (20 seats), Room 105 (10 seats). The University of Liepaja premises at 13 Lielajā Street and room 413 – an assembly hall with a stage (200 seats) are available for study.

Some study times are organised online, using students' and academics' MS Teams accounts.

Information and science base.

The information and scientific base is formed by the LiepU library collections. The library's collection consists of around 65 500 items (92% books, 8% collection of scientific and informative articles, etc.). 75% of the entire collection is on open-access shelves, allowing staff and students to choose the most appropriate titles.

The study programme offers literature according to the following subjects, e.g. literature, linguistics, culture, theatre, drama, art, audiovisual communication, creativity, acting and speech, Latvian language culture and academic writing, project management, civil and environmental protection, etc.

For more detailed information on the study, scientific, information and technical facilities, see Part II, Chapter 3, points 2.3.1 to 2.3.2.

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 calculation of the projected costs of the study programme "Writing Studies" for full-time studies for the period 2024-2025 is based on the base costs for 2024 (EUR 1867.60 per one study place) and the coefficient of the thematic area of education "Humanities" of the Ministry of Education and Science 1.0, as well as the cost coefficient for academic master's level study programmes: 1,5. The cost of one study place in 2024/2025 is EUR 2 801.40, the total cost of the programme for 2 years is EUR 5 602.80. The number of study places funded from the state budget in 2024 is 37.

The minimum number of students for full-time studies is 9 students. With the minimum number of students, it is possible to implement 2-4 elective courses per semester.

See Annex 3.3.3 for the items included in the cost calculation and the percentage distribution of funding between the specified items.

The tuition fee for full-time studies for the first year of the academic year 2023/2024 approved by the LiepU Council is EUR 2 000, and it is fixed for the whole study period, the total tuition fee for 2 years is EUR 4 000.

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.

Information on the academic staff involved in the study programme can be found in Section II - Characteristics of the Study Programme (3. Resources and facilities).

The programme has a total of 20 academics.

The academics involved in the study programme meet the conditions for the implementation of the study programme and *the requirements set out in the third paragraph of Section 55, paragraph one of the Law on Higher Education Institutions*, which states that "the implementation of the compulsory part and the limited optional part shall be carried out by not less than five professors and associate professors together who have been elected to academic positions at the respective higher education institution". Seven LiepU elected professors and associate professors participate in the implementation of the academic study programme "Writing Studies": Zanda Gutmane, Dr. philol., prof.; Benedikts Kalnachs, Dr. habil. philol., prof.; Anda Kuduma, Dr. philol., asoc. prof.;

Diana Laiveniece, Dr. paed., prof.; Edgars Lams, Dr. philol., prof.; Linda Lauze, Dr. philol., prof.; Anita Helviga, Dr. philol., asoc. prof.. Professors and Associate Professors provide the compulsory part and the restricted elective part, which includes the guidelines, principles, structure and methodology of the humanities and arts, the field of writing (literary and linguistic studies), as well as the characteristics and problems of the humanities and arts and writing from an interdisciplinary perspective. Basically, their work provides the following learning outcomes: students are able to demonstrate a deepened and broadened knowledge of current cultural and literary processes, an understanding of language as a basic tool of writing, developed language skills (linguistic competence), an understanding of the relationship between literature and related fields of art, philosophy, communication and other sciences.

13 academics, or 65% of all academics in the programme, have a PhD. Academic staff are professionals in their fields and have demonstrated competence and achievement in research and evaluation in the humanities and arts. They are mainly involved in compulsory and restricted elective courses, which cover the guidelines, principles, structure and methodology of the humanities and arts, the field of writing (literary and linguistic studies), and the characteristics and problems of the humanities and arts and writing from an interdisciplinary perspective.

The integration of research activities of academic staff in the study process is manifested in the use of methodological approaches and conclusions reflected in their publications, in offering relevant topics for Master's theses to students and in familiarising students with the use of research methods in the development of these theses.

The academic staff of the Master's study programme "Writing Studies" engage in artistic creativity by writing and publishing prose works (Nora Ikstena, Jana Egle, Haralds Matulis, Sandra Veinberga), writing and publishing poetry (Andris Akmentiņš, Haralds Matulis), creating dramatic material and writing scripts for film and theatre (Lauris Gundars, Rasa Bugavicute-Pece), organising cultural events (Rasa Bugavicute-Pece, Linda Zulmane, Sandra Okuneva). The "Writing Studies" academic staff regularly participate in the evaluation of creative works (Zanda Gutmane, Vesma Levalde, Anda Kuduma, Linda Zulmane).

The integration of critical and creative activities of academic staff in the study process is exemplified by productive activities, and the support of the artistic and cultural process. The study process may include the use of critical and creative work approaches, and the proposal of appropriate Master's thesis topics for students. The study process also encourages students to become involved in Latvian literature and drama, literature and theatre criticism. Students have access to all the activities of the Seaside Cities Literary Academy – workshops, meetings with writers, lectures, seminars, readings (more than 10 different events each academic year). Through active work, several students have been selected for Kurzeme prose readings (e.g. Linda Ulane, Ruta Dislere) and Latvian prose readings (Sabine Koseleva) as well as for publications in Latvian cultural publications. In 2019/202 students have participated in the original plays competition announced by Liepaja Theatre (Grete Grivina) won 1st place). Students are encouraged to create publications on the LiepU and RISEBA student publication website "Karakuda".

Dr. habil. philol. Benedikts Kalnacs research work in the field of drama theory, drama and literary history, and postcolonial criticism is integrated into all courses related to drama studies and postcolonial criticism. Dr. philol. Zanda Gutmane (Zanda Gūtmane) research in memory and trauma studies is used in her postmodernism course and in her research approaches. Dr. philol. Edgars Lam's prose studies and research in regional literature are the basis for a course on prose analysis and regional literature. Dr. philol. Andas Kuduma's research on recent Latvian literature, including feminism and postmodernism, provides insight into current literary processes and postmodernism in Latvian literature. Sigita Ignatjeva, PhD, has a translation research background, which allows her

to implement literature translation and courses. Dr. art. Vesma Levalde's theatre science research ensures the implementation of research courses on current theatre processes. Dr. paed. Diana Laiveniece, Dr. philol. Linda Lauze, Dr. philol. Anita Helviga, Dr. philol. Ieva Ozola's research work in the field of linguistics ensures the implementation of linguistics courses and contributes to the understanding of literature as the art of the word and the development of linguistic skills. Dr. phil. Sandra Veinberga's qualifications and extensive experience are integrated into a course dedicated to journalism.

Research work of academics helps to achieve the following study outcomes: the student is able to analyse diverse processes of writing in the context of current cultural and historical developments; is able to select and analyse information, is able to discuss and research problems of the field in an argumentative manner; is able to independently formulate and critically analyse complex issues in the humanities, especially in the field of writing, to integrate knowledge from different branches and sub-disciplines of the humanities, to contribute to the creation of new knowledge in writing and cultural research. It helps to build global competence: to take responsibility and initiative when working individually or as part of a team, to make decisions and find creative solutions; to independently direct the development and specialisation of acquired competences.

In addition to global and research competences in the humanities and arts, they also provide innovative competences and corresponding learning outcomes, as several academics are not only involved in research but also in the actual process of writing: Zanda Gutmane – in the field of literary criticism and evaluation, Sigita Ignatjeva – in the field of literary editing, Vesma Levalde – in the field of evaluation and criticism of theatre and drama processes, Ivar Steinbergs, Dr.art. – in the field of poetry creation and criticism; Ilze Jansone, Dr. theol. – in the field of prose creation. Overall, the qualifications of all these academics contribute to the learning outcome of students being able to work professionally in a wide range of writing fields and being able to engage in writing creativity and research.

In terms of interdisciplinary links between writing, the possibility of further training is important. During the programme's duration, the programme's graduates Vesma Levalde (graduated in 2012) and Sigita Ignatjeva (graduated in 2013) have improved their qualifications. They have obtained the degree of Doctor of Philosophy by elaborating doctoral theses corresponding to the content of the taught courses (Vesma Levalde studied dramaturgy, Sigita Ignatjeva – literary translations). Lecturer of the Dramatisation and Stage Texts Creation course Rasa Bugavicate-Pece, Mg. art., Mg. In writing studies, since the academic year 2021/2022 he has been studying for a PhD at the Latvian Academy of Culture, continuing his research on the role of the playwright in theatre. The programme involves Elza Ozola, a graduate of "Writing Studies", who works in the field of digital humanities. The programme involves poet Ivars Steinbergs, who also received his PhD in 2023. The prose writing course is taught by writer, Dr. theol. Ilze Jansone, who is currently studying for a PhD in Literary Studies. This will lead to even more qualifications for academics in the near future.

10 academics have been elected to the core staff, or 50% of all academics in the programme. All elected academics have a doctorate.

