

## APPLICATION

### Study field "Translation" for assessment

Study field	<i>Translation</i>
Title of the higher education institution	<i>Ventspils Augstskola</i>
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# **Self-evaluation report**

Study field "Translation"

Ventspils University College

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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,.

Ventspils University of Applied Sciences (hereinafter referred to as "VUAS") is an accredited state institution of higher education and scientific institution whose main activities are higher education, scientific activities, commercialization of knowledge and lifelong learning. VUAS has been registered as a scientific institution in the Register of Scientific Institutions since May 20, 2013. VUAS was founded on July 23, 1997, by the order of the Cabinet of Ministers of the Republic of Latvia (hereinafter referred to as "The Cabinet") No. 384 "On the Establishment of Ventspils University of Applied Sciences". As a state-founded higher education institution, VUAS is under the supervision of the Ministry of Education and Science of the Republic of Latvia but directs its activities and development by taking into account the development guidelines of the Kurzeme region and Ventspils city, thus contributing to the polycentric development of the state. In its activities, VUAS complies with the Law on Higher Education Institutions, the Law on Scientific Activity, Education Law, the VUAS Constitution and other development planning documents and regulatory enactments at international, national and regional levels.

In accordance with The Cabinet order No. 449 of 21 June 2022 "On Strategic Specialization of State Institutions of Higher Education", VUAS has established a strategic specialization in the following scientific areas:

1. natural sciences (thematic field of education – physical sciences, computer science, and education programme group electronics and automatics);
2. social sciences (thematic field of education – business studies and administration);
3. humanities and arts (thematic field of education – humanities).

The mission defined in the VUAS Strategy 2021-2027 is to provide modern, adapted to the changing conditions of the labour market, research-based education accessible to everyone and to become a platform for educational excellence and innovation, where young specialists discover their talents and where knowledge is disseminated by professionals. Whereas, the vision of the VUAS is a digitally open and accessible European-level university, which is internationally recognized and makes a significant contribution to the development of the economy and science.

The VUAS has three faculties: The Faculty of Economics and Management (hereinafter referred to as "FEM"), the FTS and The Faculty of Information Technology (hereinafter referred to as "FIT"). There are four fields of study with 17 study programmes, five of which are at FTS.

Study directions at the VUAS:

1. Management, administration and real estate management - five study programmes;
2. Translation - two study programmes;
3. Language and Culture Studies, Mother Tongue Studies, and Language Programmes - three study programmes;
4. Information technologies, computer engineering, electronics, telecommunication, computer management and computer science - five study programmes.

Values defined in the VUAS Strategy 2021-2027 for the period from year 2021 to 2027:

1. excellence;

2. collegiality;
3. team;
4. flexibility;
5. creativity;
6. academic integrity;
7. scientific achievements.

For the period 2021-2027, VUAS has defined three strategic development objectives, complemented by four horizontal or cross-cutting objectives. The objectives set are related to the four strategic development directions of the VUAS: S – studies, Z – science, P – management and M – lifelong learning.

Development goals of VUAS:

1. A1. Modernization and digitalization of the educational offer in order to train specialists who are in demand in the labour market today and in the future, with relevant skills of the 21st century in priority areas of study;
2. A2. Excellence in science and knowledge transfer in the national economy, as well as increasing the innovation capacity, knowledge and research social and economic values in cooperation with external, including international partners;
3. A3. Developing a modern, needs-based lifelong learning offering and promoting a culture of lifelong learning.

Horizontal goals of VUAS:

1. H1. Development of a systematic framework for cooperation with external partners (industry, social partners, networks, and other educational and scientific institutions) at national and international level;
2. H2. Internationalization of VUAS and formation of international reputation and environment for effective cooperation in education, science and development;
3. H3. Development and effective management of VUAS resources, including human resources, technology, management and financial efficiency;
4. H4. Social responsibility for sustainable growth of the national economy.

The dynamics of the number of students in the VUAS FTS are shown in Table 1.1. below, choosing as the basis three criteria for the number of students characterizing the dynamics – the number of students enrolled, the total number of students and the number of graduates. When analyzing the data on the dynamics of the number of students, it should be noted that there are two significant deviations in the number of students enrolled from the total upward direction – 2020/2021 academic year (sharp drop) and 2021/2022 academic year (rapid rise). 2020The sharp drop in the academic year 2020/2021 can be explained by the fact that the academic master's study program “Languages and Cultural Environment” was no longer implemented at the FTS, but no students were enrolled in the doctoral study program “Linguistics”. The drop is also partly due to uncertainty about the state of emergency and related restrictions (potential students who did not want to be vaccinated against COVID-19 were not able to participate in the face-to-face study process in the first two months of the study year). 2021The rise in the academic year 2021/2022 is partly explained by the rapid development of digital communication and the digitalization of the multicultural environment. For this reason, the increase in students can be seen not only in the FTS but also in the FIT students. The COVID-19 pandemic restrictions had a significant impact on admission results during the period, as during this time most students had to be vaccinated due to work as well as other outside the studies activities.

Table 1.1.

## Dynamics of the number of students at VUAS 2017/2018 - 2022/2023 academic year\*

Year	Number of enrolled students in VUAS	Total number of students in VUAS	Number of VUAS graduates
2017/2018	238	787	160
2018/2019	230	794	139
2019/2020	269	725	150
2020/2021	301	769	151
2021/2022	239	743	130
2022/2023	267	723	126

\*data recorded on 1st October of the reporting year and available in the State Education Information System (hereinafter referred to as "VIIS").

The summary of the VUAS Strategy 2021-2027 in Latvian is available here: <https://www.venta.lv/augstskola> , in English: <https://en.venta.lv/university>

### **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 of the VUAS has been formed in a unified hierarchical system to ensure the functioning of the VUAS in the public interest, following the principles of good governance, which includes openness, data protection, fair procedures within a reasonable time. It is designed to implement the VUAS mission, vision and goals effectively, based on the decision-making process and responsibilities arising from the functions established by the collegiate decision-making bodies and decision-making bodies provided for in the Law on Higher Education Institutions.

According to the Constitution of the VUAS, the main decision-making bodies of the VUAS are:

1. VUAS Constitutional Assembly - an institution representing the academic, general staff and students of the University;
2. The VUAS Council - the highest decision-making body of the collegiate VUAS, which is responsible for the sustainable development, strategic and financial supervision of the VUAS, as well as ensures the functioning of the VUAS following the objectives set out in its development strategy. The VUAS Council protects the autonomy of the VUAS, as well as respects the academic freedom of academic staff and students and promotes its implementation;
3. The VUAS Senate - a collegial VUAS personnel management and decision-making body responsible for the excellence, development and compliance of VUAS education, research, and creative activities with internationally recognized quality standards. The Senate of the VUAS regulates the academic, creative and scientific activities of the VUAS, except for those

transferred to the Constitutional Assembly of the VUAS;

4. Rector of the VUAS – the highest official exercising the general administrative management of the VUAS and representing VUAS without special authorisation;
5. VUAS Academic Arbitrage – is responsible for the restrictions or violations of academic freedoms and rights established in the VUAS Constitution, as well as for the settlement of disputes between officials and structural units.

The Senate of the VUAS shall be elected by the Constitutional Assembly for a term of three years from among the academic and general staff of the VUAS. The Senate consists of not less than 75 percent of academic staff representatives, not less than 20 percent of student representatives and the rector according to the position held. The Senate has 20 senators: 15 representatives of academic staff, 4 representatives of students and the rector. Student representatives in the VUAS Senate shall be elected by the VUAS Student Council in accordance with the procedure established by it, so that, as far as possible, the representation of students is ensured at all study levels of the VUAS. The main collegiate decision-making body of the FTS is the Faculty Council. According to VUAS FTS Council 2021./2022 academic year, it shall be elected for three years by secret ballot from the academic staff, students and general staff.

In accordance with paragraph 1.2 of the above-mentioned Regulations, the FTS Council consists of 10 members, of whom:

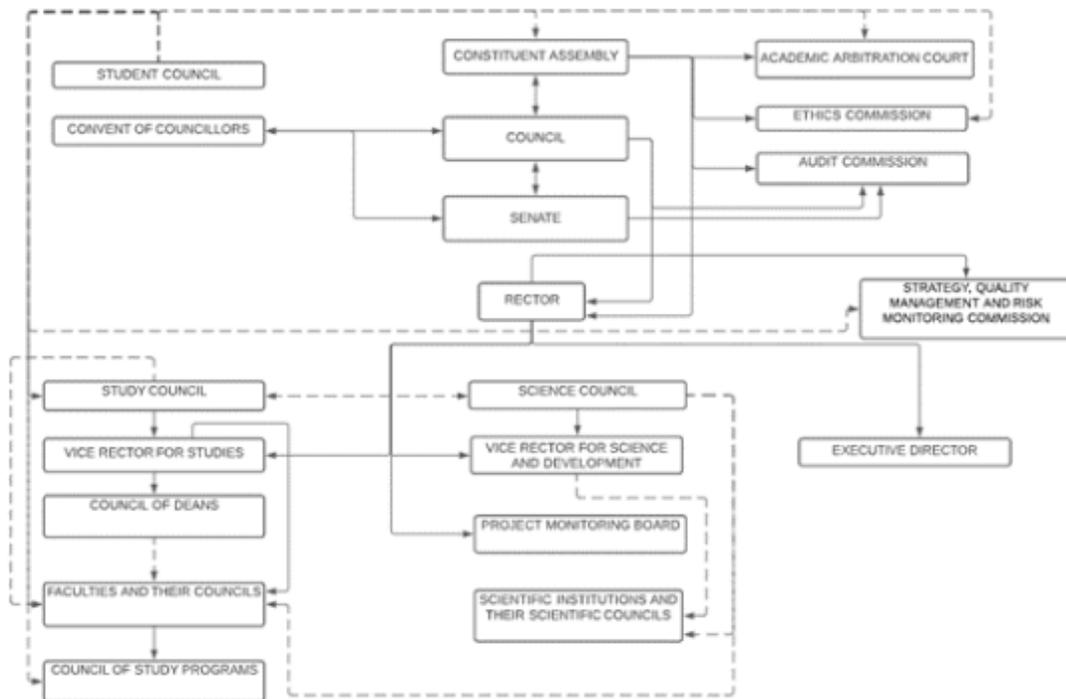
1. FTS elected academic staff is 70 percent (7 representatives);
2. FTS general staff is 10 percent (1 representative);
3. students are 20 percent (2 representatives).

The VUAS Constitution is available here (Available only in Latvian):  
[https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA\\_Satversme\\_saskanosanai\\_Izm%20%281%29.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA_Satversme_saskanosanai_Izm%20%281%29.pdf)

VUAS has a Student Council, which is the highest student self-government institution. The Student Council of VUAS is an elected, independent institution representing the rights and interests of students, which defends and represents the interests of students in issues of academic, material and cultural life at the University and other state institutions.

To ensure an effective decision-making process, collegial consultative and decision-making bodies have been established at the VUAS:

1. VUAS Audit Commission;
2. VUAS Convent of Councillors;
3. VUAS Ethics Commission;
4. Procurement Commission;
5. VUAS Study Council;
6. VUAS Science Council;
7. VUAS faculty councils;
8. Scientific councils of VUAS scientific institutes;
9. VUAS study programmes' councils;
10. VUAS Strategy, Quality Management, and Risk Monitoring Commission;
11. VUAS Project Supervision Board;
12. VUAS Management Working Group;
13. VUAS Council of Deans.



1.1. Img. Structural scheme for strategic, operational, and functional management of VUAS

The details of this section are available in the attached annexes:

1. Annex No. 1.1.: List of the main internal laws and regulations and other regulations;
2. Annex No. 1.2.: Organisational chart of the VUAS;
3. Annex No. 1.3.: Characteristics of the main institutions involved in decision-making, their composition and powers.

### 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.

The quality assurance of the VUAS is aimed at the unified operation and development of the VUAS in the areas of strategic specialization in accordance with the priorities of the policy planning cycle for the development of the economy and society, specified in the policy planning documents. The quality management system of the VUAS is implemented under the excellence model of the European Quality Management Fund Excellence Model (EFQM Excellence Model), following the development strategy of the VUAS, as well as the quality criteria set by the European Union and the Republic of Latvia.

VUAS quality management system is designed to improve the quality of study acquisition, which in accordance with the requirements of the labour market provides the human resources necessary for the development of the economy, the state and society for future needs, promoting the opportunity to dynamically adapt to changes in the external environment.

To strengthen the quality assurance of education and the capacity of management, the quality management policy of the VUAS is aimed at:

1. cooperation with stakeholders;
2. strategic approach and leadership;
3. staff involvement;
4. process management and its improvement;
5. consistency;
6. data approach to decision-making;
7. continuous improvement.

The VUAS quality management system and its assurance processes are structured according to the following cycle: plan - do - check - act (PDCA).



1.2. Img. Quality assurance cycle scheme

The VUAS quality management system is designed as a three-tier system:

1. VUAS DIRECTION, which consists of VUAS Strategy, setting clear, relevant and measurable goals, tasks and achievable criteria;
2. VUAS ACTION consists of the implementation of higher education, scientific activity and lifelong learning through the processes of management, provision of core activities and support, and implementing procedures to ensure the achievement of goals and tasks;
3. MONITORING OF VUAS RESULTS, overseen and evaluated by the decision-making bodies of the VUAS.

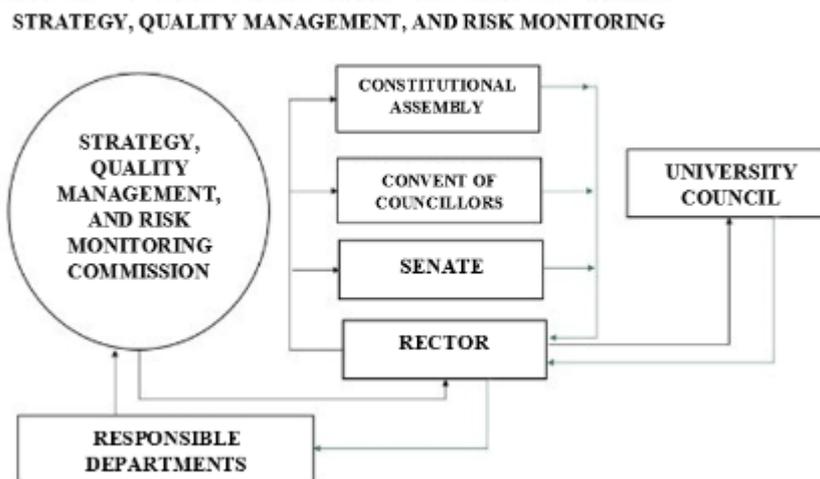
The implementation of the VUAS Strategy and the review of the included measures is based on a regular annual analysis of performance at least once a year, at the beginning of each year. Within the framework of performance assessment of the goals set by the VUAS, all goals set in the VUAS Strategy – both non-financial and financial goals – are evaluated and a report is prepared. For the preparation of the annual assessment report on the implementation of the VUAS strategic indicators, all the necessary data (according to the VUAS Strategy – the source and methods of data collection) are collected, including, if necessary, a detailed explanation of the justification of deviations from the planned and data-based proposals for the necessary corrective actions, risk

assessment and improvement of the quality management system processes. The responsible parties for the fulfilment of tasks and the achievement of indicators and data collection are specified in the VUAS Strategy Action Plan for the implementation of the strategy.

The Rector is responsible for achieving the goals set out in the VUAS Strategy for studies, science, lifelong learning and management. To identify timely actions, the Rector of the VUAS once a month reports to the VUAS Council on the activities carried out in relation to the progress of the implementation of the VUAS Strategy.

In accordance with the order issued by the Rector of the VUAS, a permanent VUAS Strategy, Quality Management and Risk Monitoring Commission has been established, which ensures the representation of all stakeholders: Rector, Vice-Rectors, Executive Director, Faculties, Lifelong Learning Center, Scientific Institutes, Student Council, Heads of Support Units. The competence of the VUAS Strategy, Quality Management and Risk Monitoring Commission is to ensure the annual assessment of the performance of VUAS strategic indicators, which includes: the analysis of the dynamics of the indicators to be achieved; the assessment of deviations and the provision of proposals for possible changes; the assessment of risks and the assessment of the activities to be performed; the improvement of the related processes of the quality management system.

The VUAS Council ensures the approval of the VUAS Strategy and the monitoring of the progress of its implementation. At the same time, the monitoring of the implementation of the VUAS Strategy is carried out by the VUAS Constitutional Assembly, the VUAS Senate and the Convention of VUAS Councillors. Within the framework of the involvement of the VUAS Councillors' Convention, the integration of the opinions of external stakeholders (employers, representatives of industry associations, representatives of regional municipalities, representatives of scientific organizations, cooperation partners, etc.) for the implementation and improvement of the strategy is ensured. Visualization of strategy, quality management and risk monitoring is shown in Image No 1.3.



1.3. Img. VUAS Strategy, Quality Management and Risk Monitoring

Within all three levels of the system, the following mechanisms and procedures are applied to ensure the quality of VUAS higher education:

1. licensing and accreditation of study direction and study programs;
2. compliance of the aims and objectives of the study programmes, content with the development strategy of the VUAS and development trends on an international, national and regional scale;

3. comparison of the international and national competitiveness of study programs with other programs of state-recognized universities of the European Union;
4. annual self-assessment of study programmes, assessment of the weaknesses and strengths of study programmes, changes, development opportunities and programme improvement;
5. provision and digitization of study program resources;
6. assessment of the student-centred approach;
7. assessment and management of students' performance;
8. assessment of students' involvement in research;
9. assessment of student satisfaction;
10. evaluation of graduates' performance and positioning in the work and business environment;
11. assessment of academic staff's annual professional development;
12. analysis and improvement of processes and documentation;
13. analysis of the opinions of industry associations and employers and the development of cooperation;
14. VUAS strategy, quality management and risk monitoring.

The VUAS Quality Management Manual (which also contains the VUAS Quality Management Policy), as well as other binding internal regulatory enactments, are published on the VUAS website and are available to VUAS staff, students, cooperation partners and other stakeholders (Available only in Latvian at: <https://www.venta.lv/augstskola/parskati-un-zinojumi>).

The VUAS Quality Management Manual is available here (Available only in Latvian) : [https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA\\_Kvalitates\\_vadibas\\_rokasgramata.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA_Kvalitates_vadibas_rokasgramata.pdf)

The processes of the VUAS quality management system and related information, as well as related internal regulatory enactments of the VUAS are available in the VUAS e-learning environment Moodle.

**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.	The VUAS has implemented and maintained a quality management system with a developed quality manual, disfigured processes and responsibilities in accordance with external and internal regulatory enactments. VUAS quality policy available: in Latvian: <a href="https://www.venta.lv/augstskola/kvalit%C4%81tes-politika">https://www.venta.lv/augstskola/kvalit%C4%81tes-politika</a> , as well as in English: <a href="https://en.venta.lv/augstskola/quality-assurance">https://en.venta.lv/augstskola/quality-assurance</a> Additional information on quality management processes (including process diagrams), their administration responsibilities and related regulatory enactments is available to VUAS staff in the e-learning environment Moodle.
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2.	<p>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>	<p>The procedure for the development and improvement of the study program and its further promotion for licensing at the VUAS is laid down in the Regulation “On the Procedure for the Development, Licensing and Improvement of Study Programmes at Ventspils University of Applied Sciences” approved by the VUAS Senate on January 25, 2023, available on the VUAS website, in the section “Documents” (Available onli in Latvian) : <a href="https://www.venta.lv/augstskola/parskati-un-zinojumi">https://www.venta.lv/augstskola/parskati-un-zinojumi</a> For detailed information on monitoring and periodic verification of the study programme performance, see Chapter 2.2.2 of the self-evaluation report.</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 criteria, conditions and procedure are determined by the “Regulations on the Procedure for the Organization of Tests and the Assessment of Student Knowledge at Ventspils University of Applied Sciences” (Available only in Latvian) approved by the Senate on January 15, 2020, the “Regulations on the Study Procedure at Ventspils University of Applied Sciences” (Available only in Latvian) approved by the Senate on December 20, 2022, the “Regulations on the Evaluation and Recognition of the Volume and Content of the Study Course at Ventspils University of Applied Sciences”(Available onli in Latvian) approved by the Senate on August 11, 2021, the “Regulations on the General Requirements for the Formation and Implementation of the Study Course at Ventspils University of Applied Sciences” (Available only in Latvian) approved by the Senate on December 20, 2022.</p> <p>Within the framework of each study program, the aims, objectives and learning outcomes of the program are determined by the VUAS, which are coordinated with the learning outcomes of the study course and the knowledge, skills and competence assessment criteria in the study course descriptions. Guidance on the publicity and accessibility of regulatory documents can be found in Annex No. 1-1-a “Main internal regulatory enactments and regulations of Ventspils University of Applied Sciences”.</p> <p>For details, see the self-assessment report Chapter 2.1.5.</p>

<p>4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>In order to achieve the development of human resources and effective management of the VUAS, the action direction “Human Resource Development” has been established, which is related to the promotion of the renewal and ensuring the succession of academic and general staff. The implementation of the mentioned future intentions of the VUAS is carried out in accordance with the Human Resources Management Policy and Development Plan for 2021-2027 developed and approved by the VUAS, which operates in close contact with the VUAS gender equality policy. The assessment of the academic staff qualification and quality of work is carried out in accordance with the VUAS Regulations on a Unified Remuneration System, Cabinet of Ministers Regulations of 25 February 2021 No. 129 “Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position”, by the Regulations of the Council of Science, approved by the Senate of the VUAS on October 26, 2022, determining the assessment of the scientific and pedagogical qualification of a Professor or Associate Professor, and the VUAS Regulations “Procedure for the Selection of Academic Staff of the Ventspils University of Applied Sciences” (Available only in Latvian) approved by the Senate of the VUAS on August 31, 2021. The professional development of the lecturers is assessed under the Regulation “On the Professional Development of the Elected Academic Staff and its Recording at Ventspils University of Applied Sciences” approved by the VUAS Senate on February 22, 2023. Guidance on the publicity and accessibility of regulatory documents can be found in Annex No. 1-1 “Main internal regulatory enactments and regulations of Ventspils University of Applied Sciences”.</p> <p>For more information, see the self-assessment report Chapter 2.3.5</p>
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5.	<p>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>The VUAS ensures that information is collected and analyzed:</p> <ul style="list-style-type: none"> <li>on the students' achievements in accordance with the Regulations approved by the Senate on 15 January 2020 “Regulations on the Procedure for Organization of Tests and Assessment of Students' Knowledge at Ventspils University of Applied Sciences”;</li> <li>on the employment of graduates, student satisfaction with the study program and the effectiveness of the work of academic staff by the Regulation “Regulations on Student, Graduate and Employer Surveys for the Assessment and Improvement of the Study Process” approved by the VUAS Senate on 13 February 2019;</li> <li>on the available study materials and their costs, essential indicators of the University's activities in accordance with the analysis of the implementation of strategic indicators in accordance with the VUAS Strategy for 2021-2027 and the Regulation “Regulations on the Principles of Budget Development of Ventspils University of Applied Sciences” approved by the VUAS Council Decision of 26 August 2022.</li> </ul> <p>Guidance on the publicity and accessibility of regulatory documents can be found in Annex No. 1-1. “Main internal laws and regulations of Ventspils University of Applied Sciences”.</p> <p>For more information, see Chapter 2.2.4 of the self-assessment report.</p>
6.	<p>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>According to the information provided in the annual self-assessment report of the study direction, the VUAS Senate evaluates and decides on the study direction, the activities and development of study programs in accordance with the strategic development directions of the VUAS. The procedure for the preparation and submission of the annual self-assessment report of the study direction is regulated by the Regulations “Regulations on the Procedure for the Preparation and Submission of the Annual Self-assessment Report of the Study Direction at Ventspils University of Applied Sciences” approved by the VUAS Senate on 25th January 2023, available in the e-learning environment Moodle, reads “Study Program Directors”.</p> <p>At the level of the Faculty and the study direction, the internal quality, control and development are ensured by the Faculty Council, the Faculty Study Program Council, the Dean of the Faculty, the Study Program Directors.</p> <p>At the level of the study program, internal quality and development is ensured by the study program director. Internal quality control at the level of the study program is performed by the Dean of the Faculty.</p> <p>At the level of the study course, quality and development are ensured by the academic staff implementing the study program and control is carried out by the study program director.</p> <p>For details, see points 2.1 and 2.2 of the self-assessment report.</p>

## 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.

Higher education study direction “Translation” (hereinafter referred to as “study direction”) at VUAS was established by the VUAS and Ventspils city development strategy and is implemented in accordance with the VUAS strategy for 2021-2027 (hereinafter referred to as “the Strategy”) (see: available only in Latvian <https://www.venta.lv/augstskola> ). The study direction fits into the strategic specialization direction of the humanities and art sciences mentioned in the Strategy (word and text in comparison, contact and translation, lexicography and terminology, translation and society) and is implemented by the VUAS FoTS.

The study direction corresponds to the mission defined in the VUAS Strategy: “to provide a modern, adapted to the changing conditions of the labour market, research-based, accessible to everyone, and to become a platform for educational excellence and innovation, where young professionals discover their talents and knowledge is disseminated by professionals” and is in line with the vision of the VUAS, namely, the VUAS as a “digitally open and accessible European-level university that is internationally recognized and makes a significant contribution to the development of the economy and science”.

The study direction aims to prepare highly qualified specialists and European-level researchers in literary science, linguistics and translation with knowledge and skills that would provide them with the opportunity to use the acquired knowledge and skills in the current changing labour market conditions, to prepare students for educational programs of the next levels, as well as for scientific activities in the relevant field, developing and strengthening the scientific potential of Latvia.