The guest academics (10) are highly regarded professionals in the field of writing. 3 of them have a PhD, 6 are in the process of upgrading their qualifications – studying for a doctorate or working on a thesis. Professionals in their field are playwright and writer Lauris Gundars, Mg. art., playwright and writer Rasa Bugavicate-Pece, Mg. Sandra Veinberga, Dr. phil., specialist in communication and journalism; philosopher and writer Haralds Matulis. Elza Ozola, Mg. The Writing Studies programme offers a theoretical and practical course dedicated to the digital development of contemporary humanities. Sandra Okuneva, Mg. philol. has a long research experience in children's literature, which she uses in the implementation of the relevant course. Mg. philol. Linda Zulmane is a long-

time lecturer in poetry analysis courses, head of the Liepaja branch of the Latvian Writers' Union, and the program's cooperation with the Ventspils International House of Writers and Translators, thus internationalising the program's activities and ensuring the participation of a large number of foreign guest academics in the program's outgoing sessions in Ventspils each year. As a result of the professional and pedagogical activity of these and other academics, students of the programme achieve the planned study results. It is not possible to change these professionals in favour of core staff.

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 order to ensure a consistently high quality of the study process and content, the main quality assurance criteria are the relevance of the study content to the programme objectives, labour market requirements and industry development trends. The relevance of the academic staff involved in the study programme is regularly analysed. Its evaluation is based on data from annual reports on the research activities of academic staff, student satisfaction surveys and information on creative achievements.

Basic criteria for selecting academic staff:

1. Research activity and achievements. The academic staff of the Master's study programme "Writing Studies" is involved in local and international scientific research by developing and publishing internationally citable publications and monographs, participating in and organising international and local scientific conferences and seminars, organising international scientific conferences of the HMZF (international scientific conferences 'Current Problems in Literary and Cultural Research', 'The Word and Aspects of its Research'), preparing and publishing follow-up publications of the HMZF (Current Problems in Literary and Cultural Research, 'The Word and Aspects of its Research', 'Scriptus Manet'), drafting research project proposals, working in approved projects (mainly State Research Programmes projects). Several of the academics are editors-in-chief of international scientific continuing publications (Edgars Lams, Diana Laiveniece, Linda Lauze, Zanda Gutmane), organisers of international scientific conferences (Linda Lauze, Anita Helviga, Edgars Lams, Diana Laiveniece, etc.). The academic staff intensively develops and publishes nationally recognised monographs (Benedikt Kalnach, Diana Laiveniece, Edgars Lams, Zanda Gutmane) and publishes articles in internationally cited journals, including Scopus database (Benedikts Kalnacs, Diana Laiveniece, Anita Helviga, Sigita Ignatjeva, Linda Lauze, Zanda Gutmane). Section 6.4 of the Guidance Report provides a complementary description of this action.

The changes in the composition of the academic staff are due to several reasons:

- new modules and courses, taking into account student and alumni recommendations and lecturer qualifications and experience (in playwriting - Lauris Gundars, in journalism - Sandra Veinberga, in prose writing - Ilze Jansone, in poetry writing - Ivar Steinbergs),
- graduates' integration into the labour market (Vesma Levalde, Sigita Ignatjeva, Rasa Bugavicute-Pece, Elza Ozola),
- the rotation principle in the offer of creative writing courses (Nora Ikstens was replaced by Jana Egle (Jana Ruce) and Ilze Jansone, Maris Saleja (Marians Rižis) by Andris Akmentins (Andris Grinbergs) and Ivars Steinbergs).

Information on the academic staff involved in the study programme can be found in II.3.6.

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 of the study programme cooperate in the organisation of scientific activities, preparation of internationally peer-reviewed scientific publications, project work (mainly VVP (National Language Research) projects), as well as in the development of study course content and exchange of information on current developments in the field – by meeting at various formal events within the field, international conferences, seminars, creative and other networking events. Cooperation takes place at both local and international level – with academia, professionals and the world of work. This action is described in detail in Section 6.4 of the Orientation Report.

Collaboration is promoted through the involvement of academic, administrative and support staff - sharing information on networking events, updating project application opportunities, forming interest groups for project design and implementation, working in research groups, joint research,

reflecting on experiences at conferences and orientation seminars, creative activities. The study programme fosters cooperation between academic staff by developing vertical and horizontal cooperation.

For example, in the 2022/2023 academic year, 20 academics are involved in the implementation of the programme for 46 students. The actual number of academics per number of students is lower, because it depends on the choice of courses and the quantity of their delivery. Optional courses are implemented in case if a sufficient number of students have applied for them in accordance with LiepU normative documents.

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	RS_diploma un diploma pielikumu paraugi.pdf	RS_diploma un diploma pielikumu paraugi.pdf
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	Academic master's study program _Writing studies_statistical data on students.docx	Akadēmiskās maģistra studiju programmas _Rakstniecības studijas_statistikas dati par studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	P(6) ENG.docx.pdf	P6 (1).docx (3).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	P(8)ENG.pdf	P(8).docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	P(9)ENG.docx (2).pdf	P(9) .pdf
Descriptions of the study courses/ modules	P(10)ENG_21.06.docx	P(10)LV_18.06. .docx
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)	Confirmation - on compliance of the academic staff.edoc	Apliecinājums - AL 55. pants par prof. skaitu akadēmiskās programmās.edoc

Language and Literature Studies (51226)

Study field	Language and Culture Studies, Mother Tongue Studies, and Language Programmes
ProcedureStudyProgram.Name	Language and Literature Studies
Education classification code	51226
Type of the study programme	Third-cycle (doctor of philosophy) study programme
Name of the study programme director	Diāna
Surname of the study programme director	Laiveniece
E-mail of the study programme director	diana.laiveniece@liepu.lv
Title of the study programme director	Dr.paed.
Phone of the study programme director	29769476
Goal of the study programme	<p>To train professional scientists in the field of linguistics, literary studies and translation studies with high research potential, who, by developing original and topical research in the chosen sub-programme of the study programme, create new knowledge and productively use an interdisciplinary approach, are competent to raise and solve the most important problems of contemporary linguistics, literary studies and translation studies, developing and strengthening the scientific potential of Latvia; more broadly, it means participation in the formation of the Latvian and European intellectual elite, as well as the ability to influence the development directions and priorities of the above-mentioned fields of science.</p> <p>The aim of the sub-programme "Linguistics" is to prepare professional scientists in the field of linguistics with high research potential, who, by developing original and current research, create new knowledge and productively use an interdisciplinary approach, are competent to raise and solve the most important problems of modern linguistics, developing and strengthening the scientific potential of Latvia.</p> <p>The aim of the sub-program "Literature and cultural studies" is to prepare professional scientists in the field of literary studies and cultural studies with high research potential, who, by developing original and current research, create new knowledge and productively use an interdisciplinary approach, are competent to raise and solve the most important problems of modern literary studies, developing and strengthening the scientific potential of Latvia.</p> <p>The aim of the sub-program "Translation Science" is to train professional scientists in the field of translation science with high research potential, who, by developing original and current research, create new knowledge and productively use an interdisciplinary approach, are competent to raise and solve the most important problems of modern translation science, developing and strengthening the scientific potential of Latvia.</p>
Tasks of the study programme	<p>To achieve the aim of the common doctoral study programme, the following objectives are being pursued:</p> <ol style="list-style-type: none"> 1. to provide high-quality knowledge of current theoretical and methodological problems in contemporary linguistics, literary studies and translation studies, integrating them into an interdisciplinary context; 2. to develop the skills and competences of doctoral students, which will enable them to carry out independent projects and scientific research based on scientific knowledge and methods, producing new knowledge and achievements in line with international standards in the field of science; 3. to provide qualified guidance for the scientific work of doctoral students, promoting the exchange of scientific experience among academic staff and laying the foundations for the existence and development of a sustainable research school; 4. to provide doctoral students with the opportunity to present the results of their scientific research and theoretical findings at international scientific conferences and to publish them in scientific journals; 5. to promote doctoral students' understanding and competence in scientific and academic career development, focusing on cooperation with potential employers and entrepreneurs; 6. to involve doctoral students in the internationalisation process by offering diverse opportunities for cooperation and mobility in Latvia and worldwide. <p>All sub-programmes of the study program have common objectives.</p>

Results of the study programme	<p>Achievable results of the study programme:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Knows and understands the regularities and main paradigms of the linguistic and literary process, current scientific theories and findings; manages research methodology and modern research methods in the field of linguistics, literary studies and translation studies and at the interface of different research fields. 2. Understands the basic concepts of linguistics, literary studies and translation studies, freely and productively operates with scientific terminology in Latvian, English, etc. in languages related to the research; manages specialized knowledge in the chosen field of research according to the branch of the specific science and the most important findings of related fields related to the research topic. 3. Understands the interdisciplinary relationship of the humanities and social sciences, as well as the economic and economic context of the humanities. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently formulates and critically analyzes the problems and actualities of one's research, evaluates and chooses or independently develops appropriate methods and methodological strategy for scientific research; interprets the research results in a wider context, thereby contributing to expanding the boundaries of knowledge and/or giving new understanding to existing knowledge, its use in practice; carries out original research, part of which is represented in internationally cited publications. 5. Makes scientifically based decisions in the solution of research problems, critically evaluates his own and others' research, presents and argues his opinion, communicating about his research field in the scientific community and society; is involved in the implementation of research projects of international importance and works productively in disciplinary and/or interdisciplinary research groups. 6. Integrates the results of scientific research in the study courses at the university of different levels (bachelor's, master's) in managing the scientific works of students, science popularization activities, etc. <p>Competence</p> <ol style="list-style-type: none"> 7. Publicize the results of their research at national and international scientific conferences, seminars and publish the results in internationally cited publications. 8. Independently increases his scientific qualification by being interested in current trends in linguistics, literary studies and translation studies; offers innovative ideas for research projects, participating in their development and application to relevant programs and funds; lead research activities in research organizations, thereby continuing to develop progress in the chosen field of research in an academic and/or professional context. 9. Independently leads a team of researchers, a working group in the relevant sub-sector of science, organizes its research activity in accordance with the scientist's code of ethics; strengthens and independently improves digital competence. <p>Achievable results of the "Linguistics" sub-programme:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Knows and understands the regularities and main paradigms of the linguistic process, current scientific theories and findings, manages the research methodology and modern research methods in linguistics and the interaction of various fields. 2. Understands the basic concepts of linguistics, operates freely and productively with scientific terminology in Latvian, English and other languages related to research; manages the specialized knowledge in the chosen research direction according to the specific sub-sector of science and the most important findings of the side branches related to the research topic. 3. Understands the interdisciplinary relationship of the humanities and social sciences, as well as the economic context of the humanities. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently formulates and critically analyzes research problems and topical issues, evaluates and chooses or independently develops the methodological strategy of their research, interprets the results in a wider context, implementing original research, part of which is represented in internationally cited publications. 5. Communicates about his field of scientific activity (his field) with wide scientific circles and society in general, gets involved in the implementation of research projects of international importance, cooperates effectively in disciplinary and interdisciplinary research groups. 6. Integrates the results of scientific research in study courses at the university, in managing the scientific works of students of various levels (bachelor's, master's) programs, in science transfer events. <p>Competence</p> <ol style="list-style-type: none"> 7. Presents the results of scientific research at national and international scientific conferences and seminars, publish the results of their research in internationally recognized, including internationally cited publications. 8. Independently improves his scientific qualifications by learning about current trends in linguistics. 9. Independently leads the scientific collective, working group in the relevant sub-sector of science, organizing its research activities in accordance with the scientist's code of ethics, strengthens and independently improves digital competence. <p>Achievable results of the "Literature and cultural studies" sub-programme:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Knows and understands the regularities and main paradigms of the literary and cultural process, current scientific theories and findings, manages research methodology and modern research methods in literary studies and the interaction of various fields. 2. Understands the basic concepts of literary studies and cultural studies, freely and productively operates with scientific terminology in Latvian, English and other languages related to research; manages the specialized knowledge in the chosen research direction according to the specific sub-sector of science and the most important findings of the side branches related to the research topic. 3. Understands the interdisciplinary relationship of the humanities and social sciences, as well as the economic context of the humanities. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently formulates and critically analyzes research problems and topical issues, evaluates and chooses or independently develops the methodological strategy of their research, interprets the results in a wider context, implementing original research, part of which is represented in internationally cited publications. 5. Communicates about his field of scientific activity (his field) with wide scientific circles and society in general, gets involved in the implementation of research projects of international importance, cooperates effectively in disciplinary and interdisciplinary research groups. 6. Integrates the results of scientific research in study courses at the university, in managing the scientific works of students of various levels (bachelor's, master's) programs, in science transfer events. <p>Competence</p> <ol style="list-style-type: none"> 7. Presents the results of scientific research at national and international scientific conferences and seminars, publish the results of their research in internationally recognized, including internationally cited publications. 8. Independently improves his scientific qualifications by learning about current trends in linguistics. 9. Independently leads the scientific collective, working group in the relevant sub-sector of science, organizing its research activities in accordance with the scientist's code of ethics, strengthens and independently improves digital competence. <p>Achievable results of the "Translation studies" sub-programme:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Knows and understands the regularities and main paradigms of the translation science, manages research methodology and modern research methods in translation science and the interaction of different fields. 2. Understands the basic concepts of translation science, freely and productively operates with scientific terminology in Latvian, English and other languages related to the research; manages the specialized knowledge in the chosen research direction according to the specific sub-sector of science and the most important findings of the side branches related to the research topic. 3. Understands the interdisciplinary relationship of the humanities and social sciences, as well as the economic context of the humanities. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently formulates and critically analyzes research problems and topical issues, evaluates and chooses or independently develops the methodological strategy of their research, interprets the results in a wider context, implementing original research, part of which is represented in internationally cited publications. 5. Communicates about his field of scientific activity (his field) with wide scientific circles and society in general, gets involved in the implementation of research projects of international importance, cooperates effectively in disciplinary and interdisciplinary research groups. 6. Integrates the results of scientific research in study courses at the university, in managing the scientific works of students of various levels (bachelor's, master's) programs, in science transfer events. <p>Competence</p> <ol style="list-style-type: none"> 7. Presents the results of scientific research at national and international scientific conferences and seminars, publish the results of their research in internationally recognized, including internationally cited publications. 8. Independently improves his scientific qualifications by learning about current trends in linguistics. 9. Independently leads the scientific collective, working group in the relevant sub-sector of science, organizing its research activities in accordance with the scientist's code of ethics, strengthens and independently improves digital competence.
Final examination upon the completion of the study programme	Promotional exam in the speciality Doctoral exam in English

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	180
Admission requirements (in English)	<i>Master`s degree in Humanities (Linguistics and Literary Theory, Translation Studies, History, Philosophy) or Social Sciences (Intercultural Relations, Social Anthropology, Social Psychology et c.) or equivalent Level 2 higher professional education in the relevant field of study; - an examination (depending on the selected subprogramme) in Linguistics or Literary Theory or Translation Studies; - a paper on the topic of the study and an interview about it; - an examination in a foreign language (English, German or French);</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor`s degree (Ph.D.) in Humanities and Arts</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	180
Admission requirements (in English)	<i>Master`s degree in Humanities (Linguistics and Literary Theory, Translation Studies, History, Philosophy) or Social Sciences (Intercultural Relations, Social Anthropology, Social Psychology et c.) or equivalent Level 2 higher professional education in the relevant field of study; - an examination (depending on the selected subprogramme) in Linguistics or Literary Theory or Translation Studies; - a paper on the topic of the study and an interview about it; - an examination in a foreign language (English, German or French); - for studies in English, English skills of at least B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor`s degree (Ph.D.) in Humanities and Arts</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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.

According to the Higher Education Studies Regulations of the Liepaja University (Added to the file of Annex 52 of the List Internal regulations), in February 2024, the study plan of the combined doctoral study program "Languages and Literature Studies" was adjusted by switching to ECTS credit points.

On March 1, 2024, the Liepaja University was consolidated by merging it with Riga Technical University, resulting in the creation of a new higher education institution - Liepaja Academy of Riga Technical University (RTU LA). Therefore, a new tripartite agreement has been concluded between Daugavpils University (DU), RTU LA and Ventspils University of Applied Sciences (VUAS) on ensuring the operation of the joint doctoral study program "Language and Literature Studies".

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 shared goal of the RTU LA field of studies *Language and Culture Studies, Mother Tongue Studies, and Language Programmes* is to provide students with the opportunity to acquire quality academic education in the humanities, languages and culture studies, including interdisciplinary study programmes, creating the opportunity to prepare for independent and creative interdisciplinary research and professional activity. JDSP is a part of the study programme implemented by the RTU LA, thus providing a full academic study cycle:

- academic bachelor's study programme "European Language and Culture Studies",
- academic master's study programme "Writing Studies",
- joint doctoral study programme in "Language and Literature Studies"

Fulfilment of the tasks set in the JDSP and the realisation of the aim (for the wording of the aim and tasks, see previously at the program parameters) provide the basis for the formulation of specific study outcomes to be achieved in accordance with the *European Qualifications Framework* level 8 (PhD) level (*Cabinet Regulation on Latvian Classification of Education*, No. 322, 13.06.2017)

The JDSP "Language and Literature Studies" offers three sub-programmes:

- 1) Linguistics
- 2) Literature and cultural studies
- 3) Translation science

The aim and tasks of each sub-program correspond to the common aim of the academic study program to achieve the planned mandatory results of the scientific activity in accordance with the requirements set out in Article 55 of the Law on Higher Education Institutions. The study program is implemented in three yeoars of full-time on-site studies. The previous experience of the study program developers shows that three years of full-time on-site studies is the optimal time for third-cycle studies in the humanities.

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

The trend in the humanities in Europe is towards interdisciplinarity, the integration of different thematically distinct lines of research, the broad application of social science methodology in other disciplines and the development of new methodologies. Task of the humanities is internationalisation and practice-oriented professionalisation. Compared to the situation in Europe and the rest of the world, there is a strong demand for humanities specialists, and academic programmes in the humanities at all levels are fully competitive with other fields.