The study direction fulfils the goals of the VUAS Strategy development:

1. A1. Modernization and digitalization of the educational offer in order to train specialists who are in demand on the labour market today and in the future, with relevant skills of the 21st century in priority areas of study. In order to achieve this goal, the digitalization of study courses is being implemented in the study direction, as a result of making significant changes in two of the three study programs covered in this report, new study courses have also been created. In their implementation, industry specialists are involved, who participate in both the implementation of study courses and their renewal and improvement.

The main activities of the study direction to achieve this goal:

Digitization of study courses in the study direction, development of new study courses, involvement of industry specialists in both teaching the study courses and updating and improving the content of the courses.

2. A2. Excellence in science and knowledge transfer in the national economy, as well as increasing the innovation capacity, knowledge and research social and economic values in cooperation with external, including international partners. In order to achieve this goal, in the study direction, the topics of the final thesis are selected in accordance with the current events in the industry recommended by various companies. Final thesis supervisors are also attracted from these companies and institutions.

The main activities of the study direction to achieve this goal:

Topics and supervisors of the final thesis are attracted from companies, scientific institutions (both in Latvia and abroad), and student participation in projects. Specific examples of cooperation with companies, scientific institutions and student involvement in projects are described in Chapter 2.4.5. "Involvement of students in scientific and/ or applied research and/ or artistic creativity", 2.4.6. "A brief description and assessment of the forms of innovation applied in the activities of the University/ College, mainly in the study direction to be assessed, providing examples and evaluating their impact on the study process" and 2.5. "Cooperation and internationalization".

3. \*A3. Developing a modern, needs-based lifelong learning offering and promoting a culture of lifelong learning

\* The above-mentioned goal is partially fulfilled, with the academic staff employed in the Study Direction trying to engage in the classes implemented by the VUAS Lifelong Learning Center, however, due to the heavy workload, this is not always possible. Several lecturers involved in the study direction are involved in the "School of Young Translators" organized by the VUAS and the Ventspils Education Board, which provides students in grades 9-12 with an insight into the work of an interpreter/translator, as well as introduces the role of communication and intercultural communication in this profession.

The study direction also fulfils the horizontal objectives of the VUAS, namely:

1. H1. Development of a systematic framework for cooperation with external partners (industry, social partners, networks, and other educational and scientific institutions) at national and international level. The main activities of the study direction to achieve this goal: cooperation with industry representatives, for example, planned student internships, involvement in projects, and involvement of employer representatives in the improvement of study programs.
2. H2. Internationalization of VUAS and formation of international reputation and environment for effective cooperation in education, science and development. In order to achieve this goal, students are informed about the opportunities provided by ERASMUS+ studies and internship opportunities abroad - and are encouraged to use them both for gaining experience and for international representation of the VUAS. Students from foreign higher education institutions are admitted to the VUAS as both interns and students. Within the framework of the Erasmus+ project activities, mobility of pedagogical staff and attraction of guest staff, improvement of professional experience and transfer of good practices from foreign partners are also ensured.
3. H3. Development and effective management of VUAS resources, including human resources, technology, management and financial efficiency. In order to achieve this goal, the systematization and automation of administrative documents are implemented (for example, to calculate the cost of individual study programs, the calculation of the average annual workloads of lecturers employed by the VUAS FTS and other works), the introduction and implementation of interdisciplinary courses among all VUAS faculties, centralized administrative management and the use of VUAS resources, including the introduction and use of laboratories among several study programs and faculties. FTS human resource development is implemented by inviting lecturers to study in doctoral study programs, as well as by involving the most talented graduates and students in work at the faculty.
4. H4. Social responsibility for sustainable growth of the national economy. In order to achieve this goal, the education system corresponding to the requirements of the modern labour market and the development trends of the sectors of the national economy is being

developed: professional study programs of the study direction are developed in accordance with the standards of professions and their requirements, often the recommendations and proposals of employers are also supported by including them in the content of study courses. Close cooperation is formed between students and employers when students go through the internship provided for in the study plans, as well as in the development and defence of final works, often continuing cooperation in the establishment of employment legal relations.

The need for study direction programs and socio-economic justification, as well as the needs of society and economic development can be found in the following government economic policy, as well as national, regional and city-level policy development planning documents:

1. Sustainable Development Strategy of Latvia 2030;
2. The National Development Plan 2021-2027;
3. Guidelines for the Development of Education for 2021-2027 “Future Skills for the Future Society”;
4. OECD National Skills Strategy project;
5. Guidelines for Science, Technology Development and Innovation for 2021-2027;
6. National Industrial Policy Guidelines for 2021-2027;
7. Summary of knowledge areas ecosystems: Smart Specialization Strategy;
8. Digital Transformation Guidelines 2021-2027;
9. Regional Policy Guidelines 2021-2027;
10. Conceptual report “On the change of the internal management model of universities”;
11. Kurzeme Planning Region Sustainable Development Strategy 2015-2030;
12. Ventspils State Municipality and Ventspils Municipality Joint Sustainable Development Strategy 2030 –Action Plan;
13. Ventspils' development program 2021-2027.

Table 2.1.

**The study programs included in the study direction and their linking, compliance with the strategic goals of the VUAS development**

No.	Study program	Continuation of studies connection to others study programmes	Study process connection to other study programmes	Corresponding to VUAS developmental strategy goals
1.	Bachelor's study programme “Translation and Language Technology”	After graduating the study programme it is possible to start studies in master’s study programme “Translation and Text Linguistics”.	Part of the study courses are implemented together with bachelor's study programme “Intercultural Communication”, students are provided with the opportunity to supplement their professional specialization by taking courses from any other study program as a free study course at no additional cost	A1,A2,H1,H2,H4

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

**Strengths:**

1. high student satisfaction with VUAS FTS and its provided studies;
2. high-quality studies that provide industry-relevant and relevant knowledge, as well as develop competencies that allow graduates to be in demand and competitive in the labor market (also due to significant changes in study programs during the reporting period);
3. studies are appropriate to the European level – tools have been introduced to promote the understanding of qualifications and study levels, the European Credit Transfer System (ECTS) and the European Single Diploma Supplement;
4. internship opportunities in industry companies both in Latvia and abroad (incl. SIA Skrivaneķ Baltic, SIA Linearis, etc.);
5. modern audience and technical support that promotes effective and high-quality implementation of study programs;
6. provision of courses in the e-environment, as well as appropriate technical distance learning equipment that promotes independent acquisition of the course content in a manner accessible to students;
7. highly qualified academic staff, which provides students with the necessary research skills, theoretical and practical knowledge, skills and competence acquisition – guest lecturers include not only employees in higher education, but also industry professionals, whose involvement in the implementation of the study program allows students to gain knowledge also from representatives of the labour market;
8. the small size of the university allows to establish direct and collegial contacts between lecturers and students;
9. cooperation with industry companies and employers, cooperation agreements have been concluded;
10. cooperation with Latvian and foreign higher education institutions;
11. organized information campaigns for attracting students, informing students about study opportunities and career development opportunities, promoting the study direction;
12. student-centred approach: students participate not only in the study process, but in related processes: in the meetings of the Study Council, the Senate, the Constitutional Assembly, the FTS Council, the monthly meetings of the representatives of courses with the Dean; an opportunity to meet with the director of the study program, the Dean as necessary; students with feedback influence the improvement of the study process;
13. relatively small groups of students, which create a precondition for the successful development of academic communication between students and lecturers and ensure more effective and timely resolution of problem situations, as well as promote an individual approach of the academic staff to each student, helping to acquire the study material;
14. access to a high-quality, modern student dormitory for all students is ensured;
15. the support of Ventspils State City Municipality is available.

**Weaknesses:**

1. improvable internationalization within the study direction and FTS;
2. insufficient attraction of foreign guest lecturers;
3. insufficient attraction of foreign students;
4. insufficient exchange of students with foreign universities;
5. insufficient internship of lecturers in foreign universities;
6. gradual decrease in the number of students in the Master's study programmes;
7. evening or extracurricular study programs are not provided, which reduces the possibility to attract potential interested persons who work full-time;
8. slow renewal of professors and associate professors;
9. impact of the pandemic on the situation:
10. during the pandemic, staff burnout has occurred and illness cases have also increased;
11. support for the further education and professional development of lecturers, especially participation in international conferences has decreased;
12. the number of students due to the pandemic has decreased, especially the number of foreign and exchange students.

**Opportunities:**

1. purposefully identify and attract EU funding for the improvement of infrastructure and material and technical base, improvement of study programmes and content, strengthening of human resources capacity and qualification;
2. to create and develop the provision of Europe-level higher education study programmes that integrate the latest methods, technologies, modern environment and approaches;
3. to improve the content of the existing study programmes in close cooperation with the industry participants and cooperation partners, which would meet the needs of students and market demand (for example, to invite guest lecturers, as well as to send and receive students - interns);
4. to attract internationally recognized academic staff and professionals working in the field, thus promoting the quality and recognition of study programs;
5. to implement various formal and informal, local and international informational activities in order to promote awareness of potential students about study opportunities and to promote their attraction from neighboring counties and other regions of Latvia;
6. to include more distance and online courses in the study process, thus also attracting students from remote places and other regions to the study process;
7. to develop joint study programs in cooperation with other higher education institutions both in Latvia and abroad in accordance with the demand;
8. to promote mobility and the organisation of experience exchange events not only at the national but also at the transnational level, thus strengthening the lecturers' competences and opportunities to adopt good practices;
9. to attract foreign students from low-risk countries, as well as students of Erasmus exchange programs;
10. initiate the development of new support mechanisms at the university level to ensure a competitive remuneration policy and an attractive working environment for attracting highly qualified academic staff.

**Threats:**

1. demographic decline, shrinking of the young population, emigration and outflow of human capital at the level of the country's region and city, which contributes to a decrease in the number of potential students and teaching staff;

2. the choice of young people from the city of Ventspils and the county to continue higher-level studies elsewhere in Latvia;
3. low level of preparedness of the applicants;
4. uncertainties about the knowledge of the graduates of the School2030 Secondary School programme;
5. low material security of students (many students, in parallel with their studies, work in paid jobs outside the university);
6. disinterested attitude of the Office of Citizenship and Migration Affairs of the Republic of Latvia in refusing study visas to potential students from abroad;
7. insufficiency in ensuring the succession of academic staff;
8. insufficient public funding for higher education and science;
9. full and timely implementation of sudden and significant changes in external laws and regulations in the study process, without significantly affecting the quality of the study process and content.

**Preventing/improving weaknesses and linking them to the goals of the VUAS development strategy:**

1. objectives A1, A2, H1 and H2;
2. A1, A3 and H4 objectives, work is being done to make the offer of education more accessible to working people;
3. H1, H2 and H3 objectives, work is being done to create motivation for associate professors to become professors and associate professors;
4. individual communication with the staff (open pronunciation), human-oriented management style in contact with the lecturers, together with the Study Department, we balance the workload of the lecturers as much as possible.

**Avoiding threats:**

- 1.-2. H1, Together with employers we create the study content that is the most appropriate for the labour market;
- 3.-4. Working with high school students, visits to schools;
5. Different types of scholarships are available at the University, the students are regularly informed about the possibilities provided by the Study Department;
6. Colleagues from the Study Department conduct negotiations and explain the need for visas;
7. H4, redirecting our graduates and students to further careers in pedagogy to reduce this demand and less affect our own teaching staff;
8. We strive to obtain funding by participating in various projects.

Currently, most human resources are engaged in working on the prevention of weaknesses and avoidance of threats, so the section on the use of opportunities is not given due attention. However, work is also being done on updating this section and harnessing its potential at the university level.

The study direction development plan for the next six years was created in 2021 -2022 in accordance with the development strategy of the VUAS and the development plans of the other study directions. Directors of study programs and the Dean of the faculty were involved in its development. The study direction development plan has been discussed with the deans of other faculties and the Vice-Rector for Studies, discussed and approved at the FTS Council meeting. The study direction development plan was revised and updated in the 2023/2024 academic year in accordance with the review and re-approval of the VUAS strategy.

VUAS Strategy 2021-2027 has defined four strategic directions for VUAS development: studies,

science, management and lifelong learning. The following tasks have been formulated for the implementation of the study direction:

1. S1 - To offer modern, high-quality, research-based higher education;
2. To prepare skilled specialists who can successfully integrate into the labour market and flexibly adapt to changes;
3. Introduce new study forms and approaches;
4. Implement various forms of cooperation to improve the quality of studies;
5. Promote the exportability of study programmes.

Measurable performance indicators suitable for the tasks:

1. number of students;
2. number of study programs;
3. satisfaction of stakeholders;
4. number of collaborations;
5. employment of graduates.

The activities and indicators to be achieved in the study direction development plan are related to the tasks set for the study direction.

Annex No. 2.1. study development plan of the VUAS (incl. on the study direction "Translation" in the sections marked "FoTS").

**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 management of the study direction is based on the organizational structure of the VUAS, and following its direction "Translation" is led by the FoTS Dean, but the activities of the direction are supervised by the Vice-Rector for Studies. Study programs of the study direction are managed by the study program directors. The activities of the study direction, current events and development perspectives, as well as the current events of the study programs are regularly monitored and improved at the meetings of the FoTS Council, as well as, if necessary, at the meetings of the study program council. The study process is provided on a daily basis by the Faculty's Administrative Assistant, Study Methodologist and Study Department staff.

**The Vice-Rector** for Studies coordinates and manages the issues of study content, organization and planning, and supervises the work of the Study Department.

**The Dean of the Faculty**, in accordance with the regulations of the VUAS FoTS, ensures the operational administration of the Faculty. The Dean is responsible for:

1. the compliance of the activities of the faculty, its structural units, the directors and staff of the study programmes implemented at the faculty with internal and external laws and regulations;
2. organization and quality of studies and scientific work;
3. staffing of the faculty;

4. the implementation of the decisions and orders of the Faculty Council and the VUAS administration on issues affecting the activities of the Faculty;
5. handling of economic and financial issues within the competence of the Faculty;
6. issuing orders binding on the faculty staff within the scope of their competence;
7. performance of other duties in accordance with the job description.

The duties of the Dean include coordination of the activities of the Faculty with other universities, scientific institutions and other institutions in matters within the competence of the faculty. The Dean represents the faculty in VUAS institutions, in relations with other natural and legal persons. The Dean determines the duties of the faculty Administrative Assistant and Study Methodologist and controls their execution, supervises the activities of the faculty structural units and faculty staff.

**The Study Program Director** is responsible for the quality of the content and implementation of the study program. The Study Program Director:

1. organizes the development of the study program in accordance with the current requirements of the science sector and ensures its systematic improvement during the implementation of the program;
2. be responsible for the development of the study programme description;
3. be responsible for the development of study course descriptions in the study program;
4. participates in the development of advertising information (annotations, descriptions, leaflets, etc.) and in the promotion of the study program;
5. take care of the intellectual and material provision of the study program;
6. be responsible for the implementation of the study programme in accordance with the regulatory enactments governing the study process;
7. inform students and lecturers about mobility opportunities;
8. organise cooperation with potential employers;
9. follow the progress of studies, evaluate and analyze students' performance;
10. determine the compliance of the volume, content and evaluation of the study courses previously acquired at the VUAS or other higher education institutions with the study programme;
11. organizes the preparation of the study program for self-evaluation, expertise, accreditation;
12. prepare reports on the implementation of the study program, submit them upon request to the Dean of the Faculty, the Head of the Study Department, the Vice-Rector for Studies;
13. develop and submit to the Dean of the Faculty the study program study plan;
14. supervise students' internships;
15. annually provide the Dean of the Faculty with all the necessary information for the preparation of the report on the activities performed for the improvement of the study direction.

**The Administrative Assistant** is aware and handles the records of the Faculty, helps the Dean to implement the decisions of the Faculty Council, is involved in ensuring the organization of the study process.

**The Study Methodologist** coordinates the study process of the faculty, cooperates with the study program directors and faculty lecturers, as well as develops the documentation necessary to ensure the study process of the faculty. This is necessary so that, as the university grows, faculties can qualitatively separate coordination, administrative and planning work.

The Faculty has one joint study program council for both the study direction “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” and the study direction “Translation” (approved by the FoTS Council on March 15, 2022, updated on September 29, 2023).

## **FoTS Council**

The highest decision-making body of the Faculty is the Faculty Council (hereinafter referred to as "The Council"). The Council shall decide on the academic, scientific and economic activities of the faculty. Both the academic staff and representatives of the faculty administration, as well as students' representatives participate in The Council (student representatives are elected by the Student Council of Ventspils University of Applied Sciences, and they are approved by the faculty council). The Council includes the most active students of each faculty who want to have a direct impact on their studies.

### **Analysis of the effectiveness of the management structure**

Each of the programs has its own goal, which jointly covers the goal of the entire study direction. Directors of study programs, in cooperation with each other, come to proposals for improving the efficiency of the implementation of study programs, discuss them with the Dean of the faculty and they are further advanced in the study program councils or the faculty council depending on the specifics of the issues. Initiatives of study program directors can be implemented expeditiously if the proposals are justified and feasible within the framework of the existing budget. Problem situations can be identified and discussed quite quickly, which is also based on weekly meetings at the FoTS Dean's Office, where it is possible to raise an issue in an informal atmosphere. Often, the Administrative Assistant is the first person the students turn to when they are not sure who to address a question to, but it is quickly handed over to the relevant employee or the student is explained how to deal with their situation in another way.

The University's administrative and technical staff, in accordance with their responsibilities, provide the necessary support for the implementation of the study process in the faculty. A stable system for the management and improvement of study programs has been established at the VUAS. Proposals for changes in study programs are prepared by the study program director, based on academic staff recommendations, employer feedback, student surveys, the latest trends in the national economy and the labour market. Proposals are discussed with the Dean of the Faculty and the Vice-Rector for Studies and submitted to the study program council for evaluation. After that, the issue is assessed and, in case of positive decisions, approved at the FoTS Council meeting. Substantial changes in the study program are directed to the Senate of the VUAS for approval, and further - to the Study Quality Commission of the Academic Information Center. Technical support of the study direction and programs is provided by the Faculty Administrative Assistant, the Study Department, as well as the Infrastructure Department.

The structural scheme of the study direction management is attached to Annex No. 2.2.

#### **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 procedure is supervised by the Admission Commission established by the Rector's order, which consists of the Head of the Study Department, the Study Program Directors and other persons involved in the admission process. Admission to the basic study programs is organized

through the portal [www.latvija.lv](http://www.latvija.lv) e-service Unified Admission to the basic study programs, but study applications for master's and doctoral study programs are accepted in person or remotely through the internal information technology resources of the VUAS. For foreign student admission an application system "The DreamApply" is used.

Every year, "Admission rules and matriculation procedure in VUAS 202X/202X academic year" (only in Latvian) and "Regulations for the Admission of Foreign Students and Matriculation Procedures at Ventspils University of Applied Sciences 202X/202X academic year", which sets the framework for the admission of students, are published on the VUAS website.

Up-to-date admission rules are available at (Available only in Latvian) <https://www.venta.lv/augstskola/parskati-un-zinojumi>

Recognition of students' previous education and professional experience is regulated by

"Regulations on Recognition of Competences Acquired Outside of Formal Education or Professional Experience and Learning Outcomes Achieved in Prior Education", available here: [https://irp.cdn-website.com/f6b5d556/files/uploaded/14\\_Par\\_profesionalas%20pieredzes%20atzisanu\\_nolikums.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/14_Par_profesionalas%20pieredzes%20atzisanu_nolikums.pdf) (only in Latvian).

The regulations determine the procedure by which the study program director must evaluate the previously acquired study courses and how the recognition protocol must be formulated. The recognition protocol and the student's individual study plan included in it are an annex to the order of the Vice-Rector for Studies on the recognition of the learning outcomes achieved in the previous education. At VUAS, this procedure is the same for all 4 fields of study. In accordance with the pricelist of paid services established by the VUAS, a fee of EUR 5.00 is charged for the service to students who wish to recognize study courses previously completed by the VUAS. The VUAS pricelist of paid services is available in the e-learning environment *Moodle*.

In the 2023./2024. academic year 18 alignments have been made, including the alignment of the study courses acquired within the Erasmus+ mobility with the courses of the VuAS FoTS study programme "Translation and Language Technology" for 8 students, and the alignment of the study courses acquired within the VuAS other study programmes - for 10 students (See Supplementary Annex 7 for a model recognition, available in Latvian only).

In order to carry out the recognition of the knowledge gained from professional experience, a Rector's order is issued on the composition of the Study Outcomes Recognition Commission of the VUAS in a specific study direction. Upon the decision of the commission, a protocol for the recognition of a specific form is created and an individual study plan is established, which is approved by the order of the Vice-Rector for Studies. According to the price list of paid services established by the VUAS, this service costs EUR 100.00.

In accordance with the "Regulations on the Recognition of Competences and Study Results Obtained in Prior Education or Professional Experience Outside Formal Education", the student submits an application to the Dean of the Faculty with a document confirming his/her education (academic transcript, course certificate, statement from the workplace) on the basis of which the study programme director draws up a protocol of course equivalence and determines an individual plan for further courses to be studied. The Director of the Study Programme also drafts an order of the Vice-Rector of Studies, which, together with the student's application and the protocol, is sent to the Study Department for approval.

In the Faculty's experience, there have been no cases of recognition of competences acquired through professional experience.

Information about the requirements and documents are publicly available, the links in the section

lead to the documents on the VeA public website - <https://www.venta.lv/>, as well as on the VUAS Moodle platform - <https://moodle.venta.lv/moodle/my/>.

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

The criteria, conditions and binding procedures for evaluating success are set out in the regulations approved by the VUAS Senate, which are available in the "Documents" section of the VUAS website (Available only in Latvian)

(<https://www.venta.lv/augstskola/parskati-un-zinojumi/>):

1. Regulations on the procedure for organizing tests and assessing students' knowledge at the VUAS (available only in Latvian);
2. Regulations on the study procedure at the VUAS (available only in Latvian).

The learning outcomes to be achieved in the study program are evaluated according to two criteria:

1. qualitative criterion - a rating in a 10-point system or a credited rating;
2. quantitative criterion - the amount of the study subject in credit points, obtaining a successful assessment of the acquisition of the mandatory content of the study course.

The amount of credits to be earned in each semester is specified in the study plan. The completed work is quantified every semester and study year, thus controlling the compliance of the amount of work performed by the student with the study plan.

The tests assess students' knowledge, skills and competencies, which are determined in the study program and in each individual study course. In accordance with the provisions of the VUAS "Regulations on Test Organization Procedures and Student Knowledge Assessment at Ventspils University of Applied Sciences", the main types of tests are defined:

1. Study course tests - at the end of each study course, students must pass a study course test, which assesses the degree of achievement of study results in a given study course. The examination forms of the study course may be an examination, a test, a study paper, in exceptional cases a combined examination, for internship - a defense.
2. Intermediate tests - during the implementation of the study course, students must pass intermediate tests. Intermediate tests can be laboratory work, practical work, quizzes, homework, tests, presentations, reports, essays, and other types of tests according to the specifics of the study program.
3. Final or State examination - at the end of the study program, the student passes the final or state examination for obtaining a professional qualification and/ or a degree. The Final examination may be a qualification exam, a qualification paper, a bachelor's thesis, or a master's thesis. The number, frequency, forms and types of intermediate examinations shall be determined by the study course lecturer in accordance with the study course description. Each study course may have several intermediate examinations. The students' assessments obtained during the intermediate examinations may be taken into account during the evaluation of the final examination of the study course. Each study course has only one final examination of the study course.

Different types of examination are used in the assessment of study results and they are evaluated on a 10-point scale or with a rating of “pass/fail”. The degree of achievement of the learning outcomes within the framework of the final examination of the study course of the compulsory part of the study program with the assessment "pass/fail" may be evaluated if the amount of the study course does not exceed 3 credit points. Ratings from “almost satisfactory” (4) to “with distinction” (10) and a rating “pass” are considered successful.

The course is considered to be successful if the requirements set out in the course plan are met in accordance with the lecturer's description of the course until the end of the examination period, unless otherwise specified (for example, an extension of the deadline for taking the examination has been received).

The teaching and knowledge assessment methods of the VUAS are objective and are consistently used in pedagogical activities, they comply with the requirements of the Cabinet regulations and are based on the following principles:

1. the principle of openness of evaluation – in accordance with the goals and objectives of the study program, as well as the goals of the study courses , VUAS has established a set of requirements for the evaluation of study results;
2. mandatory assessment – the need to obtain a positive assessment for the acquisition of the content of the program, i.e. for each study course planned for the acquisition of the program;
3. the variety of test types used in the assessment, using credits and exams as the basic forms;
4. assessment review option principle – the student can turn to the lecturer or the program director if he/she believes that the assessment is not appropriate;
5. appropriateness of the assessment – during the tests students are given the opportunity to prove their analytical, creative and research abilities, the acquired knowledge and the ability to use scientific knowledge;
6. openness and clarity of requirements – when starting studies, the student is informed about the content, requirements and assessment procedure of the appropriate study course.

For each study course, a detailed description of the course has been developed, which defines the aim of the study course, provides the study results of the study course, their connection with the learning outcomes to be achieved by the study program, describes the type of independent work organization of the students and the evaluation of the study results, defines the content of the study course and the calendar plan of the study course, as well as the literature used. Lecturers choose teaching and assessment methods based on the aims of the study program and study courses. Evaluation of study results is objective and is documented. The evaluation of students' seminar papers, projects, internships and final thesis is regulated by the VUAS documents.

The State examination, of which the preparation and defence of the qualification paper, bachelor's thesis or master's thesis is a part, shall be evaluated by the State Examination Commission, where the chairperson and composition of which shall be approved by the Rector by issuing an order for the relevant academic year.

The Final examination, the part of which is the development and defence of a bachelor's thesis or master's thesis, is evaluated by the Final Examination Commission, the chairperson and composition of which are approved by the Rector by issuing an order for the relevant academic year.