In recent years, there has been a trend in Latvia to emphasise STEM as a priority (see, e.g. <https://nextwavestem.com/stem-resources-news/stem-resources-and-news/why-stem-education-should-be-a-priority>; <https://www.education.gov.au/australian-curriculum/national-stem-education-resources-toolkit/introductory-material-what-stem/why-stem-important>; <https://ort.org/en/improving-our-stem-education-is-a-national-priority/>). Foreign experts see this trend as short-sighted, therefore, the field of humanities and social sciences, including the arts, must be strengthened (see, for example, <https://www.the-guild.eu/publications/position-papers/priorities-for-strengthening-ssah-research-in-horizon-europe.pdf>). The humanities play an essential role in ensuring a critically thinking, educated and creative society. In a situation where the problem of a shortage of humanities teachers in schools and a shortage of lecturers in universities, the increase in the average age of lecturers compared to the shortage of the number of lecturers, is being highlighted, the question of the need for humanities-educated people in Latvia is not debatable. Inability of a large part of society to objectively perceive and evaluate information, the willingness to trust unverified sources of information, to trust opinions rather than facts, demonstrates the need to balance humanities resources with STEM resources.

There are no graduates in the study program yet, so it is not possible to add to the analysis about the employment of graduates.

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 study programme has shown increasing, albeit modest, dynamics since its launch. Two students started their studies in the first year of the programme (2022), in the second year (2023) - one, but in the current year (2024) one student transferred from Ventspils to the Liepaja, who was enrolled in the 2nd semester of the 3rd year. Thus, there are a total of four PhD students in the programme, none of whom is on sabbatical leave. There are two candidates for the degree. All PhD students study full-time in Latvian, the language of study is Latvian.

Applicants for the joint doctoral study have a free choice to enroll in that higher education institution - Daugavpils University, Liepāja Academy of Riga Technical University or Ventspils University of Applied Sciences - where they want to study, and and choose the intended sub-programme: linguistics, translation studies or literatue and cultural studies.

Statistical data on the RTU LA PhD students in the JDSP in the reporting period can be found in Annex 3.1.4.

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).

The JDSP was licensed on 17 October 2022 (Decision No. 2022/27-L) and as a joint study programme it complies with the requirements of Section 55¹*Joint Study Programme* of the Law on Higher Education Institutions (see Annex 4 *Compliance of the Joint Doctoral Study Programme with the Requirements of the Law on Higher Education Institutions*).

The programme is based on the joint doctoral study programme "Linguistics" of the Liepaja University (now - Liepaja Academy of Riga Technical University - RTU LA) and Ventspils University of Applied Sciences in cooperation with Daugavpils University, thus combining the strengths of each regional institution of higher education (HEI): RTU LA - linguistics and literary science, VUAS - translation, DU - literary science and cultural studies. Thus, three sub-programmes have been developed in the specialisation part of the JDSP:

1. Linguistics (responsible HEI is the RTU LA),
2. Literary Science and Cultural Studies (responsible HEI is DU),
3. Translation Study (responsible HEI is VUAS).

The responsibility of the HEI does not mean that the implementation of the sub-programme is solely the responsibility of the lecturers of the institution; the involvement of lecturers is determined by each HEI according to its capacity in the specific field (linguistics, literary and cultural studies or translation studies), thus ensuring the best possible offer for PhD students within mutual cooperation.

The choice of cooperation was determined by the unique specificity of the previous doctoral study programs (emphasis on language and literature studies), as well as the fact that all three are regional universities.

When JDSP is accredited in all three HEI, work will begin on the development of a unified internal quality system. Currently, the quality of the program's operation is monitored by the JDSP Council.

According to the approved consolidation plan, in order to reduce the fragmentation of study

programmes, after receiving the licence for the JDSP "Language and Literature Studies", the existing doctoral study programmes at DU, RTU LA and VUAS have been closed, while existing students have been re-registered in the new study programme, retaining their budget-funded places.

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 detailed content of the JDSP "Language and Literature Studies", which is revealed in the course descriptions, was developed on the basis of the goals, objectives and achievable results of the programme, accepting the expert opinion of the working group, experience, normative documents, international research, current trends in education, recommendations, recommendations of employers and professional organisations, survey results, the latest theoretical knowledge, as well as comparison with the offer of other foreign higher education institutions.

The JDSP has been developed with a student-centred approach, which has been respected in the formulation of the study programme's aim, objectives and outcomes. The result is a developed interdisciplinary programme that includes three sub-programmes: (1) *Linguistics*, (2) *Literary and Cultural Studies*, (3) *Translation Study*. The three sub-programmes work by focusing on the common specificities and cross-disciplinarity of the field, by developing specialised scientific competences, and by giving PhD students the opportunity to learn from other specialisations. All sub-programmes provide for

1. a research component with a common structure for the whole programme, but with a content tailored to the research topic of each PhD student,
2. internationalisation and approbation of research,
3. joint interdisciplinary courses as compulsory study content,
4. doctoral colloquia, which are compulsory courses in the study plan,
5. option to choose another sub-programme/specialisation course,
6. doctorate examination in the speciality and in a foreign language of the field.

The structure of the JDSP "Language and Literature Studies" is designed in accordance with the Cabinet of Ministers' Order No 345 *On the Conceptual Report "On the Introduction of a New Doctoral Model in Latvia"* (25.06.2020), which determines the distribution of credits for research work (approx. 70 % of full-time study time) and for the acquirement of study courses (approx. 30 % of full-time study time), accordingly - 134 ECTS (~75 %) for research, 46 ECTS (~25 %) for study courses.

The study process under the JDSP is conducted in accordance with the approved study plan (see Annex 7 *Study Plan of the Joint Doctoral Study Programme*). Study plan of the programme is designed taking into account the sequence of research activities and acquisition of academic knowledge, the continuity and interrelation of study courses.

1. The research includes the *Individual Research and Doctoral Thesis Elaboration* (94 ECTS) as section 1 of the study plan and the *Internationalization and Research Approbation* (31 ECTS) as section 2 of the study plan, as well as the *Doctoral Colloquium* (9 ECTS) as section 3 of the study plan. The development of the thesis is the main task of the PhD student, to which the entire research and study process is subordinated.

The *elaboration of the doctoral thesis* is carried out in parallel with the theoretical research. The doctoral research process starts with a discussion of the potential idea, problem and topic of the doctoral thesis with your supervisor in order to jointly develop an individual work plan for the doctoral student. The final year of studies is essentially devoted to completing and submitting or defending the doctoral research.

Internationalisation and research approbation include activities that facilitate the integration of PhD students into the international research process, as well as the visibility of the programme abroad to make it attractive and accessible to potential international students. Internationalisation and research validation include various types of activities aimed at identifying, analysing and developing competences in international doctoral experiences and scientific innovations, enabling both academic and non-academic careers. Internationalisation content includes balanced academic mobility, development of widely applicable skills (terminology, project idea development, scientific communication, conference organisation, entrepreneurship, etc.).

Doctoral colloquium is planned in a sequential thematic manner according to the desired progress of the doctoral thesis, providing an opportunity for the doctoral student to communicate once a semester with professors (JDSP Board, scientific supervisors of doctoral theses, etc.) about the direction, progress and problems of his/her research. Such broader communication is particularly necessary in the middle and second half of the study process (semesters 3, 4 and 5), when the doctoral research is actively being approbated and the doctoral thesis is being drafted. Colloquia also play a role in developing PhD students' academic discussion skills. It is intended that one HEI involved in the implementation of the study programme will be responsible for the organisation and conduct of each colloquium (respectively DU - the first doctoral colloquium in the 4th semester, LiepU - the second doctoral colloquium in the 5th semester, VUC - the third doctoral colloquium in the 6th semester).

2 The study courses include the *Common Interdisciplinary Courses* (15 ECTS), the *Compulsory-elective Courses* i.e., *Sub-programme Specialisation Courses* (23 ECTS) and the *Optional Course* (8 ECTS).

The *joint interdisciplinary courses* focus on acquirement of theoretical knowledge in the humanities within the context of other fields (social sciences, IT, etc.). The content of the courses ensures the acquisition of modern theoretical knowledge and skills, contributing to the development of doctoral students' understanding of correct scientific communication and polemics, formation of adequate attitudes towards the need for the development of precise Latvian terminology and the observance of research ethics norms.

The *specialisation courses of the sub-programme* include three modules, which are implemented in parallel in each sub-programme: the compulsory specialisation course (15 ECTS), a compulsory-elective course (8 ECTS) and a optional course (8 ECTS). The compulsory courses are divided into sub-programmes.

(1) Sub-programme *Linguistics*.

Compulsory specialisation course: *Language system diachronic and synchronic studies*.

Compulsory elective course: *Comparative and contrastive linguistics*.

(2) Sub-programme *Literary and Cultural Studies*.

Compulsory specialisation course: *Literary theory and culture process paradigms*.

Compulsory elective course: *Professor F. Fjodorovs methodological school seminar*.