The conformity of assessment methods and procedures to the achievement of program goals and the needs of students is assessed in a continuous process, both in consultation with the course representatives, to conclude whether the assessment methods are appropriate, both in informal discussions with employers and graduates, and in regular surveys of students, graduates and

employers.

**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.**

Academic integrity is one of the core values mentioned in the VUAS development strategy for the period from year 2021 to 2027. This means adherence to the highest standards of professionalism and accuracy, impartiality and truthfulness, moral and ethical principles, and honesty.

In order to inform and help students to observe academic integrity, there have been developed regulations such as “Test organization procedure and student knowledge assessment in Ventspils University of Applied Sciences”, “Regulations on academic integrity in Ventspils University of Applied Sciences” and the methodological instructions for the presentation and defence of final thesis published on the VUAS website in the section “Academic integrity” (available: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Ffirp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520akad%25C4%2593misko%2520god%25C4%25ABgumu%2520Ventspils%2520Augstskol%25C4%2581.docx&wdOrigin=BROWSELINK>):

Students' course, bachelor's and master's theses, after their submission to the Dean's Office, are placed and processed in the Unified Computerized Plagiarism Control System (PLAG3) for plagiarism control purposes. All cases of coincidence with the work of another author shall be evaluated by the Head of the Study Department and the Dean of the Faculty, determining the severity of the violation in accordance with the regulations on academic integrity. In the event of a serious violation, a commission is convened to consider the issue and decide on the imposition of sanctions on the student. In the study process, in subjects where reports are to be created, the good academic style and culture of reference formation are discussed. The introduction of the control system has fostered students' interest in the correct methodology for citing others and the work itself. Students are informed about what plagiarism is and how to avoid it in the first year, in the process of creating final works, as well as in various subjects where a larger amount of writing work should be done. In case of detection of significant plagiarism violations, students are prevented from defending the 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.**

For the management of the study program, the developed Quality Management System approved by the VUAS Senate is used, which includes quality assurance of the study process. Its characteristics are given in Part I, point 1.3 of the self-assessment report.

The assessment of the internal quality efficiency of the study directions is carried out:

1. general analysis of the study direction – faculty working groups and discussions, faculty council meetings;
2. analysis of the content of study programs – meetings with representatives of the industry and employers, associations and associations, comparison with other higher education institutions, meetings with representatives of general secondary and secondary vocational education institutions;
3. regular identification of students', graduates' and employers' opinions – meetings with graduates, meetings with employers and other cooperation partners, regular semesterly student surveys, analysis of survey data, review of Final Examination Commission (FEC) and State Examination Commission (SEC) reports and Study Programme Council (SPC) opinion assessment in the Faculty Council once a year;
4. assessment of students' performance – regular assessment of knowledge, skills and competences in accordance with the quantitative and qualitative criteria to be achieved in the study program;
5. cooperation with student self-government (VUAS Student Council) – meetings with the Student Council, study course representatives, and individual meetings with students;
6. financial and resource planning of the study direction – when planning the budget for the calendar year, the budget of the Faculty at the level of study programs and at the level of the Faculty is evaluated and coordinated.

The course descriptions of the study programs determine the aim of the study course and the results to be achieved in accordance with the results to be achieved by the study program. The quality of studies is ensured by analyzing FEC and SEC reports, student feedback and comments in various forms, as well as talking with employers and accordingly improving and developing study programs and study courses. The study quality assurance work is organized by the responsible lecturers of the relevant subjects, the study program directors, the FoTS Dean, the Study Department and the Vice-Rector for Studies. More detailed quality assurance activities are described in paragraphs 2.2.2 to 2.2.5 of this chapter.

Feedback from students on the content of study programmes is obtained directly at different levels:

1. assessment of student satisfaction in the survey twice a year (once a semester) in accordance with the regulations “Regulations on Student, Graduate and Employer Surveys for the Assessment and Improvement of the Study Process” (available to VUAS staff in the section "Study Program Directors" of the e-learning platform Moodle );
2. meetings of the representatives of each course of each program with the Dean of the Faculty;
3. at meetings of study program directors with students;
4. participation of student representatives in the Faculty Council;
5. participation of student representatives in the study program councils of the Faculty;

Representation of students' interests at the administrative level also takes place by actively participating in the daily work of institutions and commissions of different levels:

1. The Senate;
2. The Constitutional Assembly;
3. The Study Council;
4. The Scholarship Commission;
5. The Academic Court of Arbitration;
6. various other interest groups.

Each VUAS study program has a study program director who is responsible for the quality of the

content and implementation of this program. The study programs are regularly reviewed – both by receiving the results of the student survey (once a semester), creating study plans for a new semester (once a year), preparing and reviewing a self-assessment report (once a year), and at the meeting of the Faculty Council reviewing the results of the work of the State Examination Commission and the Final Examination Commission (once a year). In addition to the study program director, the Dean of the Faculty and the Vice-Rector for Studies are also involved in the evaluation of the study program. The evaluation of the program and the necessary changes are reviewed by the faculty study program councils and the Faculty Council.

To obtain quantitative feedback from students, graduates and employers, the surveys described in paragraph 2.2.4 are used.

The regulatory documents included in the VUAS Quality Management System (hereinafter referred to as “QMS”), which determine the quality analysis of the study process, the analysis of the results of the study programs, the review of the study programs and the development of new programs, are as follows:

1. Regulations on Study Procedures at VUAS (available: [https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Firp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520studiju%2520k%25C4%2581rt%25C4%25ABbu%2520Ventspils%2520Augstskol%25C4%2581-eb343320%2520\(1\).docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Firp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520studiju%2520k%25C4%2581rt%25C4%25ABbu%2520Ventspils%2520Augstskol%25C4%2581-eb343320%2520(1).docx&wdOrigin=BROWSELINK))
2. Regulations on Testing Procedure and Student Knowledge Assessment at VUAS (available: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Firp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520p%25C4%2581rbaud%25C4%25ABjumu%2520organiz%25C4%2593%25C5%25A1anu.docx&wdOrigin=BROWSELINK>)
3. Regulations on surveys of students, graduates and employers (available to VUAS staff in the section “Study Program Directors” of the e-learning environment *Moodle*, only in Latvian);
4. Regulations on the competition for VUAS study places financed from budget funding (available only in Latvian) [https://irp.cdn-website.com/f6b5d556/files/uploaded/12\\_Nolikums%20par%20rotaciju\\_2020.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/12_Nolikums%20par%20rotaciju_2020.pdf)
5. VUAS Study Council Regulations (available only in Latvian) <https://irp.cdn-website.com/f6b5d556/files/uploaded/Studiju-padomes-nolikums.pdf>
6. Regulations on general requirements for the creation and implementation of study courses at VUAS (available to VUAS staff in the section “Study Program Directors” of the e-learning environment *Moodle*, only in Latvian);
7. Regulations on the Procedure for Development, Licensing and Improvement of Study Programmes at the VUAS (available only in Latvian) ([https://irp.cdn-website.com/f6b5d556/files/uploaded/Nolikums\\_Studiju-programmu-izstrades-licencesanas-pilnveides-kartiba.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/Nolikums_Studiju-programmu-izstrades-licencesanas-pilnveides-kartiba.pdf))
8. Regulations of the Study Program Council (available to VUAS staff in the *Moodle* section of the e-learning environment “Study Program Directors”).
9. Regulations on the Procedure for Organizing Extracurricular and Distance Education Studies at VUAS (available only in Latvian) [https://irp.cdn-website.com/f6b5d556/files/uploaded/11\\_VeA\\_nolikums\\_neklatiene\\_talmaciba.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/11_VeA_nolikums_neklatiene_talmaciba.pdf)

The procedure for the implementation of the above-mentioned regulations is described by the VUAS QMS processes:

1. assessment of student satisfaction;

2. improvement of the study program;
3. development and licensing of study programs;
4. cooperation with employers, industry associations.

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

The procedure for the development and further promotion of a new study program for licensing at the VUAS is determined by the regulations “Regulations on the Procedure for the Development, Licensing and Improvement of Study Programmes at Ventspils University of Applied Sciences” approved by the Senate on 25 January 2023 (available only in Latvian)([https://irp.cdn-website.com/f6b5d556/files/uploaded/Nolikums\\_Studiju-programmu-izstrades-licencesanas-pilnveides-kartiba.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/Nolikums_Studiju-programmu-izstrades-licencesanas-pilnveides-kartiba.pdf) ).

In accordance with the above-mentioned regulations, the Dean of the relevant faculty is responsible for the supervision of the development of the study program, but the director of the study program approved by the Faculty Council is responsible for the preparation of the study program and the submission of related documents for approval. The licensing documents of the new study program are reviewed and approved by the faculty study program councils, the faculty council and the VUAS Senate.

The content of the study program is reviewed in the study program council of the respective direction, which is also attended by representatives of students, graduates and employers, who express their criticism and recommendations, which are discussed in the council and then in the Faculty council meeting if the desired changes require the approval of the Faculty council.

During the reporting period in 2021, significant changes were made to the professional bachelor's study program “Translation” with specializations:

1. “Translation into English – Latvian – Russian/German”
2. “Translation into German – Latvian – Russian/English”
3. “Translation into German – Russian – English”, transforming it into a study program “Translation and Language Technology” without specializations. The implementation of such changes was discussed with stakeholders and based on the reports of the heads of the State Examination Commission, as well as the results of the survey of the graduates of this program, where the graduates and students of the program expressed a desire to increase the proportion of practical study courses in the study program by acquiring professional qualifications. Career counsellors of schools in the Kurzeme region have also expressed the opinion that a study program that prepares for work with the new translation technology in accordance with the requirements of the labour market is more attractive and useful for young people. In turn, employers have expressed their opinion on the need of the modern labour market for graduates who have mastered the latest translation technology.

Study programmes are reviewed regularly. When drawing up study plans for the current academic year, study programme directors listen to the opinions of lecturers on the observed study process

and introduce the necessary changes. For example, after one year of experience in teaching a second working foreign language, it was concluded that it should be included from the first year of study. The course "Introduction to Computer Science" should be replaced by another course more appropriate to translation technology, as the students have already learnt computer science at school.

The aim of the revision of the study programmes is to adapt them to the relevant legislation, changes in the labour market and changes in the education system. For example, with the publication of a new professional standard in translation and the "Requirements for the professional qualification of translators and terminologists" approved by the Tripartite Sub-Council for Vocational Education and Employment at its meeting on December 12 2023 a corresponding Master's study programme "Translation and Terminology" was created, based on the previously established Master's study programme "Translation of Applied Texts", strengthening the terminology aspect and redesigning the study duration: 1 year and 2 years. The study content is the responsibility of the study programme director, but it has been developed in cooperation with the members of the working group - lecturers, student representatives, employer representatives. The new study programme has been discussed and approved by the FoTS Council and approved by the VUAS Senate.

The preparation of the justification for the significant changes in the program, application to the AIKA Study Program Licensing Commission, evaluation and implementation took place in accordance with the procedure established by the VUAS regulatory documents. During the implementation and development of study programs, the principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) are respected. As a result, several study courses related to information technologies (Language Technology, Introduction to Computer Translation, Practical Management of Written Translation and Editing of Machine Translated Texts) were introduced in the study program and the acquisition of two working foreign languages (according to the principle of foreign languages learned in secondary education) was emphasized. The transition to the study program with the said amendments began in the 2021/2022 academic year and will fully end in the 2024/2025 academic year when students will have completed the full cycle after the new program.

**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 each study year, the staff involved in the study process – the Rector, the Vice-Rector of Studies, the Dean, the director of the study program, the representative of the study department, the chairperson of the Student Council – and other invited persons meet with the students and provide answers to the questions of interest.

Suggestions and complaints can be submitted by students in writing or orally. Written complaints shall be submitted in accordance with the document "Regulations for the Submission and Examination of Student Proposals and Complaints at Ventspils University of Applied Sciences"

(available:

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Ffirp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520stud%25C4%2593jo%25C5%25A1o%2520s%25C5%25ABdz%25C4%25ABbu%2520un%2520priek%25C5%25A1likumu%2520izskat%25C4%25AB%25C5%25A1anas%2520k%25C4%2581rt%25C4%25ABbu%2520Ventspils%2520Augstskol%25C4%2581.docx&wdOrigin=BROWSELINK>). In most cases, issues and student complaints are resolved expeditiously. Complaints and enquiries are handled and decided on the action and necessary action to address them. Students are provided with an individual approach from both academic and administrative staff and management, for example, the Dean, the Vice-Rector for Studies and the Rector are available to every student.

In order to ensure prompt resolution of issues related to the study process, students nominate a representative of the course, which is added to the internal communication platform of the VUAS FoTS (for example, WhatsApp, Telegram, etc.), which also includes the Dean of the faculty and the Administrative Assistant. In case of questions, the internal communication platform discusses who students should turn to with the specific problem – the lecturer, the study program director, the Study Department or the Faculty. Students from the senior year often answer the questions in the group. Students also have the opportunity to approach the faculty personally with uncertainty and be directed to the responsible party in order to comply with the hierarchy of subordination and good process management (explaining to the student why such steps are necessary).

Claims regarding the assessments received in the tests may be submitted by students in accordance with the Regulations “Regulations on the Procedure for Organizing Tests and Assessment of Student Knowledge”(available only in Latvian).

Within three working days after announcing the results of the examination (both oral and written), the student may challenge the lecturer's given grade by writing an application to the Dean of the Faculty, who shall organize the examination of the appeal within three working days. The first time the student's performance is re-evaluated by the study course lecturer. If the student does not agree with the assessment of the lecturer, no later than within three working days after the announcement of the test results, he may again challenge the assessment of the lecturer by writing an application to the Dean of the Faculty, who shall organize the examination of the appeal within the next three working days. By order of the Dean, a commission of 3 lecturers is appointed, among which there is no lecturer of the study course who has evaluated the student's work. The Commission evaluates the performance of the student's study results and within 3 working days prepares an opinion and submits it to the Dean of the Faculty, who informs the student about the decision made. A more detailed description of the procedure is provided in the above-mentioned regulations.

**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.**

The most important statistical indicators are collected and compiled in the study administration information system, released or manually through Google forms and data analysis tools.

Table 2.2

### Statistical data collection mechanisms at VUAS

Statistical data type	Aggregation frequency	Using the results in the study direction	Responsible for data extraction
Student responses results when filling in the "Student Survey of the study process evaluation and improvement"	Once a semester	The results are reviewed and taken into account, planning the next semester study plans when creating a self-assessment report and general monitoring quality of education in the direction of studies.	Study Methodologist
Student responses results when filling in the "Graduate survey obtained for the evaluation of education"	Once a year	The results are reviewed and taken into account, planning the next semester study plan, creating a self-assessment report, analysing the employment of VUAS graduates indicators and general monitoring quality of education in the direction of studies.	Study Methodologist
Student exmatriculation number of cases and causes	Once a semester	Exmatriculation dynamics are closely viewed with exmatriculation surveys where the reasons are given, suggestions and complaints. These results are viewed by the study program director and the Dean of the Faculty to reduce the number of cases that depend on the VUAS.	Study Methodologist
Student enrollment results	Once a year	Takes into account when planning the lecture schedule and lecturer workloads to ensure efficient use of resources and the best approach to new VUAS students.	Study Department, Study Methodologist
Student grades	Once a semester	Student grades are basic criterion in the competition for the nationally funded study place distribution or rotation at the end of each semester. Grades are also taken into account in the national minimum scholarship distribution. Likewise, these results determine whether it will be necessary to change number of groups for the next semester.	Faculty study administrator

Number of graduates	Once a year	Takes into account when planning the development of the study direction and cooperation with the industry	Study Department
E-learning environment Moodle usage activity	Once a semester	Reviewing and analyzing whether all the necessary study materials are available to students and whether they meet regulation of internal laws and regulations.	Study Methodologist
Employer's survey results	Once a year or three years	Professional and academic study programs, planning the study program content and aligning the skills required by VUAS graduates and competencies for today's labour market.	Study Methodologist

Each year, a self-assessment report of the faculty's study directions is prepared, as part of which the process of improving the study programs at the VUAS is described. At the end of each semester, a student survey is conducted, the aim of which is to regularly obtain information from students about the quality of the study process implemented by the VUAS. The students' survey must be completed electronically for each study course that was taught in the current semester, including questions about the evaluation of the course content and the lecturer's work. The survey asks questions about how students assess the need for the course in the growth of their qualification, the need for the course in their practical activities, the level of the organization of the course, and the level of the lecturer's scientific and pedagogical qualification. Completing the survey is a mandatory condition for registering for the next semester's study courses. The results of the survey are summarized, analyzed and included in the annual self-assessment report. If there are any significantly worse indicators in the data of the quality survey, the program director or Dean shall discuss this with the particular representative of the course individually in order to understand the qualitative picture. However, usually, such problems crystallize during the semester and are discussed during the meeting of the study course representatives with the Dean of the faculty.

At the end of each academic year, a survey of graduates who have graduated from Ventspils University of Applied Sciences in the current academic year is conducted to find out their assessment of the quality of the education received, the evaluation of the study methods used and the evaluation of the study program as a whole. The mentioned surveys are carried out in accordance with the regulation "Regulations on Student, Graduate and Employer Surveys for the Assessment and Improvement of the Study Process" (available to VUAS staff in the section "Study Program Directors" of the e-learning platform Moodle) and their results and recommendations for the improvement of the study process are discussed at the meetings of the FoTS Council, study program councils and the VUAS Senate.

Although no formal quantitative survey of employers has been conducted for the past two years, qualitative feedback is provided on a regular basis - by meeting with employers and discussing the nuances of internships and other cooperation models, feedback on our graduates is also discussed and, if any changes are recommended, they are discussed during a coffee break (once a week) with

faculty members and at a meeting of the Faculty council, which also includes student representatives. For a more detailed summary of the surveys, see Annex No. 2.6.

The classes of lecturers (especially before the election or new lecturers) are hospitalized to assess the lecturer's teaching style and its relevance, as well as the material used. It is carried out by the Dean, the program director or experts appointed by the Council (in case of election of the lecturer).

Informal meetings are organized to provide faculty organizations and feedback in the form of coffee breaks. All faculty lecturers are invited to coffee breaks at the faculty Dean's office once a week during the lunch break. It's a common moment when you can identify and discuss current news and issues.

Student representatives have been elected to both study program councils, where issues regarding the implementation and further development of study programs are discussed.

#### **Potential improvements:**

The time of pandemic showed the importance of transparent communication with course lecturers and that they can be an important support in overall quality control, so in the near future it is also planned to introduce an informal but regular survey of lecturers to receive information about their situation vision, the good and still improving components of the faculty work process.

Although information and feedback is collected from employers and graduates, it would be advisable to introduce a system through which graduates and employers would receive information about the results of surveys and planned changes.

#### **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).**

Information about the study direction and its study programs in Latvian and English is published on the VUAS website <https://en.venta.lv/faculty/tulkosanas-studiju-fakultate> . The Marketing and Public Relations Department is responsible for placing information on the website in Latvian and English. Information is prepared and transferred to the Marketing and Public Relations Department by the faculty administration and study program directors in coordination with the faculty. The compliance of the information published on the website with the official registers, VIIS and e-platform, the available information is monitored by the Study Department and the Vice-Rector for Studies. The entry of information into VIIS is carried out by the study specialist of the Study Department.

## **2.3. Resources and Provision of the Study Field**

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

## **and its use for the development of the study field.**

The structure of the funding sources of the study process at VUAS FoTS consists of the state budget grant, municipal budget funds, revenue from the tuition fee and other revenue from paid services related to the VUAS FoTS.

The main source of funding for the study direction is the state budget grant for the implementation of accredited and licensed study programs and student scholarships. Each year, an agreement is concluded with the Ministry of Education and Science on the financing of a certain number of study places.

From the moment of its establishment, the VUAS has received significant financial support from the Ventspils State City Municipality Council (hereinafter referred to as “the municipality”). The municipality finances bonuses for lecturers and researchers with doctoral degrees. In addition to the state budget funding, the VUAS attracts financial resources through the implementation of international and local projects, including:

1. Scientific and infrastructure projects co-financed by the EU Structural Funds, which are implemented through the Ministry of Education and Science of the Republic of Latvia, the Ministry of Environmental Protection and Regional Development, the Ministry of Finance, the Ministry of Economy and other ministries and their subordinate agencies (CFLA, VIAA, VRAA, LIAA, etc.);
2. Scientific and infrastructure projects co-financed by the EU Structural Funds, which are implemented within the framework of the European Commission's Horizon 2020 programme;
3. Research projects funded by grants of the Latvian Council of Science.

In the autumn semester of 2023, the total number of students in the FoTS was 221, of which 41 – for the funds of natural or legal persons and 180 for the funds of the state budget (both the number of students and the proportion between the “budget” and “personal funding” students change within the study semester).

The funds available for the implementation of study programs are planned taking into account the forecasted income of the faculty, which mainly consists of a state budget grant, funding of the science base and income from the tuition fee.

For the study programmes implemented by VUAS FoTS, an indicative cost calculation is made, adding to the costs:

directly affecting costs (this would not have been the case if the programme had not been implemented):

1. remuneration of lecturers for teaching courses;
2. remuneration of the faculty's general and administrative staff;
3. remuneration of programme directors;
4. costs for the final examination processes;
5. costs of student scholarships.

indirectly influencing (the number of students and study programs affects these costs):

1. acquisition of fixed assets for the needs of the FoTS;
2. purchase of books and materials;
3. goods and services for the operation of the FoTS;
4. costs of purchase and modernization of equipment;

## 5. software license costs.

However, it should be noted that the elements in the cost calculation cannot be used without the surrounding context (for example, the costs of student scholarships are directly linked to the number of budget places allocated by the State).

Each year, VUAS performance funding and 25% of the revenues of any unit go to utilities, infrastructure maintenance and administration functions directly related to these works.

Lecturers' wages by the Cabinet regulations No. 445 of July 5, 2016 "Regulations Regarding Remuneration of Teachers" are determined following the VUAS Regulations on a Unified Remuneration System and in accordance with the VUAS budget, which is approved at the VUAS Council meeting, which is based on the academic loads reviewed and approved by the VUAS collegial decision-making bodies – the FoTS Council meeting and the VUAS Senate meeting – in the study programs.

The remuneration of the study program directors is determined in accordance with the VUAS regulations on a unified remuneration system and in accordance with the VUAS budget, which is approved by the VUAS Council meeting, taking into account the criteria attached to the indicators of each study program.

The amount of remuneration of the general and administrative staff of the Faculty is known precisely and, when calculating the costs of the study program, is divided among the study programs in proportion to the number of students in each study program.

Student scholarships are taken into account in the calculation in accordance with the data provided by the Ministry of Finance on the state grants for studies.

Expenses for the acquisition of fixed assets include costs related to the activities of the FoTS, including the acquisition of fixed assets necessary to ensure the study process.

The costs of goods and services include expenses directly made for the needs of the FoTS (and approved by the Dean of the Faculty) in accordance with the approved budget of the VUAS. On the basis of the amount of VUAS infrastructure necessary for the provision of the FoTS study process, the ratio of the FoTS to the total maintenance costs of the VUAS is calculated. The calculated proportion of FoTS is applied to each study program, taking into account the proportion of the number of students in each program to the total number of FoTS students.

As other additional costs for the activities of the FoTS, specific costs related to the activities and study process of the FoTS are listed, for example, related to the missions of the pedagogical staff, such tax expenses as non-labour taxes (for example, VAT or fees related to the processing of documents for foreign students), as well as health insurance expenses of the employees of the FoTS study process. These FoTS costs are distributed in proportion to the number of students studying in each study program.

Traditionally, the largest part of the expenditure of study programs consists of remuneration (remuneration and employer's MSSIC) for lecturers – about 75%. Other expense items consist of the above-mentioned utilities and maintenance services, book purchase expenses, business trip expenses, and other services.

The allocation of funding for the research activities of the academic staff is determined by the following regulations (internal circulation documents of the VUAS, available to venta domain users on the University's server):

1. VUAS regulations on a unified remuneration system (approved by VUAS Senate Resolution No. 18-98 of 21.11.2018);

2. Regulation on additional remuneration for VUAS employees (approved by the VUAS Senate on 11.01.2012, Resolution No. 12-02);
3. Regulations on the procedure for granting funding for business trips to participate in conferences (approved by the VUAS Senate on 24.05.2017, Resolution No. 17-83);
4. Regulations on the granting of funding for the publishing of educational materials, scientific monographs and collections of scientific articles (approved by the VUAS Senate on 21.06.2017, Resolution No. 17-104);
5. Regulations of the competition “Development of scientific activity at Ventspils University of Applied Sciences” (approved by the VUAS Senate on 24.05.2017, Resolution No. 17-86).

The planning and use of the financial resources planned for the study direction is supervised by the Dean of the Faculty, controlled by the Finance Department and the Executive Director.

**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.**

To ensure the study process in the study direction, the VUAS material, technical and informative base is used. Classes are held at VUAS premises in Ventspils, Inženieru iela 101 and 101a. Study provision consists of modern classrooms and laboratories, and Ventspils Library branch VUAS, high-level study provision technical equipment (projectors, interactive whiteboards, monitors), several computer classes, two modern amphitheatre classrooms with 190 and 140 seats equipped with multimedia audiovisual equipment, as well as lecturers' work offices with computerized workplaces.

For the provision of theoretical and practical training in the study direction 2023/2024 academic year, there are 6 computer classes with 25-31 computer workstations each, and three with 16-24 workstations, as well as 3 laboratories with 10-13 computer workstations each. All audiences are equipped with computers and projectors, in many places there has already been a transition from projectors to interactive whiteboards, both because of image quality and energy savings. The total number of computers in the university network for the learning process is about 300. All the University's computers are connected in a single network. In addition, a wireless network, as well as an EDUROAM network, are available in the premises of the university and also in the dormitory. Seven laboratories with 16 workplaces each and two specialized laboratories with 8 workplaces each have been established for electronics program studies as well as physics classes in computer science programs.

Several projects were implemented and continued to strengthen the infrastructure, of which the projects of the Latvian Academic Network and “Strengthening Excellence and Capacity of Ventspils University of Applied Sciences as a Scientific Institution” played a significant role in the modernization of the IT infrastructure. In VUAS 2018 - 2021, the project “Modernization of stem curricula of Ventspils University of Applied Sciences” was implemented within the framework of ESF SAM 8.1.1. Within the framework of the project, repairs were carried out in nine auditoriums, a modern interior was created in them and they were furnished with new ergonomic auditorium furniture. The auditoriums are equipped with modern interactive whiteboards and other technology equipment, ensuring the availability of the technologies necessary for study programs. Information and communication technology solutions necessary for the University have been implemented and modernization of computer equipment has been carried out. Thanks to this project, the VUAS has

ensured the quality of studies necessary for a modern study process and meeting the requirements of the labour market, allowing students to work with the latest technologies and acquire as many practical skills as possible, VUAS attracts a larger number of students from Ventspils, Kurzeme region, all Latvia and other countries. In addition, within the framework of this project, access for people with reduced mobility has been improved, an elevator in building "A" has been installed, a diagonal lift has been installed, which allows people with reduced mobility to move between the "A" and "B" buildings. By implementing the project, it is ensured that all VUAS enclosures are fully accessible to people with reduced mobility. In 2015, VUAS has joined the Latvian academic network with 10 Gbps band. The VUAS "Campus" network has been upgraded, where its core network operates at a minimum of 10 Gbps and terminal equipment can operate at a minimum of 1 Gbps. Also, part of the wireless network equipment has been upgraded, and the 802.11ac standard wireless network is available in the VUAS. Acquired and updated software for scientific research work, including Matlabnetwork licenses for employees and computer classes, SPSS, SANAKO and other types of software. Computers in computer classrooms and for staff as far as possible are changed so that their age does not exceed 5 years.

In the data centre of the University, all servers are virtualized and deployed in a cluster that works with "ProxMox". For service solutions, open-source products are the main choice. For example, VUAS was one of the first universities in Latvia that introduced the open-source e-learning system "Moodle", which is now widely used by other universities. The VUAS uses "Google Apps for Education" as an email system.

Since 2012, the University of Latvia has implemented the University of Latvia Information System (LAIS), which includes part of the University of Latvia Information System (LUIS) functionality adapted to the needs of universities. The University of Latvia provides VUAS with access to the UL server resources that it needs for using LAIS at VUAS. The University of Latvia ensures the implementation, consultation and access to the functions introduced or newly created by the VUAS in the following LAIS software subsystems: administration, student register, student orders, student payments, employee registration, course registration, study plan, student success, student contracts, diploma and diploma supplement preparation.

The VUAS participates in several programs - "Microsoft Education 365 A3", "Azure Developer Tools for Education", "Oracle Academy" and "Cisco Networking Academy". These programs offer software, training courses and other resources that teachers and students can use both in the study process and for self-study and in-service training.

Maintenance of the VUAS material and technical support is carried out by the Infrastructure Department. In addition to the maintenance of computers, servers, computer networks, audio-visual equipment and other material engineering equipment, the Infrastructure Department also provides various services - "Moodle", "VeA Forum", "Wiki", etc.

Student lounge room D0: On the basement floor of building "D" there is a large, renovated student lounge room where any student can relax, study or meet other students. Often, this is the space where events, meetings, or simply arranged meetings are held. The room has a pool table, a football and tennis table, sofas, a small stage for presentations, and a large table where you can easily study, play games, or have tea. During the session time (both in June and January), it is open 24 hours a day. From September to December: 06:00-03:00 and from February to May: 06:00-03:00. But from 22:00 to 06:00 in the lounge room, students have agreed to observe silence so that during this period everyone can perform the necessary work for studies without interruption, as the choice has been made to do it during the dark hours of the day.

Lecturers' co-creation room D101: in the academic year 2023/2024, a co-creation space for lecturers was created on the first floor of the VUAS "D" building at the main entrance of the

university with the aim of providing a comfortable, freely accessible space for any VUAS lecturer to stay in between breaks, free hours and other times outside classes. The room is equipped with computer equipment and office equipment for work, a small kitchen corner for basic needs (refrigerator, kettle, sink, dishes, etc.), a round table for meetings and basic work, sofas and a TV screen for recreation. The room is open every day from 7:00 to 20:00, but outside this time any lecturer can receive a key to the room for individual use from VUAS person on duty at building "D" on the first floor.

Specific equipment specifically intended for specific study programs is specified in Part III, Chapter 3 under the appropriate study program.

All of the above infrastructure and material and technical support necessary for the instructors is available to them, including work offices, computer classrooms, computers, dormitory, software, laboratories, as well as internal and external electronic systems.

**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.**

Students and lecturers use the services of the VUAS and the Ventspils City Library to ensure the learning process. The VUAS Library is located on two floors with a wide department of teaching literature, periodicals and also fiction. The reading room offers both the latest dictionaries from different fields, as well as audio and audiovisual materials, an e-book reader, the latest books and periodicals. The library of the University has a collection of books ~ 32,600 volumes and ~800 audiovisual materials (CDs, DVDs, CD-ROMs, audio and video cassettes) in mathematics, physics, computer science, electronics, management, economics, law, philosophy, psychology, linguistics, translatology, literary science, etc.).

Thanks to the bright and spacious premises, the University's library is suitable for carrying out various group work. It is also possible to use the muted reading room, which is currently located in the media library premises. Five open-access computers with internet connection are available in the library for work and study purposes. From all the stationary computers in the library premises, all the databases subscribed to by the VUAS library are available free of charge.

VUAS students and lecturers also have access to an extensive fund of fiction, humanities, technical and other scientific publications, which is located in the central building of the city library in Ventspils, Akmeņu iela 2. All publications in the library are recorded in a single electronic catalogue (only in Latvian), and reader service is automated. The automation of all spheres of activity of the library is provided by the ALICE system, including the possibility of publishing library catalogues on the Internet, as well as accessing the catalogues of other libraries through the network. There is also an interlibrary subscription available - both locally between the structural units of the Ventspils library, as well as with other academic libraries of major universities and the National Library of

Latvia.

The following databases are available free of charge to users of the VUAS computer network:

1. LETA;
2. Letonika;
3. Lursoft – newspaper library; business database;
4. EBSCO;
5. Britannica Online Academic Edition;
6. Filmas.lv;
7. Periodika.lv;
8. LNB Digital Library;
9. Scopus;
10. Science Direct;
11. Web of Science.
12. Within the framework of the project “Creation of a single Latvian academic core network of national significance for ensuring scientific activity”, access to the “*Science Direct*”, “*Scopus*” and “*Web of Knowledge*” databases has been provided.

Since the EBSCO database (where a wide range of electronic books is available) contains a full set of additional materials necessary to ensure the study process, VUAS lecturers and students use the databases directly for information, so the library does not need to purchase printed materials in large numbers. “*Science Direct*”, “*Scopus*” and “*Web of Knowledge*” databases also provide a sufficiently rich range of scientific publications for scientific research purposes.

The library also performs the functions of the archive of bachelor's and master's theses developed by VUAS students and lecture materials of lecturers.

Library working hours:

1. Monday to Thursday – from 9:00 to 20:00;
2. Friday, Saturday – from 11:00 to 18:00;
3. Sunday – closed.

The working hours of the library as a whole are suitable for the needs of students, the possibility of resuming library work on Sundays (which was interrupted during the pandemic) is considered.

Services offered by the VUAS library:

1. subscribed databases;
2. CD-ROM databases;
3. computers with an internet connection;
4. group and individual information literacy classes;
5. use of an e-book reader in the library premises;
6. reservation of expenses, extension of the deadline for transfer;
7. a muted reading room equipped with the necessary equipment for conducting private lessons (audio and video equipment and a computer with an internet connection);
8. copying, computer printing;
9. Kurzeme virtual catalogue;
10. a media library;
11. periodicals (newspapers, magazines, etc.);
12. scanning,
13. interlibrary subscription;
14. inquiries, consultations;

15. 100 reader seats.

Ventspils University of Applied Sciences also provides students and employees of the University with remote access to resources through the University's proxy server. Thus, it is possible to access the resources available to the University outside the University's network by authenticating with the University's username and password.

#### **Resource renewal:**

Each year, in coordination with the library, the faculty purchases the necessary books, refreshing the library's offer. In 2023, 1000 EUR were allocated to supplement the textbooks necessary for the study direction in the FoTS budget. Over the last three years, the range of industry books has been supplemented with an average of 10 books. Most of the current resources on the topic are first available electronically and often, once published, have already partially lost their relevance. Therefore, more emphasis is placed on electronic resources and databases. In order to apply for a new electronic database, a cost determination is carried out by contacting the Cultural Information Systems Center. Then, you should ask the Ventspils City Library to add the specific database and understand whether it will be able to be financed from the faculty budget (accordingly, it should be included in your budget plan for the next year), or ask to find an opportunity to finance it from the library's financial resources.

#### **Statistics on the use of electronic databases:**

The number of views of electronic databases has grown over the years, in 2020 they were 721 views (609 unique views), in 2021 - 763 (653 unique views), and in 2022 - 826 (690 unique views). At the moment, unfortunately, there are no tools available to more accurately determine exactly which databases were viewed, how long the individual visit session was and the like. However, quantitative statistics indicate that electronic databases are increasingly used in VUAS.

#### **Potential improvements:**

Currently, the existing system is rather informal to the wishes of lecturers for new materials, so it is planned to systematize and formalize it (most likely by introducing an official Google Forms template to be filled out by lecturers, discussed in the faculty and sent to the library, for example, every two months) over the next two years.

### **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.**

Information and communication technologies (hereinafter referred to as "ICT") at the disposal of the teaching staff and students of VUAS are systematically used and developed to ensure transparency and efficiency of learning processes. Table 2.3 below shows the name and status of the solutions and provides a brief description of the ICT system (only in Latvian).

#### **Example of the real scenario of the tools used in the learning process:**

Students are enrolled in the LAIS system, where they can see their studied subjects and posted final grades. In the infrastructure of VUAS servers, students are issued with a username and password that allows them to access the e-learning environment *Moodle*, Google services (with a Google

account of username@venta.lv), as well as the VeA Forum and other internal services. Moodle courses are divided into study programs and years, so you can connect and find the appropriate courses. If a separate lecture of the course is conducted online, the Moodle course provides a *BigBlueButton* link for lectures and consultations, which is used in accordance with the lesson plan posted on *Moodle*. The learning process uses *Office365*, *GitLab*, *Google Workspace*, *Moodle*, as well as a VUAS proxy and a virtual private server. Study course instructors can foresee the use of alternative tools, systems or databases freely available in classrooms and laboratories on computers. After full implementation, VeApp will be used as a planning and information tool for more convenient, faster and more effective communication, organization and control of the course of classes and attendance, as well as other processes. Currently, the functions provided for VeApp are partially fulfilled by the VeA Forum, as well as they are implemented by electronic mail communication.

### **Analysis of the use of technology in the learning process:**

The system is not too fragmented and flexible enough to be used with minor modifications to ensure the teaching of all faculty courses.

Taking into account the specifics of individual study courses, the technologies used to implement the courses differ and are periodically upgraded or changed. The study programs implemented by the Faculty during the reporting period have been modernized, introducing significant changes, as well as the learning processes have been digitized within the framework, in 2023 more than 90% of the study materials are acquired with the help of technology to some extent, including the course of classes (online, remote lessons), the acquisition of theoretical content, the performance of practical work, the performance of tests, the performance and submission of homework or others. Most ICT resources are administered and maintained by the VUAS Infrastructure Department, ensuring their safety, availability and renewal, but systems subscribed from third parties, such as LAIS and Namejs, are maintained by back-office providers and administered by VUAS trained staff. While some systems are subscribed from external service providers, there is limited interlinking and automation of processes in information, which in some cases means double operations in each system individually or manual data processing and transfer. The technologies used in the study process are aligned, providing convenient, freely accessible access with the VUAS user to any personnel representative. Training in the use of new or existing technologies is organized periodically for both the pedagogical and administrative staff of the VUAS and the students, ensuring their efficiency and full learning. In the event of the introduction of new technologies or digital tools and systems or significant changes to existing technologies or digital tools and systems, training of all personnel is always organized, introducing the changes made or the procedure for use, as well as informative study materials for their use are provided as far as possible.

### **Potential improvements:**

Automation of processes and information transfer between the systems used by the VUAS would be required. This improvement is being worked on.

### **Making information accessible and transparent**

For each FoTS study course at the beginning of the semester, a course of its own is created on the VUAS Moodle website, where general information about the course requirements, course progress and content is available. The employees of the Study Department are assigned the role of "Site Manager", so they have the opportunity to access each course, conduct an evaluation as necessary. For example, whether the Moodle page contains all the basic elements, lists the topics of the training, and inserts the materials. A similar role is played by the Dean and Study Methodologist of

each faculty so that they can access and browse study courses within the faculty. Moodle roles are assigned by the Moodle administrator. Currently, most lecturers already use the Moodle site for placement of materials, placement of tests and input of ratings.

The quality management system of Ventspils University of Applied Sciences is included in the content of the e-learning environment Moodle, where any VUAS domain holder with its personal user has access to the most up-to-date regulatory enactments, the management structural chart and the list of regulatory enactments under the responsibility of the structural units, as well as visualized internal process diagrams, where the procedures, deadlines and responsible persons for the implementation of the processes are indicated. The minutes, decisions and viewed materials of the main decision-making bodies of the VUAS are stored on the public disk of the VUAS server, which can be accessed by any person with a user of the VUAS domain. The content and publication of the minutes shall be the responsibility of the minutes of the meeting, the person without the right to vote, and the chairperson of the relevant institution or commission, ensuring the availability and transparency of information.

Each personnel representative, including administrative, pedagogical, general personnel representatives and students, is aware of the support staff, which can be contacted in the case of VUAS questions, including for students and pedagogical staff – faculty administrative staff and Study Department, for research staff – Head of the unit and Vice-Rector of Science and Development, for general staff – Head of the Infrastructure Department and Executive director, for vice-rectors – rector and the like. It is the responsibility of the heads of departments and units to provide information and support to colleagues upon request within the scope of their competence.

### **Improvements in progress:**

Currently, ways to place materials in the Moodle environment as interactively and conveniently as possible are being explored, as well as alternative technologies (such as *Google Classroom*) are being explored. There are periodic professional development courses for lecturers on these technologies and discussions to understand the potential advantages and disadvantages of introducing one of the solutions as a mandatory standard for all study courses. With the development of technologies, the systems used for the learning process are modernized to ensure that students are introduced to current technologies used in the industry, as well as alternative teaching methods are introduced, including the execution of digital independent works, such as the creation of advertising videos using the resources available in the VUAS video studio.

### **Use of technology in communication**

For information and communication between faculty and students, an email system based on the University's Google Workspace ecosystem is used, as well as an internal VeA Forum. Students can also ask a question to the lecturer within their course in the *Moodle* environment by using the correspondence option. Similarly, the lecturer can assign a task to the students. As needed, a *WhatsApp/Telegram* group, *Discord* server, or other solution that best suits the specifics of the course can be created for very fast messaging for a specific course of study. It is organized by the lecturer and the students themselves.

The course representatives have a joint *WhatsApp* group with the Faculty Dean, where topical issues can be discussed and where meetings are organized regularly (especially during the pandemic) to discuss current events and direct the course elders to the right persons to sort out specific issues.

In the process of implementing each study program, a limited amount of classes can be implemented remotely online. In these cases, video conferencing platforms *BigBlueButton* or *Google Meet* available at the VUAS are used, as well as an e-learning environment for the mutual

exchange of *Moodle* materials and documents (study materials, homework) between lecturers and students.

### **Next development steps:**

Start using the developed information enquiry and notification management solution “VeApp”, which includes separate sections on important and up-to-date information for students, lecturers, including scholarships and internships, ERASMUS+ and others. The VeApp solution also includes a blog section with experience articles from students and lecturers. A very important part of VeApp is the lesson planner and also the lesson list. All this together can be called “The University in Your Pocket”. Students and lecturers can see the lesson plan on their smartphone, lecturers can record changes, students receive a pop-up notification (if activated in the settings), ensuring timely and full notification of changes to all parties involved.

The VeApp solution is designed for both the desktop version and the Android and iOS operating systems of smartphones. The desktop version provides convenient and practically effective lesson planning, replacing the traditional, currently used method in Excel spreadsheets.

In parallel with the introduction of VeApp, it is important to update the VeA Forum and the contact section there so that students can more easily communicate with course lecturers, update and regularly familiarize students with the planning of the VUAS by creating a map of the VUAs, fully implement a quality monitoring system where the student can submit questions.

It is essential to work on the activities, contributing to the better use of the communication opportunities and functions provided by Moodle for the implementation of the classes.

### **Study materials**

Lecturers themselves choose the most suitable solutions for study materials, however, we try not to saturate study programs with too many different technologies and solutions. The VUAS requires the material to be available in the relevant Moodle course as uploaded files or as a hyperlink. In previous years, the VUAS has actively supported lecturers in learning new technologies. Improvement workshops are held regularly and instructions and other support materials are available, including the creation of video lectures, the creation of interactive content with H5P and various Moodle functions, as well as other alternatives.

The requirement of obilience is the availability of the mandatory literature included in the description of each study course to students free of charge. The lecturers ensure the availability of these materials in the Ventspils Library VUAS branch, in the Moodle environment, by sending via e-mail or handing them out in paper format. In compliance with the copyright and intellectual property protection norms, the lecturers have the right to reproduce the study materials in their property or library by making copies of the students, provided that the materials are used in the learning process and are not profitable.

### **Next development steps:**

Continue to support lecturers in the creation of modern study materials by organizing seminars and practical workshops, taking into account each lecturer's digital skills. Such training can be organized by skill level, achieving equal proportion and strengthening digital literacy in the long run.

VUAS Digital Transformation Strategy 2021-2027 provides for the development of the digital competencies of the VUAS staff by the end of the reporting period with an assessment of 7 (seven) points.

### **Study process**

Providing the study process in person and remotely is based on two main pillars:

1. Study material is placed on the *Moodle* platform, tasks are provided, tests are organized and feedback is received;
2. Remote communication uses the online conference solution *BigBlueButton* installed on VUAS servers (otherwise also *Zoom* or *Google Hangouts*, if for some reason it is decided to use alternative platforms);
3. *Google Workspace* also plays an important role in the learning process, including cloud storage, creating shared documents, spreadsheets, and presentations on Google Drive, and creating questionnaires on Google Forms.

Lecturers actively use a range of other technologies, including online surveys and subject-specific solutions. The University supports these efforts by promoting the exchange of experience between lecturers and compiling good practices.

#### **Next development steps:**

Providing closer links between *Moodle* and *BigBlueButton*, reworking support materials, informing lecturers and other processes; and further developing guidelines, instructions and pedagogical development proposals for the effective use of educational technologies in the learning process.

### **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.**

Attraction and employment of lecturers take place in accordance with the requirements of regulatory enactments and the principles of best practice in corporate management, which include transparency and openness of human resource management processes. Election to academic positions is governed by the Cabinet of Ministers Regulations of 25 February 2021 No. 129 "Procedures for Evaluation of Scientific and Pedagogical Qualifications or Artistic Creation Work Results of a Candidate for the Position of a Professor or Associate Professor and the Position of a Professor or Associate Professor" (<https://likumi.lv/ta/en/en/id/321300>) and the Procedure "Procedures for Selection of Academic Staff of Ventspils University of Applied Sciences" approved by the VUAS Senate on 31 August 2021 \*available only in Latvian): [https://irp.cdn-website.com/f6b5d556/files/uploaded/Noteikumi\\_akademiska\\_person\\_atlases\\_kartiba.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/Noteikumi_akademiska_person_atlases_kartiba.pdf)

In order to promote the development of higher education and science in accordance with the needs of the national economy and the interests of the economic development of Latvia, and to direct the activities of the VUAS to a competitive European level university that makes a significant contribution to the development of education and science at the international level, creating preconditions for balancing and competitiveness in determining remuneration for attracting and retaining highly professional human capital at the VUAS, there have been developed and approved by the VUAS Senate "Ventspils University of Applied Sciences rules on a unified remuneration system". Available vacancies are indicated on the VUAS website, in the section University: Vacancies: <https://en.venta.lv/university/vacancies> .

In order to ensure the attraction of a quality instructor, in parallel with the announcement of vacancies in the faculty, the most suitable and appropriate candidates are discussed and identified, who are individually addressed and invited to apply for the specific vacancy.

Attraction of teaching staff over four years (2018 - 2022) was supported by the European Social Fund (ESF) project "To strengthen the academic staff of Ventspils University of Applied Sciences in the areas of strategic specialization" (No. 8.2.2.0/18/A/009). One of the activities in the project was the involvement of doctoral students in academic work, strengthening the capacity of the VUAS academic staff and promoting its renewal. The second important direction of activities was related to the involvement of foreign academic staff in academic work, the aim of which was to increase the competitiveness of VUAS study programs and improve the content of study courses. In the study direction programs, cooperation has been established with 2 foreign lecturers from Turkey, with whom cooperation is continued as guest lecturers after the end of the European Social Fund support. All the lecturers were attracted to the project through open advertisements in the EURAXESS database, in the "Latvijas Vēstnesis" and on the websites of the VUAS and the Ministry of Education and Science (IZM).

By the end of November 2022 it was necessary to attract a foreign lecturer in the study direction (within the project No 8.2.2.0/18/A/009 "Strengthening the academic staff of Ventspils University College in areas of strategic specialization"). A call for applications was announced and one application was received: lecturer Violeta Stojičić from the University of Niš in Serbia.

During the ESF project, several visiting professors were involved in the study program "Translation and Language Technology": Aline Ramael, a professor at the University of Antwerp, Francesca Bianchi, a professor at the University of Salento, and Violeta Stojičić, a professor at the University of Niš, as well as a doctoral student at the University of Iceland in Reykjavik, Dens Dimiņš. Aline Ramael and Francesca Bianchi have developed distance learning courses, which are placed on the e-learning platform Moodle and offered to students as a free choice course, while Violeta Stojičić has concluded a royalty agreement for teaching courses remotely. In cooperation with Dens Dimiņš, a study course "Translation of Literary Texts to Promote Creativity has been developed and a collection of students' creative works "Spotlight 1" and "Spotlight 2" has been published.

**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.**

The professional development of the academic staff includes the acquisition of appropriate professional development programs, as well as the exchange of experience and participation in conferences and seminars, as evidenced by the documents issued at the end.

In accordance with the regulation on the procedure for granting academic leave to VUAS lecturers for scientific research or scientific work outside the place of work (VUAS internal circulation document, available to venta domain users on the University's server), academic staff are entitled to paid academic leave of six calendar months every six years for scientific work outside their place of work.

The procedure for assessing and listing the professional development of the lecturers elected by the VUAS in accordance with the necessary professional qualification of a pedagogue of a higher

education level is determined by the "Regulations on the Pedagogical Professional Development of the Lecturers of Ventspils University of Applied Sciences and its Recording", approved by the VUAS Senate on 20.09.2017, Resolution No. 17-125. (VUAS internal circulation document, available to venta domain users on the University's server), developed in accordance with the Cabinet provisions of the Republic of Latvia of 28 October 2014 No. 662 "Provisions on the education required for educators and improvement of professional qualifications and professional qualifications of educators".

The lecturers elected by the VUAS can obtain a qualification appropriate for professional development by acquiring a professional development program on innovations in the higher education system, didactics of higher education institutions or management of educational work, or by implementing the measures listed in Clause 3.2 of the Regulations for the purpose of professional development.

Each lecturer is responsible for his/her own professional development. VUAS lecturers must complete a professional development program of 160 hours (including at least 60 contact hours) by the end of the election period. The lecturer of the VUAS once a year submits a report on professional development with the attached attestations. The faculty Study Methodology summarizes the reports on the acquisition of professional development in the framework of the preparation of the annual self-assessment report.

Examples of the usefulness of the attended lectures and courses and their impact on the quality of the courses are:

1) the lecture "Electronic documents and signatures - where to start? " promoted the use of electronic documents and electronically signed documents and thus reduced the accumulation of paper documents in the archives of the Faculty and the VUAS.

2) a lecture and practical course "Minimal requirements for Moodle use" (funded by the project "Next Generation Small Cities in Europe" (hereafter "NextGen"), which included:

a) "A guide to creating Moodle courses" (funded by the NextGen project);

b) "Moodle tests and surveys" (funded by the NextGen project) improved the quality of the moodle courses and thus the quality of the study curriculum.

3) Lecture and practical course on leadership

a) "Leadership - Emotional Intelligence";

b) "Leadership - manager as a leader";

c) "Leadership - team leadership";

d) "Leadership - self and public speaking skills" strengthened the young specialists' confidence in their abilities, team management skills, organisation of work both in the team of lecturers and in classes with students;

4) As a result of the course "Instructional video: from content to writing", the lecturers created a distance learning course "Videogame's localisation", which is used as a free-choice course;

5) the lecture "Using the possibilities and tools of Artificial Intelligence" stimulated the discussion on AI in translation studies, sharpened the focus on the possible use of AI in text production in bachelor and master theses, thus avoiding breaches of academic integrity.