(3) Sub-programme in *Translation Study*.

Compulsory specialisation course: *Theoretical and applied aspects of translation studies, history of the discipline*.

Compulsory elective course: *Interdisciplinary aspects of translation theory and practice*.

For the compliance of the JDSP study courses with the previously formulated achievable results divided into knowledge, skills and competence definitions, see Annex 8 *Mapping of the Joint Doctoral Study Programme Study Courses*.

Optional courses are designed according to the content of each JDSP sub-programme, thus the implementation of one course of study for all JDSP PhD students who choose this course is the responsibility of one HEI involved in the implementation of the study programme (LiepU - *Applied Linguistics*, DU - *Interdisciplinary Aspects of Literature and Culture*, VUC - *Culturological and receptive aspects of translation studies*, respectively).

Section 55¹ of the Law on Higher Education Institutions stipulated that the institutions involved in the implementation of a study programme shall each implement at least one-tenth of the entire study programme. Each HEI involved in the realisation of the JDSP implements

1. part of the joint interdisciplinary courses (9 ECTS, 3 ECTS per HEI),
2. one *Compulsory-elective course* (8 ECTS per HEI)
3. one *Optional course* (8 ECTS per HEI),
4. one *Doctoral Colloquium* (9 ECTS, 3 ECTS per HEI).

Total 22 ECTS (~12 %).

Distance learning opportunities are used for the implementation of joint study courses (depending on the situation and funding possibilities for mobility). Communication is ongoing between HEIs on the conclusion of an agreement for the reciprocal remuneration of senior guest lecturers and guest lecturers.

If a student has not completed a course of study at bachelor's or master's level that includes environmental protection and civil protection, the opportunity is provided to complete 3 ECTS in the JDSP, which are not included in the number of credits provided for the completion of the JDSP.

According to Section 56(7) of the Law on Higher Education Institutions, the study plan for foreign students includes a *Basic course in Latvian language* (3 ECTS) if the studies in Latvia are planned to last longer than six months or exceed 20 credit points (30 ECTS). Credits for learning Latvian are also not included in the credits provided for the completion of the JDSP.

The study content is developed in accordance with the Cabinet of Ministers Regulation No. 1001 *Procedures and Criteria for the Award of the Doctoral Degree* (27.12.2005), as well as taking into account the Ministry of Education and Science Conceptual Report *On the Introduction of a New Doctoral Model in Latvia*, adopted in June 2020.

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).

Elaboration of the doctoral thesis (90 ECTS) is the main task of the PhD student to be accomplished during the doctoral studies and to which the entire research and study process is subordinated. At the choice of the PhD student, topic of the doctoral thesis is related to one of the three proposed sub-programmes - linguistics, literary science and cultural studies or translation study, but the research topic chosen by the PhD student can also be interdisciplinary, and the problems of the course can be addressed within the context of topics other fields of study. PhD students present the results of their research at conferences at various levels, publish scientific articles, including in internationally cited journals, validate their scientific findings through internal and external mobility, and lecture on the topic of their research.

After elaboration, discussion and defence of the doctoral thesis, the graduate of the JDSP receives the **Doctoral Degree of Science Doctor of Science (Ph. D.) in Humanities and Arts**, which corresponds to the LiepU's field of study *Language and Cultural Studies, Native Language Studies and Language Programmes*.

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 methods of implementation and evaluation of the study programme courses and modules are in accordance with *the LiepU Regulations for Study Course/Module Examinations* (approved at the Meeting LiepU Senate on 23 May 2022., see the file of Annex 54 of the List of Internal regulation), but also with the JDSP guidelines and the specifics of doctoral studies.

The JDSP study plan includes new practical and theoretical courses focused on student-centred learning, development of skills and competence, including interdisciplinary aspects. Taking into account the new trends in the development of doctoral studies in Latvia, a new section of compulsory courses *Internationalisation and Research Approbation* has been developed, which functions in close synergy with the doctoral student's research activity and with current trends in linguistics, literary science and culture, and translation study. Studies are based on research, and this largely determines the methods used for both the acquisition of study content and the evaluation of the results achieved - alongside the classical study methods (lectures, seminars, colloquia, practical classes), academic discussions play a major role in the doctoral level study process, as do various forms of individual work: studying scientific literature, preparing reports

for seminars and presentations for doctoral colloquia, writing scientific essays and reports, developing card catalogues and glossaries of terms.

The JDSP is designed and implemented with respect for doctoral students and their diversity of needs, in order to offer the most appropriate types of studies. In the course of the implementation of the programme, doctoral students are also offered the possibility to study the content of their studies remotely, using videos, online tutorials, etc., thus adapting the programme to the requirements of the doctoral student. This ensures that those who, for various reasons, are unable to attend the face-to-face sessions, such as PhD students whose permanent residence is abroad, are also able to acquire the programme. At the same time, PhD students' independent work skills are developed, with the support of lecturers where necessary, and to foster mutual respect in two-way communication. DU, LiepU, VUC have appropriate procedures for handling and resolving complaints of PhD students.

During the implementation of the programme, basic principles of student-centred education are followed:

- constant reflection,
- personalised approach to the PhD student: there is no one-size-fits-all solution,
- different learning styles, requirements, interests, backgrounds and prior knowledge of PhD students,
- symbiosis of assessment and self-assessment of doctoral students' knowledge, skills and competences,
- individual opportunities for additional study if prior knowledge gained at bachelor's or master's level is insufficient,
- regularly scheduled collaboration between PhD students and academic staff.

The content of the mid-term examinations embedded in the course descriptions provides a more comprehensive overview of the methods used to implement the aims, objectives and outcomes of the JDSP.

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).

Internships are not provided for in the doctoral study program. For students in the 1st semester of the second study year, in the second subsection of Part A "Internationalization and research approval", an *Entrepreneurship practicum* is led by a lecturer at RTU LA with a corresponding doctoral degree (Dr. sc. adm.) in management science. Doctoral students choose the place of practice according to their research interests. In 2023, the practical tasks of doctoral students were carried out at the press "*Kurzemes Vārds*" and *Skrivanek Baltic Ltd.*

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).

Course of the elaboration of the doctoral thesis is organised, managed and controlled at two levels:

- regular collaboration with the scientific supervisor to consult on the topic of the doctoral research and the issues related thereto,
 1. the topic of your PhD research and related issues,
 2. applying for conferences at a partner university or foreign research institution and preparation of a paper,
 3. developing and submitting publications to journals relevant to your research area, including internationally cited magazines such as *Scopus*, *Web of Science*, *Erih+* databases,
 4. preparing for doctoral colloquia according to the topics set out in the plan,
 5. planning internal mobility (lecturing at partner universities) and external mobility (guest lectures at a foreign higher education institution),
 6. other study and research activities in accordance with the study plan, where the responsibility of the supervisor of the thesis is specified;
- attestation at the end of each academic year (according to the *LiepU Doctoral Studies Regulations*, 18.06.2012), providing a report to the JDSP Board on the achievements in the respective doctoral year according to the study plan (credits, exams) and individual research plan.

This type of delivery mechanism ensures that the study outcomes are achievable.

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 implementation of the JDSP has started after the licensing decision (No. 2022/27-L, 04.10.2022), so the process of doctoral studies is not complete yet.

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.

See the LiepU field of study Language and Culture Studies, Mother Tongue Studies and Language Programmes self-assessment report, Part II, Chapter 3: information provided in sections 2.3.1, 2.3.2 and 2.3.3. The JDSP uses all the same resources that other programmes of the fields of study use to support their activities.

The RTU LA library collection (Lielā iela 14, Liepāja) contains approximately **63,400** information resources (92 % books, 8 % serials and other collection items). 72 % of the entire stock is on open-access shelves, so faculty and students have the opportunity to choose the most appropriate editions themselves.

In the doctoral study program "Language and Literature Studies (DU, RTU LA, VeA)" teaching staff and students have at their disposal literature corresponding to the following taught course topics, such as linguistics and language studies (592), linguistics (59), various aspects of literary studies (702) , cultural studies (653), terminology (90), translation and interpretation (68), social aspects of communication and language, scientific research and academic writing, etc. Out of all the information resources at the library's disposal, the mentioned topics comprise approximately **4%** of the items in the collection.

For the purposes of the doctoral study program "Language and Literature Studies", the databases offer information resources on the topics of the courses taught in various study programs, for example, the EBSCO e-book collection contains approximately **8,200** publications according to the following keywords - literary theories and research , language studies, comparative linguistics, applied linguistics, cultural studies, ontology, academic writing, etc. On the other hand, **29** e-journals in literature, linguistics and linguistics are available in the "Cambridge Journals Online" database. The library provides training, inquiries and consultations on the use of information resources and services. In 2023, the databases subscribed to RTU LA have been used in **23,700** connection sessions.

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

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

Each HEI involved in the implementation of the JDSP has its own study and research facilities and resources that meet the needs of the doctoral study programme, ensuring both the study process at each university and inter-institutional cooperation, internal and external mobility opportunities, and the opportunities of approbation of doctoral research in scientific conferences and internationally cited publications.