VUAS lecturers are regularly offered the opportunity to take a variety of professional development courses on-site at VUAS premises. In 2020/2021 academic year in connection with the spread of the

COVID-19 virus, the number of professional development courses organized for lecturers was small. In 2020/2021, 2021/2022 and 2022/2023 academic years, the following courses were held, including within the framework of the project “Strengthening Excellence and Capacity of Ventspils University of Applied Sciences as a Scientific Institution” (No. 8.2.2.0/18/A/009):

1. Electronic documents and signatures – where to start?;
2. Anxiety control during public speaking, in front of the camera;
3. Minimum requirements for the use of Moodle (funded by the project “Next Generation Europe small towns” (hereinafter referred to as “NextGen”));
4. Moodle course building guide (funded by NextGen project);
5. Moodle tests and surveys (funded by the NextGen project);
6. Creation and management of H5P activities (funded by NextGen project);
7. “Introduction to Power BI”;
8. “Leadership – Emotional Intelligence”;
9. “Leadership – Manager as a Leader”;
10. “Leadership – Team Management”;
11. “Leadership – Self and Speaking Skills In Front of the Audience”;
12. “Training videos: from content to recording”;
13. Harnessing the capabilities and tools of artificial intelligence;
14. Application of Web of Science in practice: from study design to evaluation of results;
15. Digital assessment models in higher education;
16. Training sessions in video recording;
17. ADHD in adults: how it affects teaching, learning, and the learning process in general.

From February 2021, the ESF project “To strengthen the academic staff of Ventspils University of Applied Sciences in the areas of strategic specialization” (Project No. 8.2.2.0/18/A/009), the lecturers were able to start an internship with merchants in Latvia. The aim of the project is the targeted development of VUAS academic staff in order to improve the quality of the study process, ensure the development and renewal of academic staff competencies, as well as strengthen cooperation with external partners. Direction lecturers used this opportunity and there were active internships in various companies, such as SIA “Abyling”, AS “Cits Medijs”, SIA “Ventas Balss”, SIA “Skrivanek Baltic”, which not only raised staff knowledge about professional processes in the industry, but also strengthened the company and faculty active communication about study processes.

The pedagogical, scientific, as well as organizational work of the academic staff is assessed by reviewing the self-assessment report of the study direction at the meeting of the Faculty Council and by reviewing the report on the implemented professional development. The individual assessment of pedagogical staff is carried out in accordance with the rules of the VUAS on a unified remuneration system at the VUAS, taking into account the complexity of work, mental effort, cooperation, management function, responsibility for work results, responsibility for decisions, contribution of pedagogical, organizational and scientific work, education and professional experience necessary for the performance of the duties of the position, as well as additional annual review of individual maps of the results achieved by the academic staff with a doctoral degree. The municipality provides an additional bonus for lecturers with a doctoral degree. Students have the opportunity to express their opinion about the lecturer and his/her taught study course by participating in surveys on LAIS.

### **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.**

Implementation of the study direction in the 2023/2024 academic year is provided by 58 lecturers, of which 10 have been elected to the FoTS. The alignment of the academic, administrative and research workload of the academic staff takes place in cooperation between the deans of the faculties, the Human Resources Department and the Science and Development Department. In order for the academic load not to be too high, adversely affecting the quality of the work performed, if it exceeds 1.2 (pedagogical load), the approval of the load requires a separate decision by the Faculty Council and the VUA Senate.

In general, the pedagogical load on the lecturers is quite high, especially for the elected staff, which also leads to a lower number of teaching staff mobility. We are working on regrowth, and in the short term, we bring in guest lecturers (who help with both the transfer of industry knowledge to students and load balancing).

In the attachment:

1. basic information on the lecturers involved in the implementation of the study direction (Annex No. 2.8.);
2. biographies of instructors (Curriculum Vitae in Europass format) (Annex No. 2.9.);
3. confirmation that the knowledge of the official language of the academic staff involved in the implementation of the study programs corresponding to the study direction complies with the provisions on the scope of knowledge of the official language and the procedure for testing the knowledge of the official language for the performance of professional and positional duties (Annex No. 2.10.);
4. confirmation of the relevant foreign language proficiency of the lecturers involved in the implementation of the study program at least at B2 level according to the levels of the European Language Proficiency Assessment (Annex No. 2.11).

### **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.).**

Support for students in the study process is mainly provided by the faculty Administrative Assistant, who ensures the provision of information about the study process and related events and the arrangement of record keeping. On certain issues, students may turn to the specialists of the Study Department, the director of the study program, the Dean of the faculty. Support for foreign students is provided by the specialists of the Study Department in external relations.

Students can also turn to the heads of the relevant directions of the VUAS Student Council for support, for example, in academic matters, they can turn to the Head of the Academic Direction. Information and support for foreign students in visa processing, as well as in various household issues is provided by the Study Department specialists in external relations, as well as representatives of the Student Council, which supports students in solving various household and

emotional situations.

In career development, students are helped by the annual Career Days organized by the Student Council, where students have the opportunity to meet companies and institutions that offer workplaces for young professionals. Directors of study programs, as well as specialists of companies and institutions – guest lecturers, who inform students about opportunities to work in their represented companies and institutions, also help to establish contacts with employers' representatives.

Regulations “Regulations on Study Procedures at Ventspils University of Applied Sciences” (available:

[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Firp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520studiju%2520k%25C4%2581rt%25C4%25ABbu%2520Ventspils%2520Augstskola%25C4%2581-eb343320%2520\(1\).docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Firp.cdn-website.com%2F9945ff8b%2Ffiles%2Fuploaded%2FNolikums%2520par%2520studiju%2520k%25C4%2581rt%25C4%25ABbu%2520Ventspils%2520Augstskola%25C4%2581-eb343320%2520(1).docx&wdOrigin=BROWSELINK)) provide all VUAS students with the opportunity

to receive professional psychological or career support on study-related issues, as necessary, in cooperation with the Ventspils Education Administration. The student may apply for a consultation with a psychologist or career counselor by applying to the Study Department with a written application or in person. When assessing the student's application, the specialist of the Study Department may refer the student to a specialist of the Ventspils Education Administration or, if possible, to solve the situation in his/her competence.

## 2.4. Scientific Research and Artistic Creation

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

The scientific research of the study direction is carried out taking into account the goals and initiatives of the scientific development direction defined in the VUAs development strategy for the period from 2021 to 2027 (see the VUAS Strategy here, available only in Latvian: [https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA\\_Strategija\\_2021\\_2027.gadam-c87aff80.pdf](https://irp.cdn-website.com/f6b5d556/files/uploaded/VeA_Strategija_2021_2027.gadam-c87aff80.pdf)).

The academic staff involved in the study direction is highly qualified and competent in order to ensure the acquisition of the necessary research skills, theoretical knowledge, skills and competencies by the students. Most of the lecturers, in parallel with the study process, are also engaged in scientific research – there are elected researchers in the FoTS, thus linking the research work with the study work.

During the reporting period, VUAS participated in the implementation of several studies. One of them is the project of the Fundamental and Applied Research Programme of the Latvian Council of Science “**The Latvian Language of Science in the Intralingual Aspect**”, which took place in the period from 01.12.2018 to 01.12.2020 and aimed at conducting research on the macrostructure

and microstructure of the types of Latvian primary scientific texts in various fields of science using corpus linguistic techniques, analyzing the collocations and other elements of text formation used in them, thus promoting the use of a quality Latvian language of science in the national academic environment and preparing the prerequisites for further research of scientific discourse (more about the research can be read on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/lzvia>).

In the same period, from 2018 to 2021, the Erasmus + Strategic Partnership (KA2) project **“The Evolution of the Legal System and Profession: Translating into Diversity”** (“Systèmes juridiques et l’évolution d’un métier: traduire et interpréter dans la diversité”) was aimed at improving the quality of higher education and compliance with labour market requirements (comparison of study programs and integration of good practices), strengthening multilingualism (French and English + national languages) and multidisciplinary (language learning, translation, management, information and communication technologies), promoting international cooperation in higher education institutions (with further exchanges of university teaching staff and students), promoting the introduction of innovative activities in higher education (with the offer of new modules of independent work in the online environment), exchanging good practices in the field of education, especially on the issue of cooperation with internships (more about the project can be read on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/lsti>).

In addition, within the framework of the Erasmus + Strategic Partnership (KA2) program, the VUAS also participated in the project **“Distance Learning in the Work of Language Teachers”**, which, uniting partners from Finland, Estonia, the Czech Republic, Poland and Latvia, developed a methodology and maintained more than 200 tools and platforms capable of providing significant support to language teachers in the creation and implementation of online classes (more about the project can be read on the VUAs website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/tid>).

The National Research Program project **“Latvian Language”** started in 2018 and lasted until 2021. The aim of the project was to develop human capital, expand the knowledge base in linguistics and its interface sciences on the research and development of the Latvian language and the Livonian language, digitization and analysis of language resources, ensuring the availability of research results necessary for society, as well as to contribute to education and language acquisition and to strengthen the role and functions of the state language. The project carried out research in the fields of language ontology, sociolinguistics, including the monitoring of the language situation, Latvian grammar, lexicology and lexicography (in contact with information technology specialists), research of Latvian place names and personal names, Latvian terminology, Latgalian and Livonian vocabulary and grammar, expanding the knowledge base in linguistics and its interface sciences on the research and development of the Latvian language and Livonian language; developed and tested electronic language resources (Latvian dictionaries, Livonian database, Latgalian spelling tool) that would promote the availability of Latvian language and Livonian language resources in the Internet environment; using the principles of OPEN SCIENCE and OPEN DATA, the availability of research results necessary for society on the Internet and in Latvian and European public libraries was ensured; conducting extensive interviews and questionnaires, as well as research based on direct contact with language learners, provided proposals for the optimization of the acquisition of the Latvian language as a second language and a foreign language for responsible ministries, educational institutions, educators, parents (more about the project can be read on the website (available only in Latvian): <https://lavi.lu.lv/vpp-latviesu-valoda/>).

From 2018 to 2023, the project **“Improvement of the quality of the content of Ventspils University of Applied Sciences study programs, improvement of resource efficiency and**

**ensuring better management**” is being implemented under the Operational Programme “Growth and Employment”, within which competencies in various trainings have been improved for the staff, the methodology for the assessment of VUAS lecturers, the plan for the modernization of VUAS studies and other documents have been developed (more about the project can be read on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/lpn>).

From 2021 to 2024, the project **“Diversity of the Latvian Language in Time and Space”** of the State Research Program “Letonika for the Development of Latvian and European Society” will be implemented, the leading partner of which is the University of Latvia (UL). The aim of this project is to study the regional and historical peculiarities of the linguistic environment in Latvia, developing it as a safe and strong basis for national identity. To achieve this, five Latvian language dimensions are studied: dialects, language types, proper nouns (place names), history and language contacts (more about the project can be read on the UL website (available only in Latvian): <https://www.lu.lv/zinatne/programmas-un-projekti/nacionalas-programmas-un-projekti/letonika-latviskas-un-eiropiskas-sabiedribas-attistibai/latviesu-valodas-daudzveidiba-laika-un-telpa/>).

Another project with the involvement of representatives of the VUAS FoTS was the ERASMUS+ KA226 - Partnerships for Digital Education Readiness (Higher education) program project **“Germanic studies digitally”** from 01.05.2022 to 30.04.2023. During the project, a study material platform was created for the study of German language, literature, culture, didactics, linguistics and other subjects or Germanic studies at the university. The materials of the various study courses developed by the project partners – lectures, exercises, tasks and other, as well as methodological recommendations are posted on the platform. The study materials and methodological recommendations are developed mainly for German students. (more about the project can be read on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/%C4%A3erm%C4%81nistika-digit%C4%81li>).

By the end of 2023, the project **“Smart complex of information systems of specialized biology lexis for the research and preservation of linguistic diversity”** of the grant program of the Latvian Council of Science is being implemented. It started on January 01, 2021 and aims to develop an open access interactive and multifunctional data management system (hereinafter referred to as “IMDS”) with data storage, sorting and searching functions, as well as the possibility of retrieving statistical data for research and preservation of linguistic and terminological diversity (more about the project can be read on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/viedais-biolo%C4%A3ijas-speci%C4%81l%C4%81s-leksikas-inform%C4%81cijas-sist%C4%93mu-komplekss-lingvistisk%C4%81s-daudzveid%C4%ABbas-p%C4%93tniec%C4%ABbai-un-saglab%C4%81%C5%A1anai>).

Currently, a project **“Digitisation Initiatives for Improving the Quality of Studies in the Areas of Strategic Specialisation of Higher Education Institutions”** is being implemented together with cooperation partners – University of Latvia, Rezekne Academy of Technologies and Daugavpils University – for the period from 01.11.2022 to 31.12.2023. The project aims to strengthen digital capacity and implement digital initiatives in six Latvian higher education institutions in their areas of strategic specialisation by integrating technological solutions into the content and process of study courses. More information about the project can be found on the VUAS website (available only in Latvian): <https://www.venta.lv/zinatne/projekti/digi>.

The research projects implemented by the VUAS FoTS are in line with the strategic goals of the VeA, such as modernisation and digitalisation of the study offer, as well as scientific excellence and knowledge transfer to the economy.

The aim of the study programme is fulfilled by the research directions aimed at the identification and study of Latvian translation studies in both its theoretical and historical aspects, the

development and study of terminology, and the study of the study process aiming its development and improvement.

Teaching staff present the results of their research work at the annual scientific conference of the VUAS in December, a student scientific conference (April-May) is also organized once a year, where students present the results of their research.

The lecturers also participate in conferences organized by other Latvian universities and foreign universities, write scientific articles, participate in international scientific conferences, participate in national and international research and lead it, as well as, maintain regular communication with Ventspils state and Kurzeme region entrepreneurs, promote cooperation in the field of applied research.

#### **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 connection of research with the study process is characterized by the research work of the lecturers, the results of which are used to improve and update the content of the taught study courses, as well as to develop students' research skills. Work in scientific projects is integrated into the learning process, and participation in them expands the horizons of lecturers and raises their qualifications. The study, course, bachelor's and master's theses conducted by the lecturers are also mostly related to their field of research, as well as the results of their research are directly or indirectly used in the teaching of study courses in accordance with the study plans of the study programs implemented in the study direction, which are available as annexes to this report to the relevant sections of the study programs.

During the reporting period, several lecturers of the study direction have presented their research results international conferences abroad – senior researcher, prof. Jānis Sīlis, senior researcher, asoc.prof. Guntars Dreijers, senior researcher, asoc. prof. Jānis Veckrācis, senior researcher, asoc.prof. Astra Skrābane, senior researcher, asst. prof. Vita Balama, senior researcher, asst. prof. Egita Proveja, senior researcher, asst. prof. Silga Sviķe, asst. prof. Rafael Martin Calvo, Guest lector Sintija Ozoliņa, senior researcher, Guest asst.prof. Agnese Dubova, senior researcher, Guest asoc. prof. Dzintra Lele-Rozentāle. Participation in such conferences helps researchers to maintain international contacts, to be informed about the latest research in science, as well as to involve master's and bachelor's students in their research, leading their master's and bachelor's theses.

Several study direction lecturers, working in industry companies, can bring not only academic but also applied research experience to the faculty, offering students internship and final thesis topics.

#### **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.**

Some of the projects described in section 2.4.1 also involve international scientific cooperation, for details of which see section 2.4.1 above. All study programmes in this field of study benefit from these collaborations, as the lecturers involved in these collaborations pass on their knowledge and skills to the students, both in their studies and in their final theses, as well as by involving the students in various projects.

The international cooperation projects mentioned in 2.4.1 have established good contacts with partner universities. VUAS lecturers participate in conferences organised by them, thus encouraging the exchange of scientific ideas. It is also planned to resume the organisation of the biennial VUAS FoTS international conference "Bridging Languages and Cultures", which was interrupted during the Covid-19 pandemic. Future plans include the use of collaborative technologies in translation studies in the Bachelor cycle and the study of terminology in the Master cycle. For this purpose, FoTS plans to benefit from the cooperation in the International Consortium COLOURS.

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

The involvement of lecturers in scientific research at the VUAS is promoted in several ways. In accordance with Section 27 (2) and (4), as well as Section 28 (3) of the Law on Higher Education Institutions, the duties of professors and associate professors include conducting scientific research in the amount of 8-9 academic hours per week within their basic workload, if the workload of the academic staff is full-time.

The lecturers involved in the study direction have the opportunity to participate in the research projects implemented by the FoTS. The permanent, faculty-elected lecturers of the VUAS may also be elected to the positions of FoTS researchers and leading positions.

In accordance with the Regulation "On Additional Remuneration of Ventspils University of Applied Sciences Employees", additional remuneration is determined for the academic staff elected by the VUAS with a doctoral degree who has fulfilled one of the criteria referred to in Paragraph 3 of the Regulation in the previous two academic years. In accordance with these regulations, lecturers who have acquired the status of a Latvian Council of Science expert are granted a lump sum.

In accordance with the regulations on the procedure for granting funding for missions to participate in conferences, VUAS instructors are paid to participate in international scientific conferences – transport and accommodation expenses are covered and the participation fee for the conference is paid.

The lecturers following the procedure for announcing, applying, evaluating and approving internal research projects – the Regulations "Development of Scientific Activities at Ventspils University of Applied Sciences", are granted funding for research projects initiated by the lecturers. In accordance with these regulations, projects for the competition may be submitted to the VUAS by employees of the University who have a doctoral degree. The number of project promoters must include at least one master's student and/or doctoral student or young scientist (up to five years after obtaining a doctoral degree). It is desirable to involve students in the implementation of the project.

In accordance with the regulations on the procedure for granting academic leave for VUAS lecturers for scientific research or for carrying out scientific work outside their workplace, lecturers who have worked in VUAS academic positions for at least six years and who have used this type of leave not later than six years ago and for whom VUAS is the place of election are entitled to request paid academic leave of six calendar months for carrying out research work outside the workplace.

A summary of quantitative data on scientific and/or applied research activities during the reporting period (Annex No. 2.12) and scientific publications of the academic staff related to the study program in peer-reviewed publications or research achievements and patents over the last six years (Annex No. 2.13.).

**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.**

Research activity is an essential part of the implementation of the study program. In order to strengthen and develop students' research knowledge and skills, each bachelor's and master's study program includes a study course on the language of science, research methods, and methodology. In the bachelor's study program, three course papers must be developed in which skills to carry out research work must be demonstrated. In all study programs in the last semester, students must write a qualification, bachelor's or master's thesis. The best research papers are put forward for local or republican or foreign student scientific conferences, which in turn promote contacts with students involved in the research of other universities and thus help to broaden the horizons of the topical issues of the industry as well as other sectors. Participation in student scientific conferences can raise the grade in the process of defending a bachelor's or master's thesis. Thus, young researchers are motivated to engage in research work throughout the study period, starting with the first years of study.

Students are involved in scientific and applied research in several ways:

- 1) Coursework in 3 courses of study, which demonstrates basic skills in the development of a research thesis;
- 2) Internship in translation, during which 3 working days of research work are required on a topic proposed by the lecturers. These topics are related to the lecturers' research areas - translation theory and history, terminology, etc.
- 3) Annual student scientific conference, organised by VUAS or another university;
- 4) Involvement in one of the faculty's projects, e.g. "Digitisation initiatives for improving the quality of studies in the areas of strategic specialisation of universities".

Student activity is encouraged by prizes (VeA Student Research Conference), possible grade increase in a research-related course, satisfaction if the work is published.

**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.**

Process innovations include a slightly modernised way of aggregating curriculum and workload information across the faculty. As a compromise between Excel tables, in which it is difficult to retrieve the necessary information and databases, which require additional maintenance time and are difficult to learn for administrative staff without additional preparation, Google Docs was chosen, where all information about the courses taught in the astronomical year, lecturers, groups and other factors is entered. From this information, it is convenient to retrieve both the cost of study programs, study plans for examination, and the workload of lecturers. This facilitates the redistribution and organisation of workloads and represents a significant improvement on the previous process.

Since 1 November 2018, VUAS has been involved in the “Next Generation Micro Cities of Europe” project. During the implementation of the project, several innovative products have been developed for the implementation and use of digital solutions in the study process. These innovative products can be used by both VUAS employees and students.

One of these products is the VeApp information system, developed as a unique tool for daily learning and activity planning, information exchange and communication for the convenience of VUAS students and employees. VeApp is available for iPhone, iPad and Android smartphone users. In the app, users can view their current learning or event calendar, find and communicate with lecturers and VUAS staff, and quickly find lecture rooms at the university.

With the in-app enrollment feature, students can easily tag themselves in lectures and events using smartphones to scan QR codes that appear on special LCD screens next to the most commonly used classes. These screens will show a list of lectures, any published changes, and QR codes required for digital registration via smartphone. In addition, the app serves as an informative platform through which important announcements about news and opportunities at the university can be shared in real time. Meanwhile, VeApp's content control system allows VeA's administrative staff to easily and securely control app sections and content in real time, allowing them to quickly and efficiently adapt to different levels of change.

Other innovative advances and improvements include the new video studio, which serves as a tool for creating new materials and upgrading existing ones. The studio provides professional filming, light and sound equipment, as well as high-end editing and recording software. The machine and software can be used for streaming and online lessons, video recording and editing for various purposes. For example, in the autumn of 2021, material was filmed in the video studio and a study course in the amount of 1 credit point was created, which is offered to students as a free choice study course - "Computer Game Localization".

As previously mentioned, VUAS participates as a partner in the project “Digitisation Initiatives for Improving the Quality of Studies in the Areas of Strategic Specialisation of Higher Education Institutions” (01.11.2022 - 31.12.2023). The aim of the project is to strengthen students' digital competencies by implementing a series of activities to integrate various digital solutions into study courses. All project activities make a significant contribution to the development of the digital skills of students of the FoTS and the Faculty of Economics and Management (FEM), thus also to the compliance of VUAS graduates with the requirements of the labour market.

Since last November, the VUAS has been implementing the project “Digitisation Initiatives for Improving the Quality of Studies in the Areas of Strategic Specialisation of Higher Education

Institutions”, in which the Rezekne Academy of Technology, Daugavpils University, University of Latvia, Latvia University of Life Sciences and Technologies, Turība University, SIA “WeAreDots” and SIA “Baltic Computer Academy” are involved as partners. Several project activities also involve the LBTU agency “Malnava College of the Latvian University of Biosciences and Technologies”. In 2023, the FEM and FoTS lecturers started work on the creation of new study courses, as well as the renewal of existing study courses. Alongside to the study courses, the work is carried out by the academic staff at all five higher education institutions involved in the project (Rezekne Academy of Technology, Daugavpils University, University of Latvia, Latvia University of Life Sciences and Technologies, Turība University, SIA “WeAreDots”, SIA “Baltic Computer Academy”, LBTU Agency “Malnava College of Latvian University of Biosciences and Technology”), and as a result, 77 study courses will be digitized.

A special contribution of the FoTS study program “Translation and Language Technology” to this project is the launched e-platform “Language Technology Terms”, which involves students and lecturers. This platform will be usable by everyone interested in language technology terms.

## **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 development of study programmes in this field of study at FoTS is carried out in cooperation with representatives of employers in the sector, who participate in both the development of new study programmes and the updating of existing study programmes.

Employers' representatives supervise and review bachelor's and master's theses, take part in their defence, lecture at study courses, provide opportunities to visit companies/institutions and get acquainted with their activities, offer internships to students. Cooperation in these areas allows to assess students' readiness for the profession (internship in translation agencies), skills and abilities in research (development and defence of bachelor and master theses), because in both cases the opinion of employers and members of the State/Final Examination Commission, after its discussion in the FoTS Council, forms the basis for the next steps in the improvement of the study programme.

Cooperation with the Ventspils City Municipality is very important for VUAS. The municipality financially supports the University by signing a cooperation agreement each year, which sets out the University's achievable performance results, and provides support for the University's marketing activities and faculty motivation, which in turn ensures a stable and favourable working and study environment.

In order to support the culture of innovation at VUAS and to promote the commercialisation of research results, cooperation has been established with business support organisations -the Investment and Development Agency of Latvia (LIAA), LIAA Business Incubator in Ventspils,

Ventspils Municipality Business Support Centre, VATP Business Incubator. Within the framework of the LIAA Technology Transfer Promotion Programme, seminars have been held for the academic staff and students of the University on intellectual property protection issues, and VUAS has submitted several applications to the above-mentioned support programme. VUAS is one of the founding members of the Ventspils High Technology Park (VATP). The mission of the VATP is to promote the development of companies and products in advanced industries and to contribute to increasing competitiveness. The VATP Business Incubator is located in the premises of VUAS. All these activities also contribute to broadening the background knowledge of students of Translation and Language Technology, which is essential in the preparation of a new professional.

The Faculty has cooperation with the Ventspils Education Board. The cooperation is implemented on the basis of service agreements, according to which students of 8-12 grades in Ventspils region have the opportunity to attend the Young Translators' School - 8 classes taught by FoTS lecturers, providing an insight into the profession of translator and interpreter, as well as the role of intercultural communication in this work, free of charge. This form of cooperation allows to attract new applicants to the field of study, who are more aware of the specifics of the upcoming studies and the results to be achieved.

VUAS has a cooperation agreement with the University of Latvia and Riga Technical University. The agreements allow students from one university to study courses at the other university, in accordance with their individual study plans. This cooperation allows for an increased range of free-choice study courses.

In 2020, cooperation with the Riga Technical University Liepaja Academy (previously Liepaja University) and Daugavpils University was launched to develop a new joint doctoral programme. The programme is implemented since September 2022.

Cooperation also takes place during career days, seminars and conferences, other events, as well as during personal contacts between lecturers. Employers also provide financial support, both by sponsoring events and by providing scholarships to students. As an example, the scholarship of SIA "Bucher Municipal", VUAS FEM graduates Mārtiņš Lauva created scholarship for prof. A.Klauss scholarship, SIA "HansaMatrix" scholarship, as well as Ventspils State ICT scholarship. Although these scholarships are mostly aimed at students of the FEM and FIT faculties, FoST students can also be nominated for them.