The study programme is implemented in cooperation with a number of Latvian educational and scientific institutions: Institute of Literature, Folklore and Art of the University of Latvia (UL), Institute of Latvian Language of the UL, Artificial Intelligence Laboratory of the Institute of Mathematics and Informatics of the UL, Rēzekne Academy of Technologies, Latvian Academy of Culture and Latvian Language Agency.

The academic staff involved in the implementation of the JDSP has academic (guest lectures),

research (projects) and professional (mobility) collaborations with various foreign higher education and scientific institutions: Vytautas Magnus University, Klaipeda University and Vilnius University in Lithuania, Tartu University in Estonia, Charles University in the Czech Republic, Warsaw University and Wroclaw University in Poland, St. Cyril and St. Methodius University Veliko Trnovo in Bulgaria, University College of South East Norway and University of Bergen in Norway, Stockholm University and Uppsala University in Sweden, Greifswald University in Germany and *Etvos Loránd University in Hungary*. Thus, the cooperation agreements already signed and the experience of the lecturers' cooperation is a guarantee for the doctoral students to choose an institution for external mobility, an offer of international scientific conferences from these universities, a possible cooperation in projects or support in research.

RTU LA, DU and VUAS have a developed e-study environment (Moodle), and as a result of providing direct communication (e-mail, consultations), methodological and scientific information is available in each study course. In the e-study platform, teaching staff can publish teaching materials, students can submit their developed works, as well as simply accumulate materials necessary for the learning process, create online tests or surveys for students, etc.

The lecturers of the doctoral study program systematically use the e-study environment Moodle and insert various study materials into it: video recordings of lectures, seminars and practical lessons, which are a support for the independent work of doctoral students. Activating the e-study environment is an important step that ensures the full-fledged preparation of specialists.

RTU LA has signed a cooperation agreement with the company Microsoft for the lease of MS Office and MS Windows software licenses, which lecturers can use both in the implementation of the teaching process and in the production of teaching materials. As part of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. c. without extra charge. The Microsoft Teams platform is used to ensure online communication during the study process.

The electronic catalog of the RTU LA library (<https://alise.liepu.lv/Alise/en/home.aspx/>) and the joint catalog of universities and special libraries (<https://alise.liepu.lv/Alise/lv/federatedsearch.aspx>) are available remotely - both on computers and on mobile devices. The library's electronic catalog provides a unified search for bibliographic information both about the collection and in the local databases created by the library. Remote access allows the user to connect to the "My library" section from anywhere and follow the issue of books, transfer deadlines, request an extension of the deadline, as well as reserve the necessary literature or get in line for it. In 2023, 146,000 information search requests have been registered in the library's electronic catalog. In May 2024, the consolidation of library information systems with RTU ZB has been started - transition from BIS ALISE to BIS ALEPH. Upon completion of the consolidation, information about the collection of the RTU LA library will be available in the general catalog of libraries of national importance in Latvia.

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 calculation of the projected costs of the study programme "Language and Literature Studies" for full-time studies for the period 2024-2025 is based on the base costs for 2024 (EUR 1867.60 per one study place) and the coefficient of the thematic area of education "Humanities" of the Ministry of Education and Science 1.0, as well as the coefficient for academic master level study programmes: 3,0. The cost of one study place in 2024/2025 is EUR 5 602.80, the total cost of the 3-year study programme is EUR 16 808.40. The number of study places funded from the state budget in 2024 is 7.

The table shows the funding of the program by item.

Position	Language and Literature Studies	Total	%
Income	46 286	46 286	100%
Public funding	46 286	46 286	100%
Own revenue		0	0%
Expenses	46 286	46 286	100%
Salaries (teaching staff)	32 371	32 371	70%
Scholarship	6 972	6 972	15%
Salaries (administrative staff in the faculty (centre))	2 314	2 314	5%
Costs of infrastructure, modernisation, etc.	4 629	4 629	10%

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.

Implementation of the study programme involves highly qualified lecturers - professors, associate

professors and assistant professors, elected in the LiepU, DU and VUC. To ensure the quality of individual study courses or study modules, lecturers from the University of Latvia (UL), Riga Stradiņš University (RSU) and Rēzekne Academy of Technologies (RTA) are involved. Whereas, in some cases, according to the specifics of research topic of the doctoral thesis, supervisors of doctoral theses are recruited from the Institute of Latvian Language of the University of Latvia, the Artificial Intelligence Laboratory of the Institute of Mathematics and Informatics of the University of Latvia and the RTA.

The lecturers involved in the study programme meet the conditions for the implementation of the study programme and the *requirements set out in the third paragraph of the first part of Section 55 of the Law on Higher Education Institutions*, which stipulates that "Not less than five professors and associate professors altogether, who are elected to academic positions in the relevant higher education institution, shall take part in the implementation of the compulsory part and the limited elective part of academic study programmes". 12 elected professors and 9 elected associate professors of higher education institutions participate in the implementation of the JDSP, including **10 from the LiepU**: Professor Zanda Gūtmane, Dr. philol.; Professor Pāvels Jurs, Dr., Paed.; Professor Benedikts Kalnačs, Dr. habil. philol.; Professor Diāna Laiveniece, Dr. paed.; Professor Linda Lauze, Dr. philol.; Professor Dace Markus, Dr. habil. philol.; Associate Professor Anita Helviga, Dr. philol.; Associate Professor Anda Kuduma; Associate Professor Inta Kulberga, Dr. sc. adm.; Dr. philol.; Associate Professor Ieva Ozola, Dr. philol.; **6 from the DU**: Professor Maija Burima, Dr. philol.; Anna Stankeviča, Dr. philol.; Vilma Šaudiņa, Dr. philol.; Elīna Vasiļjeva, Dr. philol.; Associate Professor Sandra Meškova, Dr. philol.; Associate Professor Arkādijs Neminuščijs, Dr. philol.; **5 from the VUC**: Professor Kārlis Krēsliņš, Ph. D.; Professor Jānis Sīlis, Dr. philol.; Associate Professor Guntars Dreijers, Dr. philol.; Associate Professor Astra Skrābāne, Dr. philol.; Associate Professor Jānis Veckrācis, Dr. philol.

The contribution of professors and associate professors to the implementation of the JDSP ensures that PhD students are able to demonstrate a broad knowledge of processes in linguistics, literary science, translation study and/or cultural studies according to their sub-programmes, broaden their horizons through regular reading/listening on current developments in their scientific discipline, develop an understanding of the relation of their scientific discipline to related scientific disciplines, thus encouraging thinking about the possibilities of interdisciplinary and transdisciplinary research.

All the lecturers of the programme have a PhD. The teaching staff are professionals in their disciplines and have demonstrated competence and achievements in research of scientific disciplines of humanities and arts and evaluation in the topical processes.

30 teaching staff, or 70% of those involved in the implementation of the program, have a C1 or C2 level of English. Indications of teaching staff's knowledge of English and other languages are included in the overview table on lecturers (see Appendix 3.4.1).

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

Since the launch of the JDSP after the licensing decision (No. 2022/27-L, 04.10.2022), the programme has not seen any significant changes in the core staff of lecturers, but two graduates of the previous joint LiepU and VUC doctoral study programme - the new LiepU Doctors of Science (*Ph.D.*) in Humanities and Arts Elīna Peina and Agata Babina - have been involved in the provision

of study process.

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).

Scientific publications of the LiepU academic staff involved in the implementation of the JDSP in the reporting period, see Liepāja University Self-assessment Report, Chapter II, Annex 2.4.4. *_2 List of publications, patents, artistic creations of teaching staff for the reporting period.*

Of the 13 elected LiepU lecturers involved in the implementation of the JDSP, 8 have the right of LCS expert in the humanities and arts in the field of linguistics and literary science:

1. Agnese Dubova (LiepU, 30.06.2024)
2. Zanda Gūtmane (LiepU, 10.01.2027)
3. Benedikts Kalnačs (LiepU, 02.02.2025)
4. Inta Kulberga (LiepU, 01.11.2026)
5. Diāna Laiveniece (LiepU, 01.03.2026)
6. Linda Lauze (LiepU, 04.01.2026)
7. Dace Markus (LiepU, 06.04.2025)
8. Ieva Ozola (LiepU, 01.02.2026)

For a list of all LAS experts, see section 3.1.1 of this self-assessment.

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).