Companies and institutions are selected for potential cooperation on the basis of overlapping fields of activity, i.e. one company may be eligible for cooperation with different study programmes. Often, good candidates are companies where our graduates work and where employers are satisfied with them, and experience shows that our graduates' training matches what they need. In order to establish mutual cooperation, partners need to understand whether there is potential for such cooperation and whether both sides gain from it, as well as what the short and long-term benefits are and what the opportunities for development are. Most often, such cooperation is consolidated through cooperation agreements.

For example, cooperation with SIA Skrivanek Baltic has contributed to changes in the study programme in the direction of translation technologies, as both the students' internship in this translation agency and the teachers' internship within the project have convinced that it is necessary to strengthen the acquisition of modern translation technologies already in the study process.

Representatives of the Baltic-German Chamber of Commerce take part in the defence of the Bachelor and Master theses and give their assessment of the relevance and applicability of the theses in business.

Bilateral agreements between the university and the company or institution are used to attract partners.

**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.**

Cooperation with foreign institutions within the study field is mainly through exchange of lecturers and students. The cooperation is meaningfully designed so that its potential results are in line with the strategy of the VUAS and the aim of the study field.

The VUAS has concluded more than 50 Erasmus+ cooperation agreements with universities in about 20 countries, which provide for mobility of FoTS staff and/or students for teaching (lecturers) or learning (students) courses, as well as for internships (Erasmus+ cooperation university map: <https://padlet.com/helenakoha/erasmus-map-6ckvc66zru4e0662>). The list of Erasmus+ partner universities can be found in the "International Cooperation" section of the VUAS website. Each year, mobility of students and lecturers to the respective partner universities takes place. The partner universities are selected on the basis of the overlap between their fields of study and the study programmes of FoTS. For translation, universities with working language combinations that are somewhat similar to those of FoTS (e.g. EN-RU-EN, EN-DE-EN) are sought. In any case, mobility allows broadening horizons in terms of intercultural communication, teaching methods and the specificity of the academic environment.

For example, as part of the move towards strengthening translation technology courses in the curriculum, TSF strengthened its contacts with Porto ISCAP, with which it collaborated in the Erasmus 2018-1-LV01-KA203-046965 project, as the Porto project demonstrated the university's good technical equipment and its use in translation studies. After the mobility of several lecturers in the Erasmus+ project, it was possible to get to know the good practices of this university in order to try to replicate them.

The Master's programme "Translation of Applied Texts" is part of the prestigious international EMT (European Master of Translation) network, where various seminars and webinars allow to get acquainted with new trends in translation education at international level.

The partners are mostly Erasmus project partners, as well as partners active in the EMT network.

In the future, TSF hopes to extend this cooperation to members of the COLOURS consortium, which has acquired the status of a European university.

**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.

Various activities are carried out to attract foreign students:

- attend educational exhibitions abroad;
- information on education platforms where potential students look for opportunities to study abroad;
- potential students are also approached via social networks and agents;
- webinars for students and agents to promote the dissemination of truthful and complete information.

The VUAS specialists responsible for attracting international students contact potential students and agents and provide all necessary information about study opportunities at VUAS, life in Ventspils and Latvia, immigration and living issues. Students are supported not only before they start their studies, but also during their studies and often after they graduate from VUAS. VUAS has signed a good practice agreement with the Ministry of Education and Science on attracting international students, and is a member of the Higher Education Export Association.

The mechanisms for attracting foreign academic personnel are personal contacts of academic staff, participation in conferences, cooperation within projects, research, events, and advertisements. Access to infrastructure and resources is provided to the same extent as for local staff. During the reporting period, foreign lecturers were attracted to the study programmes within the project “Strengthening Excellence and Capacity of Ventspils University of Applied Sciences as a Scientific Institution” (No. 8.2.2.0/18/A/009). The project was launched in 2018 with a call for applications on the EURAXESS portal, as well as in the “Latvijas vēstnesis”, on the Ministry of Education and Science website and on the VUAS website. Several lecturers were selected in the framework of the competition, and in the 2018/2019 academic year Aline Remael, Professor at the University of Antwerp, started her work in the professional bachelor's programme “Translation”, later “Translation and Language Technology”, with the study course “Translation Theory and Research: A study module on AVT Media Accessibility, Hybrid Forms of Interpreting, Research Methodology” and Professor Francesca Bianchi from the University of Salento with the courses “Corpora in Translation Studies”, “Audiovisual Translation: Subtitling” and “Translation of Audiovisual Texts”, whose lectures were recorded and distance learning courses with video recordings, presentations, assignments and final tests were created. In 2022, cooperation with Professor Violeta Stojičić of the University of Niš started on the courses “Contrastive Linguistics”, “Cognitive Linguistics” and “Introduction in Linguistics”. This cooperation continues in the courses “Lexicology and Terminology I” and “Introduction in Linguistics and Contrastive Linguistics”, which are taught remotely. The project also involved cooperation with Dens Dimiņš, a doctoral student at the University of Reykjavik in Iceland, who taught the free choice course “Literary Translation for Creativity” and replaced guest lecturer Aiga Veckalne in the course “Introduction to Linguistics”.

Outgoing and incoming mobility of students in VUAS as a whole and in FoTS in the academic years 2020/2021 and 2021/2022 has decreased due to the COVID-19 pandemic. The drop-out of students is due to their exmatriculation by the VUAS or of their own choice. The most frequent reasons for expulsion from the VUAS are failure to return on time from final examination status or interruption of studies, or failure to fulfil academic and financial obligations. When VUAS expels students, it does so without the consent of the students, who are informed of the fact that they are being expelled. Otherwise, students are expelled voluntarily. In these situations, students are asked to fill in an exmatriculation questionnaire. Analysing the questionnaires filled in by the students, it can be observed that students have discontinued their studies in the Bachelor study programme

“Linguistics and Language Technology”, mainly for personal reasons. Students have changed their place of residence, they have encountered financial problems, the chosen study programme is too difficult or they have chosen to work in another field, which has led to the discontinuation of their studies. The questionnaires also indicate an inability to combine studies and work. Additionally, between 2 October 2020 and 1 October 2022, students who have been exmatriculated have interrupted their studies due to the spread of the COVID-19 virus, as they have faced challenges in their lives, both financially and emotionally, and the pandemic has had a significant impact on the willingness of existing students to go on mobility.

Before the major changes introduced in 2021, the study programme "Translation" could be studied in a combination of English - Russian - German, with Latvian as a compulsory elective course at the basic A1 - A2 level. Unfortunately, the fragmentation of the study programme and the small number of students in this sub-specialisation proved to be unprofitable, so that foreign students cannot study the programme to its full extent, as it is conducted in Latvian. Anyway, additional admission requirements may apply to foreign students of Latvian origin with knowledge of Latvian as their mother tongue.

Some study courses delivered in English are offered to Erasmus mobility students from abroad.

Table 2.17 shows that during the reporting period more foreign lecturers have taught at FoTS than FoTS lecturers have gone on mobility abroad. This is due to the relatively heavy workload at the VUAS. The majority of visiting lecturers at VUAS were from Turkey. On the other hand, FoTS lecturers have travelled several times to France, Germany and also Turkey.

The mobility of lecturers of the Master's study programme "Translation of Applied Texts" has been low, which is explained by the fact that the exchange of information takes place mainly online in webinars organised by the EMT network.

As regards outgoing and incoming mobility of students and teaching staff, it has been relatively stable, with a drop only due to the COVID-19 pandemic.

In the attachment:

1. statistical data on foreign students and staff (Annex 2.15);
2. statistical data on student mobility by study programme (Annex 2.16);
3. statistics on outgoing and incoming mobility of teaching staff (Annex 2.17).

## **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.**

In the previous accreditation of the study field, in year 2013, international experts made recommendations for the field of study “Translation” that concern the entire field of study, for example, that the French language should be better represented in the study programmes of the

field of study “Translation”, the results of research work of lecturers and students should be better used, for example, by creating a database of the best bachelor and master theses in translation, cooperation with employers should be promoted in order to develop strategic plans for future development. The recommendations also include a call for stronger cooperation between translation study programmes in Latvia and the Baltic States.

Three of the recommendations made by the experts have been fully implemented: a database of the best Bachelor's and Master's theses has been created and is freely available in the VUAS library in printed form and on the *academia* website in electronic format for anyone interested; employers' representatives are included in both the study programme council and the Final/State Examination Committees of the field of study, and employers' representatives – industry specialists – are also included in the teaching of study courses; cooperation with three higher education institutions in Lithuania and two higher education institutions in Estonia within the Erasmus+ project has been established and strengthened, facilitating the exchange of student learning and practice experiences at Baltic level, as well as the mutual transfer of knowledge among academic and administrative staff within the framework of experience and teaching mobility.

In 2013, the recommendations made by the experts during the accreditation process, which could be implemented, had a positive impact on the field of study and its corresponding study programmes. During the reporting period, links with HEIs implementing similar study programmes have been strengthened, and opportunities for student and staff mobility have increased (e.g. Porto ISCAP, University of South Bohemia in Ceske Budejovice). Cooperation with employer companies (Skrivanek Baltic Ltd.) has become closer during the reporting period. The database of students' bachelor theses and master theses topics helps students and teaching staff to choose a research direction and topic by suggesting it.

The only recommendation that has not been implemented due to circumstances beyond the control of the VUAS is the increase of the ECTS amount for French as a 3rd foreign language. In particular, once the level of French B1 is reached in secondary education in Latvia, it could be included as a second working foreign language in VUAS. For a detailed overview of the implementation of the recommendations, see Annex 2.18 of the self-assessment report.

#### **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 in the reporting period: significant changes have been made to the bachelor's study programme “Translation and Language Technology” and the master's study programme “Translation of LSP (Language for Special Purposes) Texts”.

##### **Key recommendations from evaluation experts**

##### **In the process of making significant changes to the bachelor's programme “Translation and Language Technology”:**

- **Constantly ensure that the necessary technology is available and that translation tools are updated.**

In 2023, the Dig-IT project was used to set up a simultaneous translation laboratory and to implement the latest software for translation. The material and technical equipment in the university's computer auditoriums and laboratories is regularly updated, and access to research databases, data processing and document production software is ensured.

- **The university administration should ensure that the workload of the teaching staff adequately reflects the work required for the implementation of the relevant course of study. For example, currently it is not adequate for the implementation of the content of the translation studies (the load does not allow sufficient time for the checking of the students' written text).**

A new system of work accounting has been established at the VUAS, as well as the course descriptions have been redesigned according to the unified university format, ensuring a detailed, unambiguous distribution of contact hours and independent work, criteria for evaluation of the study course results and achievable results, therefore the recommendation has been fulfilled.

#### **In the process of making substantial changes to the master's programme “Translation of LSP (Language for Special Purposes) Texts”:**

- **In order to meet the specific objectives defined by the field of study and to ensure the implementation of a second foreign language as a working language in the study programme, in those study courses where French or German terminology is offered, to supplement the course learning outcomes with the acquisition of terminology in these languages - to be completed by the meeting of the Study Quality Committee.**

The study programme has been restructured by reducing the number of foreign languages of instruction and making English the main foreign language of instruction, which is taught in all direct translation courses of the study programme.

- **In order to meet the requirements of the Standard for the Profession of Translator, to impose an additional requirement in the entrance examinations - knowledge of a second foreign language - for potential students who have not acquired a second foreign language at Bachelor level, or who cannot prove their knowledge of a foreign language at the appropriate level with a valid document (e.g. a Bachelor's diploma and its supplements certifying completion of a lower level study programme without a certificate of acquisition of the specific foreign language at the appropriate level) - to be completed by the meeting of the Study Quality Commission.**

The study programme has been transformed into an academic study programme, losing the need to meet the requirements of the Standard for the Profession of Translator, therefore the recommendation has not been met.

- **In order to enable students to fully participate in the study process, an additional requirement on Latvian language proficiency at C1 level for potential students whose native language is not Latvian should be included in the entrance examination (Latvian language test) - to be fulfilled by the meeting of the Study Quality Commission.**

The admission rules for the respective study programme include a compulsory entry requirement of Latvian language proficiency at least at C1 level for students from Latvia, EU, EEA or Schengen area countries, as well as a centralised requirement for all study programmes implemented by the university in Latvian of compulsory Latvian language proficiency at least at B2 level.

- **In order to ensure the implementation of the programme with high-quality content and to fully meet the interests of the students, to review and clarify the course descriptions, eliminating the inaccuracies indicated in the opinion above, including clarifying the number of contact hours in the study course “Editing of Applied Texts II”, assessing the proportion of lectures and practical classes, providing for more classes for seminars/practical work in study courses oriented towards the acquisition of practical skills, coordinating also the types of organisation of independent work, the forms of examinations in the study course and the requirements for obtaining credit points, as well as specifying the number of lectures and seminars required for the acquisition of the topics mentioned in the course content - to be completed by the meeting of the Study Quality Commission.**

The study programme has been transformed into an academic study programme by reducing the duration of the study programme to one year and proportionally reducing the number of study courses included in the study programme, as well as by transforming the course descriptions into a uniform university format.

- **To supplement the mapping of study courses with the learning outcomes to be achieved in the second foreign language, as well as to provide for the core literature in these foreign languages - to be completed by the admission of students to this study programme.**

The study programme has been transformed into an academic study programme by aligning the outcomes of the study programme with the content of the programme, and the descriptions of all study courses included in the study programme have been revised by aligning the outcomes of the study courses with the outcomes of the study programme and updating the list of required and additional readings for each study course.

- **To find a possibility to expand the range of applied texts within the framework of existing study courses or individual research projects (e.g. coursework) to include, e.g., translation of medical texts - to be completed by the accreditation of the field of study.**

The study programme has been transformed into an academic study programme by adapting the content of the study courses included in the programme, as well as including study courses in translation of industry and applied texts.

For a detailed overview of the implementation of the recommendations, see Annex 2.18 of the self-assessment report.

# Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1-1_appendix_Main internal acts and regulations_ENG.docx (1).pdf	1-1_pielikums_Saraksts ar galv ieks dok_LV.docx (4).pdf
The management structure of the higher education institution/ college	1-2_appendix_VeUAS Management structure_ENG.pdf	1-2_pielikums_VeA parvaldības 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_appendix_Studiju attīstības plans_2021-2027_ENG.pdf	2-1_pielikums_Studiju_attīstības_plans_2021_2027_LV.pdf
The management structure of the study field	2-2_appendix_studiju virziena pārvaldības shēma-TVT-TT_ENG.png	2-2_pielikums_studiju virziena pārvaldības shēma-TVT-TT_LV.png
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	2-3_appendix_agreement-on-overtaking-students_EN.docx	2-3_pielikums_vienosanas-par-studejoso-parnemsanu_LV.docx
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.	2-4_pielikums-appendix_kompensācija-compensation.pdf	2-4_pielikums-appendix_kompensācija-compensation.pdf
Standard sample of study agreement	2-5_appendix_stud_liguma_paraugs_ENG.pdf	2-5_pielikums_stud_liguma_paraugs_LV.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2-6_appendix_Aptauju rezultātu vizualizācijas_ENG - TVT_LTT.docx.pdf	2-6_pielikums_Aptauju_rezultātu_analize_TVT_TT.docx.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	2-8_appendix_Studiju virziena mācībspēki_TVT_TT_EN.xlsx	2-8_pielikums_Studiju_virziena_mācībspēki_TVT_TT_LV.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	2-9_CV_Tulkošanas_virziens_EN.pdf	2-9_CV_Tulkošanas_virziens_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.	2-10_pielikums-appendix_latviesu-valoda_latvian-language.pdf	2-10_pielikums-appendix_latviesu-valoda_latvian-language.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	2-11_pielikums-appendix_anglu-valoda_english-language.pdf	2-11_pielikums-appendix_anglu-valoda_english-language.pdf
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	2-12_appendix_kvantitative teaching staff scientific results_ENG.pdf	2-12_pielikums_LV_EN_kvantitatīvie_dati_TVT_TT.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2-13_appendix_TVT_TT_EN.docx	2-13_pielikums_TVT_TT_LV.docx.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2-14_Appendix_List of Cooperation Agreements_Tulkosana.docx.pdf	2-14_pielikums_Sadarbības_ligumu_saraksts_Tulkosana.docx.pdf
Statistical data on the teaching staff and the students from abroad	2-15_appendix_Stats dati par arvalstu stud un macībspēkiem_LV_Tulkošanas_virziens.pdf	2-15_pielikums_LV_Stats_dati_par_arvalstu_stud_un_macībspēkiem_Tulkošanas_virziens.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2-16_appendix_Stat dati par studejoso izej un ienak mobilitāti_EN.pdf	2-16_pielikums_Stat_dati_par_studejoso_izej_un_ienak_mobilitāti_LV.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	2-17_appendix_Stat dati par macībspēku mobilitāti_ENG.pdf	2-17_pielikums_Stat_dati_par_macībspēku_mobilitāti_LV.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	2-18_appendix_Rekomendāciju izpildes pārskats_tulkošana_11.05..docx (2).pdf	2-18_pielikums_Rekomendāciju_izpildes_pārskats_tulkošana_11.05..docx (2).pdf
An application for the evaluation of the study field signed with a secure electronic signature	2-19_appendix_application.edoc	2-19_pielikums_iesniegums.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
Galveno iekšējo lēmējinstāciju raksturojums_LV	1-3_pielikums_Galveno lemejinstituciju raksturojums_LV.pdf
Description of the main internal decision-making bodies_EN	1-3_appendix_Characteristics of main decision making institutions_ENG.pdf
2-19_Ar drošu elektronisko parakstu parakstīts iesniegums studiju virziena novērtēšanai_ENG	2-19_appendix_TVT_TTL_EN_signed.edoc
2-7_appendix_Teaching staff compliance_ENG	2-7_appendix_stud-virziena-macibspeku-atbilstiba-SPSR_EN.pdf
2-7_pielikums_Mācīb spēku atbilstība_LV	2-7_pielikums_stud-virziena-macibspeku-atbilstiba-SPSR_LV.pdf
6_pielikums-appendix_rikojums-par-pareju-uz-ECTS_only in Latvian	6.pielikums_rikojums-par-pareju-uz-ECTS_ONLY LV.edoc
7_pielikums_atzīšanas_paraugs	7_pielikums_atzīšanas_protokols.pdf
Puce_Rendijs_20040026.pdf	Puce_Rendijs_20040026.pdf
BD_vadītāja_atsauksme_Rendijs Pūce.docx.pdf	BD_vadītāja_atsauksme_Rendijs Pūce.docx.pdf
RECENZĪJA Rendijs Puce.docx	RECENZĪJA Rendijs Puce.docx
RECENZĪJA Rendijs Puce.docx	RECENZĪJA Rendijs Puce.docx
BD_recenzija_E.Sileniece_2024.pdf	BD_recenzija_E.Sileniece_2024.pdf
Sileniece_Egita_20040011.pdf	Sileniece_Egita_20040011.pdf
BD_vadītāja_atsauksme_Santa_Stumbre.docx	BD_vadītāja_atsauksme_Santa_Stumbre.docx
Stumbre_Santa_20040002.pdf	Stumbre_Santa_20040002.pdf
Kovale_Kristina_220199.pdf	Kovale_Kristina_220199.pdf
MD recenzija K. Kovale JV (4).edoc	MD recenzija K. Kovale JV (4).edoc
MD_darba vadītāja_atsauksme.docx	MD_darba vadītāja_atsauksme.docx
Sedola.docx	Sedola.docx
Sedola_Linda_220082.pdf	Sedola_Linda_220082.pdf
Hartmane_Solveiga_220156.pdf	Hartmane_Solveiga_220156.pdf
MD_recenzija_LV_Solveiga Harmane (1).edoc	MD_recenzija_LV_Solveiga Harmane (1).edoc
MD_vaditaja_atsauksme S. Hartmane (1).edoc	MD_vaditaja_atsauksme S. Hartmane (1).edoc
LV-2_Saņemtie eksemplāri pēdējos trīs gados Valodniecībā (pašvaldības finansējums).xlsx	LV-2_Saņemtie eksemplāri pēdējos trīs gados Valodniecībā (pašvaldības finansējums).xlsx
LV-2_Saņemtie eksemplāri pēdējos trīs gados Valodniecībā (valsts finansējums).xlsx	LV-2_Saņemtie eksemplāri pēdējos trīs gados Valodniecībā (valsts finansējums).xlsx
LV-3_Prakses vadītāju_Darba devēju aptauja TSF.pdf	LV-3_Prakses vadītāju_Darba devēju aptauja TSF.pdf
LV-4_TSF_programmu_studiju_plānu_pedagoģisko_slodzu_dati_%.docx	LV-4_TSF_programmu_studiju_plānu_pedagoģisko_slodzu_dati_%.docx
LV-5_programmas-pieprasijums-darba-tirgu.docx	LV-5_programmas-pieprasijums-darba-tirgu.docx
LV-6_Agnese LUKEVICA_Prakses pārskats_2023.pdf	LV-6_Agnese LUKEVICA_Prakses pārskats_2023.pdf
LV-6_Prakses pārskats Berestova_Tulkosana_bakalaura.pdf	LV-6_Prakses pārskats Berestova_Tulkosana_bakalaura.pdf
LV-7_Nolikums par akadēmisko godīgumu_6.3.punkts-4.pielikums.pdf	LV-7_Nolikums par akadēmisko godīgumu_6.3.punkts-4.pielikums.pdf
LV-8_VeA_īestājpārbaudījums_LV.pdf	LV-8_VeA_īestājpārbaudījums_LV.pdf
LV-7_paziņojums_LAIS.png	LV-7_paziņojums_LAIS.png
VeA_īesniegums_akreditācijai_precizets.edoc	VeA_īesniegums_akreditācijai_precizets.edoc

# Translation and Language Technology (42227)

Study field	<i>Translation</i>
ProcedureStudyProgram.Name	<i>Translation and Language Technology</i>
Education classification code	<i>42227</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Astra</i>
Surname of the study programme director	<i>Skrābane</i>
E-mail of the study programme director	<i>astra.skrabane@venta.lv</i>
Title of the study programme director	<i>Dr. philol.</i>
Phone of the study programme director	<i>+371 26464079</i>
Goal of the study programme	<p><i>To prepare professionals who can:</i></p> <ol style="list-style-type: none"> <li><i>1) Successfully complete translation assignments of varying degrees of difficulty in the language combinations they have acquired, working in Latvian state administration institutions, as well as in international organizations, especially EU institutions, demonstrating the ability to independently master a wide range of texts in the fields to be translated, as well as to effectively organize the execution of large-scale translation assignments;</i></li> <li><i>2) be familiar with and use the terminology used in the sub-discipline, and solve current terminology problems in the relevant working languages;</i></li> <li><i>3) edit their own and other translated texts, and use modern translation technologies and resources (such as computer-assisted translation software and databases) in the translation process;</i></li> <li><i>4) analyze, evaluate and apply scientific research in their field;</i></li> <li><i>5) independently carry out research in translation studies and linguistics and format it in accordance with the requirements;</i></li> <li><i>6) use sector-related legislation;</i></li> <li><i>7) respect the professional ethics of the industry;</i></li> <li><i>8) solving professional communication problems.</i></li> </ol>

Tasks of the study programme	<p><i>The objectives of the study programme are:</i></p> <ol style="list-style-type: none"> <li><i>1) to provide students with the necessary theoretical knowledge, as well as a set of practical skills and competences for the provision of professional-level interpreting and translation services in sectors of the national economy (business, marketing, commercial law, etc.);</i></li> <li><i>2) to pursue advanced studies that enable them to independently develop translation methodologies and carry out translation assignments in increasingly new fields, as well as to continue their studies to achieve higher levels of qualification;</i></li> <li><i>3) to contribute to the competitiveness of graduates in the labour market by developing the study programme in a changing social, economic and political environment;</i></li> <li><i>4) to develop students' general skills and competences by promoting the development of communicative and digital skills, analytical and critical thinking, creativity, civic responsibility, the ability to successfully manage oneself and work in a team, to take responsibility for the results of performance, ensuring successful personal development;</i></li> <li><i>5) to cooperate with other universities, institutions, organisations, employers, attracting highly qualified and professional teaching staff for the implementation of the programme in order to provide training that meets the modern requirements;</i></li> <li><i>6) to establish close links between the study process and real practice in order to prepare competitive specialists.</i></li> </ol>
Results of the study programme	<ol style="list-style-type: none"> <li><i>1) Understanding and knowledge of the theoretical frameworks and recent developments in linguistics and translation;</i></li> <li><i>2) Ability to provide a high quality interpretation or translation service in a company, institution or organisation;</i></li> <li><i>3) Ability to use the latest information and communication technologies for translation (interpreting and translation);</i></li> <li><i>4) Ability to analyse and evaluate own work or the work of another translator;</i></li> <li><i>5) Understanding and knowledge of employment legislation, ability to observe professional ethics.</i></li> <li><i>6) Ability to carry out research of scientific value in translation studies, to be involved in the development of terminology</i></li> <li><i>7) Understanding and knowledge of the rules and regulations applicable to the profession.</i></li> </ol>
Final examination upon the completion of the study programme	<i>bachelor thesis</i>

## Study programme forms

### **Full time studies - 4 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>

Duration in month	0
Language	<i>latvian</i>
Amount (CP)	240
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>professional bachelor's degree in Translation</i>
Qualification to be obtained (in english)	<i>Translator and Interpreter</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

## 3.1. Indicators Describing the Study Programme

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

The bachelor's study programme "Translation and Language Technology" was established as a result of significant changes to the professional bachelor's study programme "Translation". The changes were made in 2021. The following changes were implemented from the autumn semester of 2021, taking into account the needs and suggestions of employers, student recommendations, recommendations of the previous programme evaluation committee and industry trends:

1. The structure of the study programme has been changed: instead of the previous specializations (English-Latvian-German, Russian-English-German and German-Latvian-English translation), a programme with two working foreign languages has been created, the first of which is English and the second – German, Spanish, French or Russian (according to the language learnt in secondary education);
2. The name of the study programme was changed to "Translation and Language Technology" (formerly: "Translation");
3. Several study courses related to translation technology have been introduced: "Introduction to Computer-aided Translation", "Practical Management of Written Translation", "Machine Translation Post-editing";
4. some existing courses have been combined, e.g. "Introduction to Linguistics and Contrastive Linguistics" (previously two separate courses).

As a result of the significant changes, several study courses were improved, including digitisation, their content was updated and enhanced, their volume was changed, and new study courses were created, such as "Language Technology", "Practical Management of Written Translation", "Machine Translation Post-editing".

The changes in the bachelor's study programme "Translation and Language Technology" are aimed at promoting the quality of higher education and ensuring the training of highly qualified, innovative and competitive specialists in the field of translation in a multicultural society. Analysing the requirements of the modern labor market, recommendations of cooperation partners and industry companies, as well as using its own resources, VUAS FTS in 2021 decided to make significant changes in the professional bachelor's study programme "Translation" and to establish and implement it as the professional bachelor's study programme "Translation and Language Technology".

In the framework of the evaluation and accreditation procedure, the number of study programme implementation versions is reduced, providing for the future implementation of only the full-time face-to-face study programme version with Latvian as the main working language and optional foreign language acquisition in the study programme content.

With the transition to the European Credit Transfer and Accumulation System, where one Latvian

credit point corresponds to one ECTS point according to the amendments to the Law on Higher Education Institutions, the content of the study programme has been proportionally aligned by changing the volume of study courses according to a common approach established at Ventspils University of Applied Sciences, which is regulated by the April 24, 2024 order No.210 of the vice-rector of studies of Ventspils University of Applied Sciences (see Additional Appendix No.6). The credit volume of all study courses has been increased by 0.5 times in terms of credits, e.g. a two-credit course is now a three-credit course.

**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, code, degree to be obtained, as well as the aim and objectives of the professional bachelor's study programme "Translation and Language Technology" of the study field "Translation" comply with the Regulations on the Classification of Latvian Education (Cabinet of Ministers Regulations No 322, adopted 13.06.2017). The knowledge, skills and competences defined in this study programme correspond to the descriptions of knowledge, skills and competences corresponding to level 6 of the Latvian Qualifications Framework (LQF), as defined in the Regulations "Regulations on Latvian Classification of Education". The bachelor study programme "Translation and Language Technology" and its goals are in accordance with the mission and future vision of Ventspils University of Applied Sciences as formulated in the Development Strategy 2021-2027 of Ventspils University of Applied Sciences approved in 2021. The study programme is implemented in Latvian in the form of full-time study (4 years). The part-time studies included in the Annex to the Decision No 2021/07-I of the Study Quality Committee have not yet been implemented due to lack of academic staff resources.

**Analysis of the correlation between the programme title, code, degree, professional qualification, aims and objectives, learning outcomes and admission requirements.**

The tasks, knowledge, skills and competences required for the job of translator are defined in the Professional Standard for Translators, approved by the Tripartite Cooperation Sub-Council for Professional Education and Employment at its meeting on 15 February 2012, Protocol No 2. The full text of the document is available at the electronic link:

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0102.pdf>. The professional standard specifies that the Professional Qualification of Translator corresponds to the sixth level of professional qualification (PQL 6) with occupational code 2643 10.

The tasks, knowledge, skills and competences required for the job of interpreter are laid down in the Occupational Standard for Interpreters, approved by the Tripartite Cooperation Sub-Council for Vocational Training and Employment at its meeting of 20 March 2013, Protocol No 2. The full text of the document is available at the electronic link: <https://www.visc.gov.lv/lv/media/23235/download?attachment>. The professional standard specifies that the Professional Qualification of Translator corresponds to the sixth level of professional

qualification (PQL 6) with occupational code 2643 03.

According to the 2022 amendments to the Law on Vocational Education and Training, the levels of professional qualifications are aligned with the Latvian Qualifications Framework, where, as of 2022, the fifth-level professional qualification (PQL 5) corresponds to the sixth-level professional qualification.

The content and delivery of the study programme correspond to code 42227. The first part of the code (42) indicates that the study programme provides first cycle higher education. The second part of the code (227) indicates that the content and delivery of the study programme correspond to the group of educational programmes – language studies and programmes.

The title of the study programme "Translation and Technology" is a clear indication of its relevance, firstly, to the field of study and, secondly, to the orientation towards a contemporary approach to translation as an ICT-related field. The courses on translation technologies in the theoretical and information technology courses in the field and the use of these technologies in the professional specialisation courses in the field ensure a link between the title of the study programme and its content. The learning outcomes of the courses included in the study programme are closely linked to the professional qualification requirements to master two working languages, from which the young professional is able to translate written or oral texts in different fields.

The bachelor's study programme "Translation and Language Technology" is open to applicants with secondary and vocational secondary education. Admission to the programme is based on the results of centralized examinations in mathematics, Latvian and English. The level of English is given special attention, and if no centralized exam has been taken, knowledge and skills in English can be demonstrated by a result from an international English language testing institution or a grade in an English subject in secondary education. Individuals who have received their previous education abroad may apply for studies if their educational documents have been assessed by the Academic Information Centre in accordance with the requirements set out in Section 85 of the Higher Education Law. The assessment and alignment of the subjects presented in the educational document with the admission requirements of the VUAS shall be approved by the Admissions Committee of the VUAS. All admission results are approved by the VUAS Admissions Committee.

Admission requirements are regulated by the VUAS Admission Rules, which are approved by the Senate by 30 November each year for the following academic year. From the moment of matriculation until the moment of exmatriculation, after fulfilling all the conditions of the programme, the student, in accordance with the aim, objectives and results of the study programme, acquires knowledge, skills and competences, obtaining a bachelor's degree in translation and a qualification of translator and interpreter.

The name of the study programme, the degree to be obtained, the professional qualification, the programme aim and objectives are mutually consistent and ensure the achievement of the programme aim.

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

According to the State Employment Agency's occupational demand projections for Latvia (source: <https://prognozes.nva.gov.lv/lv/profession> , accessed: 10.09.2023), the demand for legal, social and cultural and related professionals is growing rapidly:

Common	Extending	Replacing
3 Specialists		↑↑
31 Science and engineering specialists		↑↑
32 Healthcare professionals		↑↑
33 Business and administration specialists		↑↑
34 Specialists in legal, social and cultural affairs and related fields		↑↑
35 Information technology specialists		↑

				
rapidly declining	declining	stable	growing	fast growing

Image No 3.1.

In the context of the European Union, there is a wide range of job opportunities in translation, e.g. a LinkedIn search for “Translation in European Union” yields 153 927 results with potential job opportunities in European Union countries at competitive salaries (source accessed 10.09.2023).

Therefore, it can be concluded that the qualification obtained by the graduates of the study programme “Translation and Language Technology” – interpreter, translator and the acquired skills and knowledge in linguistics, translation science, practical translation and general education study courses are in demand in the labor market according to the study programme plan. It should be mentioned that the study programme provides students with the skills and knowledge to work after graduation in both Latvian and international companies, mainly in the field of translation, but the acquired knowledge can also be used in other related fields (international relations, public relations, etc.), including in municipal and state institutions.

Objective data on student employment will be available from the 2023/2024 academic year onwards, as the first graduation is expected in June 2024 for students who study in the “Translation and Language Technology” programme after the substantial changes have been made.

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

In the four years since the programme was launched, four large courses have been completed. The student enrolment data list a number of courses that are still represented by some students from the previous Bachelor's degree programme in Translation. In the 2020/2021 academic year, a rather significant decrease in the number of students enrolled can be observed, which can be explained by the exacerbation of the Covid-19 pandemic, which continues in the 2022/2022 academic year. However, with the spread of the Covid-19 virus, the 2020/2021 academic year saw

the highest number of students graduating in recent years - 24. The reasons for the drop-out of students were also largely attributed to the pandemic, deteriorating mental and physical health and general economic inflation, which had a major impact on students who had come to the VUC to study from further afield (due to the increased cost of living).

For a more detailed description of the students enrolled in the Bachelor's degree programme "Translation and Language Technology", see Annex 3.2.

### **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.**

Regulation No 305 of the Cabinet of Ministers of the Republic of Latvia "Regulations on the State Standard for Professional Higher Education" (13.06.2023) defines the compulsory content of the professional bachelor study programme (Paragraphs 18-29 of the Regulation). The content, structure and layout of the professional bachelor's study programme are designed in compliance with all the requirements of mentioned Cabinet of Ministers' Regulations. The study courses are expressed in CP, where 1 CP = 1 ECTS = 25 academic hours, based on the April 24, 2024 order No.210 of the vice-rector of studies of Ventspils University of Applied Sciences (See Additional Annex 6).

#### **Content of the study programme**

The programme includes the following groups of courses:

1. Comprehensive study courses (minimum 30 CP) 30 CP
2. Fundamental theoretical knowledge courses and information technology courses in the field (professional field) (minimum 54 CP) 54 CP
3. Specialisation courses in the field (professional field) (minimum 90 CP) 99 CP
4. Elective courses (minimum 9 CP) 9 CP
5. Internship (minimum 30 CP) 30 CP

## 6. State Examination (minimum 18 CP) 18 CP

### **Overall 240 CP**

The general education courses of the bachelor's study programme include courses for the development of professional competence in entrepreneurship (Basics of Entrepreneurship, Organization of Translation Work, Practical Management of Written Translation), courses for the development of competence in civil protection and community sustainability (including environmental protection), and general education courses necessary for the background of a translator (cultural and philosophical studies, communication and professional ethics, etc.)

The theoretical foundation courses and information technology courses (54 CP) of the bachelor's study programme ensure the acquisition of the latest developments in theory and practice in the field of translation, the importance of the development of the digital environment and information technology today (Machine Translation Post-editing, Practical Management of Written Translation, Interpreting and Translation technology, etc.).

Professional specialization courses (99 CP) contribute to the development of professional knowledge and skills in the field of languages (the national language and three foreign languages, two of which are working languages) and practical translation.

The general studies (30 CP) and elective studies (9 CP) include courses that develop social, communicative, organizational and digital skills and competences, provide an understanding of sustainable development, environmental protection and civil protection (Introduction to Intercultural Communication, Psychology of Communication, Literary Translation for Creativity, Leadership, Civil Protection and Social Sustainability, etc.).

Internship (30 CP) is a part of the study process integrating theoretical and practical knowledge. The internship is carried out in companies, institutions and organizations whose work is related to translation, intercultural communication and public relations (translation agencies, national societies, embassies and consulates, international companies and organizations, etc.), where students participate in the work of the institution, organization or company by providing translations, carrying out record keeping and organizational work. Professional internships are organized in accordance with the approved Internship Regulations.

State examination, bachelor thesis (18 CP) is an independent scientific and practical research devoted to the solution of a topical problem in the field of translation. The bachelor thesis must be of practical relevance to translation problems and the topic must be relevant. The bachelor thesis can be defended after successful completion of all the study courses and the internship.

The content of the study programme is determined in accordance with the study programme plan (available in Annex 3.6) and the study programme mapping (available in Annex 3.5), aligning the overall achievable outcomes of the study programme with the content of each study course, thus ensuring full and in-depth acquisition of the achievable outcomes of the study programme.

### **Relevance and updating of study programme content to labor market needs**

The definition and implementation of the study programme content is carried out including measures to ensure the involvement of employers' representatives both in the development of the study programme and in the assessment of its results, as well as in the implementation of necessary changes to ensure the relevance of the study programme to the needs of the labor market:

1. The content and delivery of the study programme is defined in accordance with the professional standard.

As the study programme is the first cycle higher education programme leading to a professional qualification, its content is defined and implemented in accordance with the Professional Standard for Translators. The Professional Standard for Translators, adopted by the National Centre of Education (NCE) Tripartite Sub-Council for Professional Education and Employment, developed by leading industry specialists and validated by experts, incorporates current industry trends and labor market needs.

2. Companies from industry are represented on the study programme council.

Three employer representatives (Vasilijs Ragačevičs, Director of SIA Skrivanek Baltic, Māris Balčūns, Head of the Latvian Office of the German-Baltic Chamber of Commerce and Mikus Brakanskis, Head of SIA Bucher Municipal) have been approved as members of the FTS Study Programme Council. This gives employers the opportunity to be involved in decision-making on the content and implementation of the study programme, as well as to put forward their own proposals for changes.

3. Representatives of companies in the industry are represented on the bachelor thesis defence committee.

Employers' representatives are involved in the defence of bachelor theses as members of the State Examination Board. This gives employers the opportunity to assess the relevance of the students prepared within the study programme to the needs of the industry and the labor market. After the defence of the bachelor theses, discussions are held with employers' representatives, during which gaps in the achieved results and potential steps to improve the content of the study programme are discussed. This provides annual feedback from employers on the results achieved.

4. Representatives of companies in the sector are involved in the study process as teaching assistants.

Several courses are delivered by interpreters/translators practicing in the field to ensure closer contact between students and representatives of companies in the industry. This gives employers' representatives the opportunity to shape the content of study courses in accordance with current industry trends, as well as to assess students' level of preparation and provide feedback to the study programme management on existing shortcomings. Employers' representatives are regularly invited to give guest lectures on topical issues in the field of the study programme.

5. Employer surveys are organized.

Employer surveys gather the overall opinion of employers, allowing them to identify weaknesses in the study programme and to plan necessary changes, as well as to identify strengths for improvement and strengthening.

**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 implementation of the study process is based on the principles of student-centred education. For example, the study process ensures the diversity of students' needs by creating different ways and paths of learning that suit each individual. Lecturers are encouraged to regularly assess and improve teaching styles and methods, and to provide students with any additional guidance or other support they need to learn. At the end of each course of study in the bachelor's programme, anonymous surveys are carried out in which students freely provide an evaluation of the relevant course of study, thus providing feedback.

**Lectures** are delivered in traditional formats, with presentations and/or materials and explanations on the topic prepared by the lecturer, as well as interactively, with students participating as active participants in the lectures.

During the **practical lessons**, students work on practical projects (individually or in groups). During these lessons, as well as during the seminars, discussions and exchanges of views on the aspects to be discussed take place. Practical lessons are the most common teaching approach used in the implementation of the study programme, as theory and practice need to be closely linked in order to achieve the goal of producing qualified and competitive interpreters and translators.

During the study process, students develop three **study papers**, specifically in the study courses Cultural Studies and Philosophy, Latvian Written Practice and The Language of Science and Research Methodology.

During **independent study**, the student studies the subject independently. Independent work can take place in classrooms, in the library (where there are also free-access computers with internet access and learning databases). All lecturers and students use the e-learning environment Moodle, where course materials are uploaded so that, in addition to lecture and class materials, opinions and information can be exchanged between lecturers and students, as well as between students themselves, in a forum mode.

Free elective courses (C courses) that can be taken by distance learning (e.g. Corpora in translation studies, Computer games localization, Audiovisual Translation) are supervised by a lecturer who assesses the assignments and the results of the final test. In addition to these courses, students have the possibility to take as free elective courses of study in any other study programme for which no prerequisites have been set.

The study programme "Translation and Language Technology" is implemented in Latvian with parallel learning of two foreign languages, providing in-depth development of both languages and acquisition of professional skills in a foreign language in high demand in the labor market, promoting students' employability also in the international market. The level of English language skills of the lecturers is confirmed by the attached CVs in Latvian and English, which can be found in Annex 2.9.

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

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

The aim of the internship is to use the theoretical knowledge and practical skills acquired in the study process to solve specific tasks in a practical environment in order to promote the development and improvement of students' professional knowledge, skills and competences in accordance with the qualification of interpreter and translator. In the 7th semester of the study programme "Translation and Language Technology", an internship of 30 CP is planned in accordance with the study plan and the Regulation of the Cabinet of Ministers of the Republic of Latvia No 305 "Regulations on the State Standard for Professional Higher Education", which stipulates a minimum internship of 30 credit points. The study programme director is responsible for the organization and control of the study placement in accordance with the duties set out in the VUAS "Study Programme Director" job description. The internships selected by the students are evaluated and approved by the Faculty Council. The organization of internship work is specified in the Internship Regulations of the Bachelor's Study Programme "Translation and Language Technology" (hereinafter – the Internship Regulations, see Annex 3.8).

### **Aim and objectives of the internship**

The aim and objectives of the traineeship are set out in the Internship Regulations in accordance with:

1. the duties and tasks of an interpreter, translator and interpreter as defined in the professional standard;
2. the study programme learning outcomes (hereinafter referred to as "SPLO") as specified in the "Mapping of Study Courses to Achieve the Study Programme Learning Outcomes" (hereinafter referred to as the "Study Mapping Outcomes", see Annex 3.5);
3. the study placement course description.

The following tasks are set out in the internship regulations:

- 1) translation of special texts into the languages of the study programme (minimum translation size – 70 pages);
- 2) interpreting of business conversations (seminars, conferences, etc.) in the languages of the study programme;
- 3) collecting material for a glossary on specific translation topics;
- 4) collecting materials for the bachelor thesis (if related to the internship topic);
- 5) learning record-keeping skills (optional);
- 6) regular documentation and self-evaluation of the work in the internship diary;
- 7) preparation and presentation of a report at the internship conference on the internship and the work done;
- 8) participation in the practical implementation of FTS research projects (three working days).

The link between the objectives and goals of the students' internship and the SPLO is indicated in the Learning Outcomes Mapping (see Annex 3.5) and in the description of the internship, which is presented in the same form as all course descriptions.

### **Internship opportunities**

The internships used by students so far fall into three categories:

1. internships in companies, institutions and organizations in Latvia;
2. internships at VUAS;
3. internships in companies, institutions and organizations abroad through the Erasmus+ programme.

### **Support provided by the university in finding and choosing a internship**

The Director of Studies provides support if students are unable to find a placement, but most of the time it is just a matter of advising on the most appropriate placement for the student in order to get the most valuable practical experience. During the internship defence, suggestions from interns are collected and will be used further when offering internships.

### **Erasmus+ internship support provided by the university**

To facilitate student mobility and contribute to the achievement of the SPLO, the study programme supports study placements abroad under the Erasmus+ programme. This type of support is carried out through the following activities implemented by the Programme Director:

1. discussions with students on potential placements abroad, individually assessing students' objectives, abilities, competences and knowledge;
2. finding an internship placement based on the contacts accumulated at the VUAS during various international research projects;
3. informal discussions with the potential internship placement about the tasks to be carried out and the deadlines;
4. support in preparing documents (CV, cover letter, etc.);
5. providing guidance to help students prepare fully for internship interviews;
6. advice on finding a place to live.

All formal support and additional student assessment is provided by the staff of the VUAS Study Department.

### **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 bachelor theses in the academic year 2023/2024 showed the students' interest in the use of translation technologies and the competition of artificial intelligence with the

performance of a professional translator.

Summarising the themes of the previous years' bachelor theses, they can be grouped as follows:

- 1) Analysis of translations or pre-translations (computer games, literary works, various documents);
- 2) Study of terminology and sector-specific vocabulary (tourism, sport, medicine, appliances, national costumes).

### **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.**

For the provision of the study process and the implementation of the study programme, the VUAS uses the material, technical and informational base: resources and facilities described in Part II, Chapter 3, Subsections 2.3.1 - 2.3.3 of the Self-assessment Report. No resources and facilities specific to the study programme are required. Lectures, practical classes and examinations are held at the premises of the VUAS in Ventspils, Inženieru iela 101.

It can be rightly considered that all the necessary conditions for studies at the VUAS have been created - new modern classrooms, computer rooms, a modern library with a large reading room, etc. The material and technical base of the studies allows to fully provide the necessary conditions for the study programme:

1. each study room has a multimedia projector and a computer;
2. interactive whiteboards in the conference rooms;
3. computer rooms equipped with the necessary software;
4. students have the possibility to copy their work and visit computer rooms for individual study.

In addition to the technologies, software and services available at VUAS, the Infrastructure Unit also maintains other necessary network services, such as the university's website. Other possible web services that could improve or better provide the functionality of VUAS IT resources are being explored, such as WIKI, network cluster file systems, server virtualisation, service backups, etc. The VUAS library has access to scientific literature on translation studies, language learning, including textbooks on intercultural communication, on various linguistic issues. Since the purchase of foreign literature is limited in the post-crisis period, students have access to various databases, about which all students and lecturers are regularly informed by the library staff, who also offer training courses on how to use the databases. In conclusion, the bachelor study programme "Translation and Language Technology" is provided with an appropriate material and technical base.

Textbooks on various aspects of the languages to be studied (English, Latvian, German, Russian, French, Spanish) - grammar, spelling, stylistics - are available in the VeA library. There is an

adequate supply of bilingual and explanatory dictionaries.

**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).**

When compiling the financial and actual resources required for the implementation of a study programme, the VUAS shall include in the calculation the income and expenses actually or proportionally corresponding to the study programme. The revenue includes the state subsidy for the study process (EUR 1630.11 per student per budget place, state budget subsidy for student grants and social needs EUR 251.98 per student per budget place), as well as the tuition fee revenue (according to the actual tuition fee for each study programme). Revenue also includes funding from the municipality to support the study process. The proportion of expenses is determined by aggregating information from two types of calculations:

1. VUAS centrally sets 25% deductions for each faculty (calculated from the state subsidy and tuition fee income approved by the Ministry of Education of the Republic of Latvia) to cover VUAS general maintenance expenses;
2. For each study programme, a proportional share of the expenses is calculated from the general VUAS maintenance expenses calculated for the faculty or the expenses directly necessary for the operation of the specific faculty, taking into account the number of students in the specific programme.

The general maintenance expenses include a deduction of 25% of the state subsidy (the amount of the deduction is the same for all faculties) to cover the maintenance expenses of the VUAS:

1. utility costs - electricity, heating, water and sewerage services, waste collection services
2. maintenance costs for the premises and building, including repair services;
3. IT system services;
4. marketing expenses;
5. general representational expenses;
6. partly administrative salary expenses;
7. general tax charges of the institution, etc.

The direct expenses of the Faculty, which are necessary and identifiable as expenses incurred directly by the Faculty, are allocated proportionally to the study programmes, taking into account the proportion of the number of students studying in the programme to the total number of

students in the Faculty. The expenses foreseen, incurred and identifiable as expenses of a specific study programme shall be included in the costs of the specific study programme. These above mentioned expenses include expenses for the salary of the academic and general staff of the Faculty, tax expenses, insurance expenses, as well as expenses for the purchase of fixed assets, inventory, books, teaching aids and other expenses of the Faculty. Both income and expenses are also reported per student for each study programme separately (usually for one calendar year), and the share of each group of expenses in the total expenses of the faculty or study programme is also determined. Different calculation methods can be used to determine the potential break-even point of a study programme, such as increasing the number of students, increasing per-student public funding or increasing tuition fees. VUAS has so far used the former method – modeling the minimum number of students needed – because, given the current economic situation as well as the financial situation of the local population, the VUAS is trying not to raise tuition fees and instead channel resources into student recruitment measures, as well as to communicate the urgent need to increase state funding for studies.

Currently, 107 students are studying in the bachelor's study programme "Translation and Language Technology", which is 52.45% of the total number of students at the Faculty. The corresponding proportion is applied in the calculation of the municipal funding attributable to the study programme. The same proportion of 52.45% students is used to calculate the eligible expenditure for the programme. The programme would require 108 students to reach the break-even point.

Given that the VUAS as a whole will also need to increase its expenses in the future, an increase in the grant is necessary. Currently, the losses of the study programme are covered by the positive cash flow of other programmes in this field of study.

For each programme, a direct cost calculation is made. Taking into account the costs directly affecting the implementation of the study programme, it has been calculated that on average EUR 170132 is spent on salaries of lecturers and general staff involved in the study programme, EUR 28409 on scholarships, and EUR 5896 on goods and services (see Annex 3.9 for a detailed calculation of study programme costs).

## 3.4. Teaching Staff

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

The implementation of the bachelor's study programme "Translation and Language Technology" is carried out by highly qualified academic staff with significant practical experience in both the private and academic sectors, which ensures that students acquire the necessary research skills, theoretical and practical knowledge, skills and competences. Associate Professor Jānis Veckrācis, Senior Researchers Guntars Dreijers and Astra Skrābane are recognised authorities in the field of

translation. Assistant professors Vita Balama, Egita Proveja, Silga Sviķe, Rafael Martins Kalvo are actively involved in the implementation of various projects and attract students to them. Lecturers Zane France and Diāna Neimane are translators and interpreters in demand on the labour market. The guest lecturers are qualified professionals with a wealth of experience. There is a generational change, with the best academic experience being taken over (for example, the translation studies courses of Prof. Jānis Sīlis are taken over by Assoc. Prof. Jānis Veckrācis, the terminology courses of prof. Juris Baldunčiks are taken over by assistant professor Silga Sviķe). It is this composition of the staff that also ensures the achievable results of the study programme in both professional and research fields.

### **Academic staff of the Bachelor's study programme "Translation and Language Technology"**

The language skills of the lecturers of the bachelor study programme "Translation and Language Technology" comply with the Cabinet of Ministers Regulation of 2009 No 733 "Regulations on the Extent of Knowledge of the State Language and the Procedure for Testing Proficiency in the State Language for Professional and Official Duties". Information on the foreign language skills of the lecturers is summarized in the lecturers' curricula vitae (CVs) attached in the Annex. The qualifications of the teaching staff are in line with Article 39 of the Law on Higher Education Institutions concerning academic staff of professional study programmes. There are 16 teaching staff involved in the implementation of the study programme, 7 of whom are VUAS elected lecturers.