First name, surname

Projects (from 2018)

LEADING PROJECTS

2021–2024

National research programme project "Research on Modern Latvian Language and Development of Language Technology (LATE)" (project No: VPP-LETONIKA-2021/1-0006)

2018–2021

Latvian Council of Science project "Development of Learner Corpus of Latvian: methods, tools and implementation" (project No: lzp-2018/1-0527)

PARTICIPATED IN PROJECTS

2023–2026

EU Recovery and Resilience Facility (RRF) project "Language Technology Initiative" (project No:2.3.1.1.i.0/1/22/I/CFLA/002), leading researcher

2022–2025 Latvian Council of Science (State Research Programme Digital Humanities) project Towards Development of Open and FAIR Digital Humanities Ecosystem in Latvia (DHELI) (project No: VPP-IZM-DH-2022/1-0002), leading researcher

2020–2022 National research programme project "Digital Resources for Humanities: Integration and Development"(project No: VPP-IZM-DH-2020/1-0001), leading researcher

2019–2022 The European Regional Development Fund project "Latvian Speech Recognition and Synthesis for Medical Applications" (project No: 1.1.1.1/18/A/153), Speech Corpus, leading researcher

2016–2019 2016-2019 ERDF project "Multilayer Language Resource Set for Semantic Text Analysis and Synthesis in Latvian" (Nr. 1.1.1.1.1/16/A/219), leading researcher

Solvita Berra

2022 - 2024

The Use and Development of the Modern Latvian Language Latvia's national research program's "The Use and Development of the Modern Latvian Language" (leader Ina Druviete) project on family language planning, management, and practices in Latvian diaspora (leader Sanita Martena).

01/10/2017 - 31/12/2020

Linguistic Landscape of the City as a Multifaceted Resource in the Baltic States: Linguists', Entrepreneurs' and Students' Perspectives The goal of the postdoctoral project "Linguistic Landscape of the City as a Multifaceted Resource in the Baltic States: Linguists', Entrepreneurs' and Students' Perspectives" was to develop linguistic landscape (LL) research theory and methodology in Latvia and promote the practical application of LL studies in the Baltic states and Europe and to diverse audiences by offering practical and useful results, such as scientific and popular-scientific publications and LL website as an open dataset.

Agnese Dubova

02/01/2020 – CURRENT

Academic Writing in the Baltic States: Rhetorical Structures through culture(s) and languages, EMP475, Bwrite), The EEA and Norway Grants Visiting Senior Researcher Link <https://www.bwrite.ut.ee/>

2022 – 2023

ESF project No 8.3.6.2/17/I/001 "Establishment and implementation of an education quality monitoring system" Action 3.2 "Component studies of the research programme in education implemented" (Online dictionary of educational terms) German language expert

01/05/2021 – 30/04/2023

Erasmus+ project "Germanistik Digital/ German Studies Digital" Nr. 2020-1-SK01-KA226- HE-094271

Project Coordinator Ventspils University of Applied Sciences and Senior Researcher

01/12/2018 – 30/11/2020

Project of Latvian Council of Science "Intra-lingual Aspects of the Latvian Scientific Language" Nr.

Izp-2018/2-0131. Project Coordinator and Senior Researcher

20/06/2018 – 31/12/2018

Project of Ventspils University of Applied Sciences "Language and Structure of Scientific Secondary Texts" Project Coordinator and Senior Researcher

Zanda Gūtmane

15/12/2023 – CURRENT

The state research program "20. and 21st-century historical research and human capital regeneration" project "Navigating the Latvian History of the 20th-21st Century: Social Morphogenesis, Legacy and Challenges" Leading researcher at Liepāja University

12/2021 – CURRENT

Sub-project of the National Research Program Letonics for the Development of Latvian and European Society "Landscapes of Identities: History, Culture and Environment (Nr. VPP-LETONIKA-2021/1-0008), Project coordinator at the Liepāja University

2022 – 2023

Nordplus Higher Education "Teaching Nordic and Baltic Lives" Project coordinator at Liepāja University (Nordplus Higher Education "Teaching Nordic and Baltic Lives": University of Tartu, University of Turku, Uppsala University, Lithuanian Institute of Literature, Folklore and Art, University of Liepāja, Lithuanian Institute of Literature and Folklore) at the University of Liepāja.

2021 – 2022

ESF project "Competence approach in learning content" Reviewer of the general secondary education program "Literature I. Basic course program for general secondary education".

Co-author of the general secondary education program "Creative writing".

Lecturer of the "Evaluation of creative works in the art of cultural understanding and self-expression in subjects of the field of study" program for the improvement of the professional competence of teachers

2015 – 2018

Subproject "Research of Latvian writers' creativity, Latvian theatre and music culture", funded by State research program "Letonika" Researcher at the Liepāja University

2015 – 2018

ESF project "Lithuanian Academic Scheme for International Cooperation in Baltic Studies: Strengthening of collaboration between Baltic Studies centres abroad and Lithuanian institutions of higher education and research, 2015-2021/ Internships, mobility

Anita Helviga	<p>2018-2021 National research program in the project "Latvian language", leading researcher in the sub-project "Terminology".</p> <p>2021-2023 European Social Fund program "Creation and implementation of the education quality monitoring system", researcher in the project "Online explanatory dictionary of educational terms" .</p> <p>2022-2024 National research program "Latvian for the development of Latvian and European society" project "Use and development of modern Latvian" leading researcher</p>
Sigita Ignatjeva	<p>2022 - 2025 National Research Programme "Letonika - Fostering Latvian and European Society" project "Landscapes of Identities: History, Culture, and Environment" (Nr. VPP-LETONIKA-2021/1-0008) Researcher</p> <p>11/2022 - 03/2023 Jirgena Šmita hronika - unikāla Liepājas vēstures liecība" (biedrība "Liepāja 400"; Liepājas Kultūras pārvalde) Scientific editor</p>

MANAGED PROJECTS

Lead researcher in the Transformation of Educational value for cultural and Economic Growth of Social Community (IzVeTSKEI) project No. ZP-2020/1-0258

PARTICIPATED IN PROJECTS

1. From 01.11.2023. till 30.11.2023. visiting researcher in the European Social Fund project no 8.3.6.2/17/I/001 "Establishment and implementation of the educational quality monitoring system - International study of civic education - ICCS 2022".
2. From 30.09.2020. till 31.01.2021. expert in the European Social Fund project implemented by the University of Latvia no. 8.2.1.0/18/I/004 "University of Latvia's innovative, research-based study programs of the study direction "Education and pedagogy".
3. From 01.10.2020. till 31.10.2020. visiting researcher in the European Social Fund project no. 8.3.6.2/17/I/001 "Establishment and implementation of the educational quality monitoring system -International study of civic education - ICCS 2022".
4. From 01.09.2020. till 15.11.2020. researcher in the study carried out by the University of Liepaja (procurement identification number: IZM 2020/21/AK/ESF) "Research on prerequisites for a successful transition from preschool education to primary school education" ESF project No. 10.1.3.0/19/TP/002 "Support for research of EU funds 2021-2027 within the framework of the 2018 planning period for ensuring the fulfilment of investment preconditions in education.
5. From 08.10.2018. till 15.07.2019. expert in the European Social Fund project no. 8.2.1.0/18/I/005 "Modernization of Daugavpils University study by direction "Education, pedagogy and sports" for the sustainable development of the Latvian education system".
6. From 15.10.2018. till 14.06.2019. expert in the European Social Fund project no. 8.2.1.0/18/I/004 "University of Latvia's innovative, research-based study programs of the study direction "Education, pedagogy and sports".
7. From 05.09.2016. till 01.05.2019. expert in the "Erasmus+" international scientific project „Improving the initial education of adult immigrants”. Nr. 2016-1-LT01-KA204-023223

Benedikts Kalnačs

State Research Program project "Landscapes of Identities: History, Culture and Environment" (Nr. VPP-LETONIKA-2021/1-0008, leading institution ILFA (LU LFMI), project leader Ieva Garda-Rozenberga, leading researcher (2022-2024),

- State Research Program project "Narrative, Form and Voice: Embeddedness of literature in culture and society" (Nr. VPP-LETONIKA-2022/3-0003, leading institution ILFA (LU LFMI), project leader Eva Eglāja-Kristsone), leading researcher (2022-2023),

- State Research Program project "Digital resources for Humanities; Integration and Development" (Nr. VPP-IZM-DH-2020/1-0001, leading institution ILFA (LU LFMI), project leader Sanita Reinsone, researcher (2022),

- Latvian Council of Science project "A New History of Latvian Literature: The Long 19th Century" (Nr. Izp-2020/2-0020), project leader (2020-2021)

- "Empowering knowledge society: interdisciplinary perspectives on public involvement in the production of digital cultural heritage" (Nr. 1.1.1.1/16/A/040, project leader Sanita Reinsone) ERDF project participant (2017-2019)

- State research programme „Letonika”, head of the project „Culture and identities in Latvia: heritage and contemporary practices” (2014-2018)

Anda Kuduma

02/01/2022 - 30/12/2024

VPP "Letonika for the development of Latvian and European society" in the project "Landscapes of identity: history, culture, environment" (No. VPP-LETONIKA-2021/1-0008).

02/01/2024 - 14/12/2026

project "Navigating the Latvian History of the 20th-21st Century: Social Morphogenesis, Legacy and Challenges" (No VPP-IZM-Vēsture-2023/1-0003)

Inta Kulberga

Liepāja, LiepU, Impact HUB, LVT, LizP, LiepU Attīstības fonds, IZM, CFLA, 09.2022. – 11. 2023., ERAF projekts Nr. 1.1.1.3/21/A/004, Inovāciju granti Liepājas studentiem (IGLS), projekta īstenotājs/saturiskais vadītājs

- Liepāja, VeA, LiepU, KBI, VATP, VeA Attīstības fonds, IZM, CFLA, 09.2019. – 08. 2022., ERAF projekts Nr. 1.1.1.3/18/A/004, Kurzemes inovāciju granti studentiem (KInGS), projekta īstenotājs/saturiskais vadītājs
- Liepāja, LiepU, IZM, CFLA, 10.2018. – 12.2021., ESF projekts Nr. 8.2.3.0/18/A/017, Labākas pārvaldības nodrošināšana Liepājas Universitātē, projekta vadītāja
- Liepāja, LiepU, VISC vadošais partneris, 2016. – 2020., ESF projekts 8.3.2.1/16/I/002, Skolēnu zinātniski pētniecisko darbu lasījumu organizēšana Kurzemes reģionā, sekcijas vadītājs, recenzents
- Saldus, Saldus IP, SIA Kurzemes Biznesa inkubators, Zaļo un Viedo Tehnoloģiju klasteris, 2017.– 2018., Interreg V-A (Latvija – Lietuva, 2014 – 2020), BEE Lab (Boost Regional Entrepreneurship by Enabling cross border cooperation) projekts “Saldus Biznesa skola”, Biznesa ideja – radīšana un uzsākšana, Finanšu plānošana un analīze, praktiskā uzņēmējdarbība - mācību materiālu izstrāde un to īstenošana apmācību kursā

Dīāna Laiveniece

1. “Academic Writing in the Baltic States: Rhetorical Structures through Culture(s) and Languages” (Project identifier EMP475, abbreviation Bwrite). University of Tartu (Estonia) in cooperation with Liepaja University, Vilnius University (Lithuania) and University of Bergen (Norway). January 2020 - March 2024, EEA Financial Mechanism Research Cooperation Grants. Position: Project Manager in Latvia.
2. “Online Dictionary Explaining Education Terms”. Contract No. 23-12.6/21/3. ESF project No. 8.3.6.2/17/I/001 “Development and Implementation of an Education Quality Monitoring System” 3.2. activity “Component Research in Education Research Programs Implemented”. Liepaja University in cooperation with the University of Latvia and Riga Stradins University. June 2021 - June 2023, European Social Fund financing. Position: Scientific Director of the project.
3. “Latvian Scientific Language in the Intralingual Aspect”. Project No. Izp-2018/2-0131. Ventspils University College in cooperation with Liepaja University. December 2018 - November 2020, Latvian Science Council funding. Position: Project Manager at Liepaja University

Linda Lauze	<p>2022 - onwards: senior researcher in state research programme "Letonika - Fostering a Latvian and European Society" project "Use and Development of Contemporary Latvian" (№ VPP-LETONIKA-2022/1-0001); manager of the third sub-project (virtual communication and usage of the Latvian language in social media; semantic and grammatical aspects of Latvian vocabulary)</p> <p>2018-2022 senior researcher in Kurzeme Institute of Humanities of Liepāja University, project "Sociolinguistics" included in the state research programme "Latvian Language"</p> <p>2020 The participant of Project 2020 "Learning Services for Acquisition of Improvement Programmes of Pedagogues' Professional Competence" (No.2020/23) in professional improvement course programme "The Improvement of Pedagogues' Digital Proficiency in the Form of e-Environment for the Use of Educational Technologies in Provision of Learning Content Acquisition of Latvian Language" (manager Inese Valtere).</p>
Dite Liepa	<ol style="list-style-type: none"> 1. Researcher in the State Research Programme project "Use and Development of Modern Latvian" (2022-2024) 2. Researcher in the UL Latvian Language Institute project "Lingvistiskie pētījumi 21. gadsimtā: Latvija Eiropas kontekstā" ("Linguistic Research in the 21st Century: Latvia in the European Context") (2019-2024). 3. Researcher in the State Research Programme project "Latvian Language" (2019-2022) 4. Researcher in the UL Erasmus+ project "Promoting Easy-to-Read Language for Social Inclusion" Nr. 2020-1-LV01-KA204-077527 (2020-2022)
Dace Markus	<p>National Research Program Nr. VPP-LETONIKA-2022/1-0001) "Letonika latviskas un eiropiskas sabiedrības attīstībai" project „Mūsdienu latviešu valodas lietojums un attīstība" Scientific manager of the 2. sub-project (2021-2024)</p> <p>National Research Program "Latvian Language" sub-project "Latvian language acquisition" scientific manager (2018-2021).</p> <p>ESF project Nr. 10. 1.3.0/19/TP/002 "Prerequisites for a successful transition from preprimary to primary education, including the implementation of the principle of inclusive education" researcher (2020).</p>

Sanita Martena	<p>State Research Program "Towards Development of Open and FAIR Digital Humanities Ecosystem in Latvia (DHELI)" (2023-2025)</p> <p>State Research Programme "Letonika. USE AND DEVELOPMENT OF MODERN LATVIAN" (2022-2024)</p> <p>ERASMUS+ project "Ownership and Leadership: Pathways for (Endangered) Languages' Use in School" (2022-2024), main partner Fryske Akademy/Mercator European Research Centre (FA/MERC).</p> <p>State Research Programme (VPP) "Digital Resources for Humanities: Integration and Development" (2020-2022)</p> <p>Ministry of Education and Science, University of Latvia "Distant study course for teachers of Latvian in Diaspora" (2020-2024)</p> <p>- State Research Program (VPP) "Latvian language" (2019-2021)</p>
Ieva Ozola	<p>2022.-2024. National research program "Letonics for the development of Latvian and European society", project "Diversity of Latvian in Time and Space" (Nr. VPP-LETONIKA-2021/4-0003), researcher</p> <p>2018.-2021. National research program "Latvian language", subproject "Regional Studies", researcher</p> <p>2017.-2018. State Cultural Capital Fund, project "Olafa Gūtmaņa dzejas vārdi / Words of poetry by Olafs Gūtmanis", manager</p>
Māra Zeltiņa	<p>ERASMUS+ teaching mobility at the Santodomingo Institute of Technologies (INTEC) in the Dominican Republic (projekts "Starptautiskās studentu un personāla mobilitātes starp programmas partnervalstīm; Nr. 2019-1-LV01-KA107-060331) 23.02.22.- 10.03.22.</p> <p>SAM 8.2.3.0/18/A/017 Labākas pārvaldības nodrošināšana Liepājas Universitātē (ESF, 2018- 2021, deputy project manager)</p>

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

Cooperation of the JDSP lecturers takes place both institutionally and inter-institutionally by organising science popularisation events, preparing internationally peer-reviewed scientific publications, exchanging information on current developments in scientific fields, as well as by carrying out administrative activities to ensure the JDSP activities – improvement of the study course content, exchange of documents, agreements on the selection of doctoral students’ study courses and lecture planning, etc. Communication takes place face-to-face, e.g. at international

conferences, seminars, educational, creative and other formal and informal networking events. There is also extensive use of remote communication via email and on the online communication platforms *Zoom* and *MSTeams*. This includes exchange of information on international conferences, including those specifically for PhD students, updating project application possibilities, setting up interest groups to develop and implement projects, working in research groups, organising joint research, etc. Communication between lecturers in the study programme to foster cooperation takes place at both vertical and horizontal levels.

In the academic year 2023/2024, nine lecturers are involved in the programme implementation at the RTU LA, who work with nine PhD students from the RTU LA and the VUAS in lectures, seminars, practical classes, as well as in business practice.

At the time of submission of the report, JDSP has 25 doctoral students (jointly from RTU LA, DU and VUAS) and 43 teaching staff (jointly from RTU LA, DU and VUAS) are involved in the program.

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	ValLitStud_diploma_paraugi_2024.04.pdf	ValLitStud_diploma_paraugi_2024.04.pdf
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)	3_1_5_pielikums_Atbalstiba_Augstskolu_likumam_LV.doc	3_1_5_pielikums_Atbalstiba_Augstskolu_likumam_LV.doc
Statistics on the students in the reporting period	3_4_1_Statistikas_dati_par_studentiem_KDSP_EN.docx	3_4_1_Statistikas_dati_par_studentiem_KDSP_LV.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
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)	11_pielikums_Atbalstiba_nozares_regulejumam_EN.doc	11_pielikums_Atbalstiba_nozares_regulejumam.doc
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping_Study_Courses.pdf	Studiju_kursu_kartejums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	8_pielikums_JDSP_studiju_plans_EN.xls	8_pielikums_KDSP_studiju_plans_LV.xls
Descriptions of the study courses/ modules	Study_courses_EN.pdf	Studiju_kursi_LV.pdf
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 - on compliance of the academic staff of the doctoral study programmes.edoc	Apliecinājums - LZP eksperti doktora programmā.edoc
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	Confirmation - on compliance of the academic staff.edoc	Apliecinājums - AL 55. pants par prof. skaitu akadēmiskās programmās.edoc