The relatively high number of guest lecturers is due to the fact that teaching staff from other higher education institutions and industry companies are also attracted to ensure all the necessary competences to achieve the study programme results, as well as to facilitate cooperation with other higher education institutions and industry companies. 9 faculty members have doctoral degrees, 1 faculty member (A. Bādere) is studying for a PhD. Several of the lecturers involved in the study programme are also involved in companies in the sector alongside their teaching work. This promotes the link between the content and implementation of the study programme and the industry and its topical developments.

### **The relevance of the qualifications of the teaching staff to the study programme's outcomes and objectives.**

The qualifications and professional activities of Astra Skrābane, Guntars Dreijers, Aiga Bādere, Diāna Neimane, Zane France, Natālija Malašonoka are closely related to translation, intercultural communication and culture, thus their qualifications directly correspond to the following study programme outcomes:

SPLO1: Knowledge in linguistics and translatology.

Teaching staff involved in the implementation of the study programme guest professor Violeta Stojičiča, Senior researcher Guntars Dreijers, assoc. prof. Jānis Veckrācis, assistant professor Rafael Martin Calvo, who have many years of experience in teaching such study courses, provide the necessary knowledge and skills in general and theoretical courses, which are the basis for translation studies.

SPLO 2: Language skills

Lecturer Zane France, lecturer Diāna Neimane, lecturer Karīna Dinsberga, assistant professor Rafael Martin Calvo, assistant professor Silga Sviķe and Senior Researcher Astra Skrābane are mainly involved in the provision of practical language skills;

#### SPLO 3: Knowledge and skills in information technology

The study courses required for the acquisition of information technology and translation technology are taught by lecturer Aiga Bādere, guest lecturer Rūta Maltisova, who have practical experience in this field, as well as assoc. prof. J.Veckrācis and other lecturers who use ICT in practical translation courses.

#### SPLO 4: Knowledge and skills in communication

In the implementation of the study programme are involved teaching staff who have specialized in these fields for a long time – guest lecturer Sandija Skudra.

#### SPLO 5: Skills in record-keeping, business and work management

These skills are provided by assistant professor Egita Proveja, guest lecturer Rūta Maltisova

#### SPLO 6: Ability to carry out research work

Knowledge, skills and abilities in this part of the study programme are ensured by the course paper planned in the study courses, which are led by doc. Rafael Martin Calvo, assoc. prof. Jānis Veckrācis, assistant professor Silga Sviķe, as well as all supervisors of bachelor papers.

#### SPLO 7: Knowledge of provisions and regulations relevant to the profession

Such knowledge and skills are mainly provided by the lecturers of the courses “Practical Management of the Translation Project” and “Basics of Entrepreneurship”, lecturer Rūta Maltisova, as well as the lecturer of the course “Translation of Documents” assistant professor Silga Sviķe and the lecturer of the course “Organization of Translation Work” assistant professor Egita Proveja. In the aspect of translation, it is provided by the study course “Written Translation Technology: LSP and Legal Texts”, taught by assoc. prof. Jānis Veckrācis.

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

During the reference period, following the significant changes made in 2021, the teaching staff of the study programme “Translation and Language Technology” has attracted new highly qualified specialists, including representatives of the industry, which improves the quality of the study programme and has a positive impact, ensuring a generational change of lecturers. For example, the study course “Language Technology”, “Introduction into Computer-aided Translation” is taught by lecturer Aiga Bādere, whose professional experience is detailed in the attached CV. The study course “Practical Management of the Translation Project” is taught by lecturer Rūta Maltisova, who has worked as a project manager at the translation agency “Nordtext”.

Study courses related to the specialization of the study programme in English-Russian-German, such as “Country Studies RU”, and other professional specialization courses in translation from Russian were consolidated and taught by lecturers mainly based in Ventspils in order to ensure as many face-to-face classes as possible, especially in the field of practical classes.

These changes have improved the quality of studies, as lecturers who come from professional backgrounds are well aware of the practical needs of their field and the requirements of the labor market. The new teaching staff (Aiga Bādere, Rūta Maltisova, Karīna Dinsberga, Sandija Skudra) are also VUAS graduates who have successfully integrated into the academic environment. The

above also reflects a successful generation of lecturers.

**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 most important criteria for the selection of academic staff are scientific and professional competences, which potentially ensure successful cooperation between academics. Cooperation between the study programme staff is promoted through both formal and informal events organized by the VUAS. Lecturers from different faculties are involved in the implementation of the study process, which provides a variety of experiences and promotes professional growth.

Successful cooperation between study programme staff is evidenced by:

1. Interdisciplinary cooperation of academic staff - for example, teaching staff from different fields are involved and employed in the study programme, which can share their experience and discuss topical issues at organized meetings of the Study programme council, Faculty Council meetings, seminars, meetings with employers, and so on.
2. Cooperation of teaching staff in the development and improvement of the study programme content: lecturers carefully follow the topical division included in the study course, mutually coordinating the topical areas and the assessment mechanism of the study results.
3. Informal cooperation between teaching staff. Various activities are organised at the VUAS

Faculty of Translation Studies to promote communication among teaching staff in an informal atmosphere. One of the examples is the weekly coffee breaks, during which lecturers discuss current issues in an informal atmosphere, as well as share their experiences in solving various problems. Traditionally, a Christmas event and an end-of-semester event are also organized to give colleagues the opportunity to exchange information in a more informal atmosphere.

Currently, 17 lecturers are involved in the implementation of the study programme with various workloads, while 102 students are currently enrolled in the study programme. Thus, the ratio of students to lecturers:  $102/17=6$ . Students are provided with high-quality studies and the opportunity for an individual approach during the study process. The calculations do not include the fact that students from several VUAS study programmes participate in some courses at the same time.

# Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3-1_appendix_D_DS_EN.pdf	3-1_pielikums_D_DP_LV.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	3-2_pielikums_Statistika_par_studejosajiem_TVT.pdf	3-2_pielikums_Statistika_par_studejosajiem_TVT.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3-3_appendix_atbilstiba_izglitiba_standartam_ENG.pdf	3-3_pielikums_atbilstiba_izglitiba_standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3-4_appendix_atbilstiba_profesijas_standartam_ENG.docx	3-4_pielikums_atbilstiba_profesijas_standartam_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3-5_appendix_kartejums_EN (1).xlsx	3-5_pielikums_kartejums_LV (1).xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3-6_appendix_Studiju_plāns_EN (1) (2).xlsx	3-6_pielikums_Studiju_plāns_LV (2) (2).xlsx
Descriptions of the study courses/ modules	3-7_appendix_studiju_kursu_apraksti_EN.docx.pdf	3-7_pielikums_Kursu_apraksti_LV.docx (1).pdf
Description of the organisation of the internship of the students (if applicable)	3-8_appendix_prakses_nolikums_EN.pdf	3-8_pielikums_prakses_nolikums_LV.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

# Translation and Terminology (47227)

Study field	<i>Translation</i>
ProcedureStudyProgram.Name	<i>Translation and Terminology</i>
Education classification code	<i>47227</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Silga</i>
Surname of the study programme director	<i>Sviķe</i>
E-mail of the study programme director	<i>silga.svike@venta.lv</i>
Title of the study programme director	<i>Dr. philol. lietišķajā valodniecībā</i>
Phone of the study programme director	<i>63629655</i>
Goal of the study programme	<i>To train highly qualified, creative and competitive specialists in the field of translation and terminology, who are able to use the theoretical knowledge in translation and terminology and to integrate this knowledge in practice in order to plan, organize, control and implement projects in the field of translation and terminology or to participate in their implementation individually or in team, as well to evaluate, analyze and give suggestions for the development of the effectivity of the translation and terminology process.</i>
Tasks of the study programme	<i>1. To prepare competitive translators and terminologists for professional practice in a changing and diverse work environment; 2. To ensure the achievement of study outcomes (knowledge, skills and competences) in accordance with the knowledge, skills and competences of level 7 of the European Qualifications Framework as defined in the Latvian Classification of Education; 3. To ensure the successful acquisition of professional knowledge, skills and competences in accordance with the professional standard for translators and terminologists; 4. To develop students' general skills and competences by promoting the development of communicative and digital skills, analytical and critical thinking, creativity, civil responsibility, the ability to successfully manage oneself in the work of a translator and terminologist and work in a team, to take responsibility for the results of performance, ensuring the development of a successful personality; 5. To cooperate with other organizations, including field's professional organizations, employers, higher education institutions, attracting highly qualified and professional teaching staff to implement the programme.</i>

Results of the study programme	<p>1. <i>Translation studies.</i> Able to carry out translation assignments of varying degrees of difficulty in the acquired language combinations in order to work in Latvian state administration institutions, as well as in international organizations, in particular EU institutions, demonstrating the ability to independently master a wide range of text areas to be translated, as well as to effectively organize the execution of large-scale translation assignments.</p> <p>2. <i>Terminology.</i> Have an understanding of the relevant field or subfield and used terminology, and the ability to solve current terminology problems in the relevant working languages in their own and others' translated texts.</p> <p>3. <i>Information technologies.</i> Able to use modern translation technologies (e.g. computer-aided translation software, project management and terminology management tools) in translation and terminology work.</p> <p>4. <i>Interaction and communication.</i> Honors professional ethics and solves communication problems of a professional nature.</p> <p>5. <i>Translation and terminology project management.</i> Analyse, evaluate and effectively use field research and modern technologies in translation and terminology projects.</p> <p>6. <i>Research.</i> Be able to carry out independent research work in the translation studies and terminology and format it in accordance with the requirements</p> <p>7. <i>Binding rules, regulations, standards.</i> Able to use the laws and regulations relevant to the field.</p>
Final examination upon the completion of the study programme	master's thesis

## Study programme forms

### Full time studies - 1 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	<i>first cycle higher education in the field of linguistics and literary studies and knowledge of Latvian at least level C1, as well as knowledge of English and the language of a second foreign language (German, French, Spanish, Russian) at least at level B1/B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in Translation and Terminology</i>
Qualification to be obtained (in english)	<i>Translator and Terminologist</i>

### Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

**Full time studies - 2 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	123
Admission requirements (in English)	<i>first cycle higher education in fields other than linguistics and literary studies, and 2 years of experience in the field and at least level C1 knowledge of Latvian, as well as knowledge of English and a second foreign language (German, French, Spanish, Russian) at least at level B1/B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in Translation and Terminology</i>
Qualification to be obtained (in english)	<i>Translator and Terminologist</i>

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

## 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 previous accreditation of the study field was issued on 20 May 2019, the following changes have been made to the Professional Master's study programme "Translation of Legal Texts":

No	Type of change	Accredited programme	Changes applied for
1.	Name of the study programme	Professional Master's study programme "Translation of Legal Texts"	Professional Master's study programme "Translation of LSP texts".
2.	Language of study programme implementation	Latvian (working language combinations English-Latvian, German-Latvian and French Latvian)	Latvian (working language combinations English-Latvian, small amount German-Latvian, French-Latvian)
3.	Study programme code	47222	47227
4.	Admission requirements	Admission is open to citizens of the Republic of Latvia and holders of a passport issued by the Republic of Latvia, as well as holders of permanent residence permits and foreigners with: <ul style="list-style-type: none"> <li>- a professional bachelor's degree in translation acquired on completion of a four-year study programme, or</li> <li>- an academic bachelor's degree in another discipline, obtained on completion of a three-year degree programme, or</li> <li>- any professional</li> </ul>	Admission shall be granted to citizens of the Republic of Lithuania and holders of a passport issued by the Republic of Lithuania, holders of permanent residence permits and foreigners with a previous academic bachelor's degree, a professional bachelor's degree and a fifth-level professional qualification.

		qualification obtained by completing a study programme of at least four years	
5.	Degree and professional qualification to be obtained	Professional Master's degree in translation of legal texts and professional qualification as a translator	PProfessional Master's degree in translation of LSP texts and professional qualification as a translator

### **Analysis of planned changes.**

There are no changes to the mode and form of delivery of the study programme, i.e. full-time full-time studies. The expected duration and scope of the study programme is 1.5 years (60 CP) or 2 years (80 CP) for students with an additional semester of internship, which is in line with point 20 of Regulation No 512 of the Cabinet of Ministers of 2014. The internship in the study programme shall comply with Regulation No 512 of the Cabinet of Ministers of 2014 "23.3 - internship of at least 26 credits if it is intended for graduates of an academic bachelor's study programme, or of at least six credits if it is intended for graduates of a bachelor's study programme."

#### **1) Changes to the content of the programme of study**

The content of the programme of study shall include courses of study appropriate to the programme of study following changes to the accredited field of study. The compulsory content of the programme shall comply with the Cabinet of Ministers' Regulation No 512 of 26 August 2014 "Regulations on the National Standard for Second Level Professional Higher Education". The study programme largely maintains the current content of the study programme with the main emphasis on legal aspects in various applied texts. Three new courses of 6 CP are planned to be offered: "Editing of business texts I", "Editing of business texts II", "Technology in the translation of sectoral texts, EN-LV". Since the academic year 2015/2016, changes of 10 CPs have already been gradually implemented. The changes amount to 16 CP or 26.7 per cent of the total number of credits (60 CP). The need for the courses "Editing of business texts I", "Editing of business texts II", "Technology in the translation of industry texts, EN-LV" was emphasised by the employers interviewed, as without the knowledge and skills provided by these courses it is impossible to carry out a quality translation. As can be seen from the course descriptions and as noted by the teaching staff, the content of the course "Technology in the translation of sectoral texts, EN-LV" does not overlap with the course "Computer-assisted translation", but rather complements each other.

#### **2) Title of the study programme**

Following the approval of the changes, it is envisaged that the current title of the professional Master's degree programme "Translation of Legal Texts" will be the professional Master's degree programme "Translation of Business Texts". 1) The study programme will prepare translators in accordance with the Professional Standard for Translators, which defines the ability to translate business texts, business correspondence, institutional documentation, technical, medical, marketing, legal, etc. texts. 2) The study programme is made more attractive to a larger number of students as it includes not only the translation of legal texts but also texts from other business sectors. Students enrolled in the Professional Master's degree programme "Translation of Legal Texts" continue their studies, obtaining the intended Professional Master's degree in Translation of Legal Texts.

#### **3) Language of the study programme**

Until now, the study programme has been implemented in Latvian (working language combinations English-Latvian, German-Latvian and French-Latvian). After the approval of the changes, it will also be Latvian, but the main working language will be English (English-Latvian), German-Latvian and French-Latvian to a small extent. The number of students is one of the reasons why it is not possible to implement the study programme in all the working languages, so the need for this change is understandable. The professional standard for translators specifies the professional competences required for the performance of professional activity: "1.Ability to translate business texts, business correspondence, institutional documentation, technical, medical, marketing, etc. from one foreign language into the native language". 3.1. working languages (at least two foreign languages)'; the required competences '13. It can be concluded that, although the professional standard for translators requires knowledge and skills in at least two foreign languages, it stipulates that one of the professional competences required for the exercise of the profession is the ability to translate from one foreign language into one's mother tongue. As can be seen from the descriptions of some courses, although the study programme does not currently have separate courses in which the working language is a second foreign language (other than English), several courses do cover the terminology of other foreign languages (e.g. German) (in the course "Fundamentals of Law" and the course "Linguistics of Law") and, according to the Director of the study programme Jānis Veckrāķis during his visit, French terminology as well. In addition, competence in other foreign languages is also developed during the Master's thesis, as students are encouraged to use literature sources available in different foreign languages, such as German and French.

#### **4) Admission requirements**

The proposed changes to the admission requirements "Admission of citizens of the Republic of Latvia and persons holding a passport issued by the Republic of Latvia, as well as persons holding a permanent residence permit, and foreigners with a previously acquired academic bachelor's degree, professional bachelor's degree and professional qualification at the fifth level" are in line with the 2014 Cabinet of Ministers Regulation No 512 "26. If the admission requirements are met, students with a previously acquired professional bachelor's degree or academic bachelor's degree or a professional qualification obtained by completing a full-time study programme of at least four years' duration may be matriculated in the Master's programme".

#### **5) Degree to be obtained**

The degree to be awarded is changed from "Professional Master's Degree in Translation of Legal Texts and Professional Qualification as a Translator" to "Professional Master's Degree in Translation of Applied Texts and Professional Qualification as a Translator", which is in line with the 2014 Cabinet of Ministers' Regulation No 512 "29. The Master's Degree shall be followed by a Professional Master's Degree in the field (area of professional activity) as well as a fifth-level professional qualification".

Based on the above analysis, the expert Dr. philol. Indra Karapetjana, in her opinion on the evaluation of changes in the accredited VeA study direction "Translation" in the professional master's study programme "Translation of Legal Texts" issued on 10 June 2019, acknowledges that the changes applied for by VeA comply with the regulatory enactments.

**In the application for accreditation of this strand, the adaptation of the programme "Translation of LSP texts" to the new professional standard "Translation. The following changes have been made.**

No	Type of change	Accredited programme	Changes applied for
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1.	Name of the study programme	Professional Master's study programme "Translation of LSP texts".	Professional Master's study programme "Translation and Terminology".
2.	Language of study programme implementation	Latvian (working language combinations English-Latvian, small amount German-Latvian, French-Latvian)	Latvian (working language combinations English-Latvian, small amount German-Latvian, French-Latvian, Russian-Latvian)

<p>3. Admission requirements</p>	<p>- Admission is open to citizens of the Republic of Latvia and persons holding a passport issued by the Republic of Latvia, as well as persons holding permanent residence permits and foreigners with a previously acquired academic bachelor's degree, professional bachelor's degree and professional qualification of the fifth level.</p>	<p>Entry requirements for the 1-year version: Admission is open to citizens of the Republic of Latvia and holders of a passport issued by the Republic of Latvia, holders of permanent residence permits and foreigners who have completed the following education: first cycle higher education in linguistics and literary studies and knowledge of Latvian at least at C1 level, and knowledge of English and a second foreign language (German, French, Spanish, Russian) at least at B1/B2 level.</p> <p>Entry requirements for the 2-year version: Admission is open to citizens of the Republic of Latvia and holders of a passport issued by the Republic of Latvia, holders of permanent residence permits and foreigners who have completed such education: first cycle higher education in a discipline other than linguistics and literary studies and at least 2 years' work experience in the field of linguistics and literary studies, knowledge of Latvian language at least C1 level, knowledge of English at least at B2 level, a second foreign language (Spanish, knowledge of a second foreign language (French, German or Russian) at least at B1/B2 level.</p>
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4.	Degree and professional qualification	Professional Master's degree in Translation of LSP texts and professional qualification as a translator	Professional Master's degree in translation and terminology; professional qualifications as translator and terminologist
5.	Study programme variants	Full-time - 1,5 years (Latvian) 60 CP Full-time - 2 years (Latvian) 80 CP	Full-time - 1 year (Latvian) 60 CP Full-time - 2 years (Latvian) 123 CP

**Adapting the study programme to the new professional standard "Translation. Professional qualifications for translators and terminologists" the following changes have been made to the titles and content of the study courses (for detailed course content, please refer to the course descriptions).**

1. The title of the course "Translation of Criminal Law Texts, EN-LV" has been changed to "Translation and Terminology of Texts in Criminal Law, EN-LV"; terminology topics have been added to the course content (see detailed course content in the course description).
2. The title of the course "Translation of Medical Texts, EN-LV" has been changed to "Translation and Terminology of Medical Texts, EN-LV"; terminology topics have been added to the course content (see detailed course content in the course description).
3. The title of the course "Translation Work Management I" has been changed to "Translation and Terminology Management"; terminology topics have been added to the course content (see course description for detailed course content).
4. The course "Translation Work Management II" has been replaced by the course "Translation of Legal Texts and Legal Terminology, EN-LV", with terminology topics added to the course content (see detailed course content in the course description).
5. The course "Translation of Administrative Texts" has been replaced by the course "Adaptation of texts in plain/easy-to-read language, LV", a new course introduced on the basis of the recommendations of the "European Master in Translation" (EMT) network of masters programmes.
6. The course "Translation of documents of international organisations" has been replaced by the course "Text in a multilingual environment: aspects of translation and terminology, EN, DE-LV / EN, FR-LV / EN, ES-LV / EN, RU-LV " (a separate course in each second foreign language), the content of which has been adapted to the new standard "Translation. The content of the course is detailed in the course description.
7. The course "Technology in the translation of branch texts, EN-LV" has been replaced by the course "Language for special purposes, terminology and terminography, EN, DE, RU, LV "; the course content has been adapted to the new standard "Translation. Professional qualification requirements for translators and terminologists" (see detailed course content in the course description).
8. The course "Legal Linguistics" has been replaced by the course "Introduction into Digital Humanities". This course has been introduced to equip students with skills relevant to the requirements of the modern market.

The study programme has been changed from Latvian CPs to ECTS CPs, so the credits in the study courses have been converted into ECTS credits accordingly.

### **3.1.2. Analysis and assessment of the study programme compliance with the study field.**

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

The professional master's study programme of the second cycle of higher education is based on research in science of translation and terminology, paying special attention to the issues of development of Latvian terminology, aspects of translation of field texts, as well as comparative analysis of field texts in the context of cooperation between the Republic of Latvia and foreign countries and aspects of the translator's work. The study process is organized in accordance with the requirements set by the Ventspils University of Applied Sciences "Regulations on general requirements for the development and implementation of a study course at the Ventspils University of Applied Sciences" and other regulatory framework. The joint management of the study programme is ensured by the director of the study programme, the resolution of specific issues is under the responsibility of the Council of the Faculty of Translation Studies and Study Programme Council, which recruits the necessary academic staff to implement the programme. The practical implementation of the second cycle higher education professional master's study programme "Translation and Terminology" is organized and managed by the director of the study programme *Dr. philol. Silga Sviķe*.

The relevance of the title of the study programme "Translation and Terminology" to the thematic area of education is reflected in the thematic groups of education defined in the Classification of Education and Learning Fields (ISCED-F2013) - 023 "Languages" and the subgroup 0231 "Language acquisition", which includes the study of the field of linguistics. In accordance with the Cabinet of Ministers' Regulation No. 332 "Regulations on the Classification of Latvian Education", the study programme corresponds to the classification code 45 227, which also corresponds to the above-mentioned ISCED-F 2013 code 0231.

The compliance of the study programme with the knowledge, skills and competences of level 7 of the European Qualifications Framework as defined in the Latvian Classification of Education justifies the appropriateness of the programme code 47(227):

1. 47 - academic education (master's degree), to be implemented after the acquisition of a bachelor's or professional bachelor's degree; the duration of the full-time studies of one to two years, the total duration of full-time studies at least five years;
2. 227 - the thematic field of education and the group of the educational programme - "Language studies and programmes".

The professional master's study programme can be considered as a programme of the direction of translation and terminology, where the structure of the programme is based on study courses, which provides graduates of the bachelor's study programme of the translation direction with the opportunity to gain in-depth knowledge and understanding of the latest discoveries in the field of translation and terminology. Thus, the title of the study programme corresponds to the following fields of study - "Translation" (name component "Translation") and "Language and Cultural Studies, Mother Tongue Studies and Language Programmes", in accordance with Cabinet Regulation No. 793 "Regulations on the Opening and Accreditation of Fields of Study".

The aim, tasks and study outcomes of the professional master's study programme "Translation and

Terminology" are defined in accordance with the national classification framework corresponding to the European Qualifications Framework set out in the Cabinet of Ministers' Regulation No. 322 "Regulations on the Classification of Latvian Education" - the master's study programme corresponds to LQF level 7, the study outcomes are defined according to the descriptions of knowledge, skills and competences corresponding to level 7.

The learning outcomes of the study programme are in line with the set aim and enable the student to demonstrate knowledge of translation and terminology. The interaction of the learning outcomes is summarized in the course mapping (see Annex 3.5).

In order to provide interested students with the opportunity to obtain a second cycle professional higher education qualification of LQF level 7, the content of the programme, the amount of credit points and the duration of the programme corresponds to the profession standard "Translation. Professional qualification requirements for a translator and terminologist" (agreed at the meeting of the Vocational Education and Employment Tripartite Cooperation sub-council of 12 December 2023, Protocol No. 6).[1] The study programme is designed in such a way that those who have obtained a professional bachelor's degree in translation, who have completed a four-year (8 semester) study programme or an academic bachelor's degree in another field of science and those who have acquired one year of vocational education programmes in translation can continue their studies by studying in-depth courses in the field of translation and terminology, i.e. by completing the programme in the amount of 60 CP or 120 CP.

In order to achieve the objectives, tasks and study results of the study programme, a competition for the admission of applicants in the study programme is organised. The admission requirements are determined according to the content of the study programme, the specified amount of studies:

1. Professional bachelor's degree in translation obtained upon completion of a four-year study programme or an academic bachelor's degree in another field of science and a one-year professional education programme in translation.
2. Knowledge of Latvian at least at C1 level.
3. Knowledge of English at level C1 and knowledge of a second foreign language (German, French, Spanish, Russian) at level B1/B2.

The result of the competition consists of:

- the weighted average grade (50%) and the bachelor's thesis mark (50%) obtained in the first cycle of higher education (professional bachelor's translation studies upon completion of a four-year study programme);

or

- the mark obtained in the first cycle of higher education (academic bachelor's degree in another field of science) (30%) and the final work mark (70%) in the translation of the one-year vocational education programme.

Admission requirements are governed by the "Admission Rules" of Ventspils University of Applied Sciences, which are approved annually by the Senate of Ventspils University of Applied Sciences. From the moment of matriculation until the moment of examination, having fulfilled all the conditions of the programme, the student shall, in accordance with the aim, objectives and results of the study programme, acquire knowledge, skills and competences, obtaining a second cycle higher education and a Master's degree in the Humanities Sciences in translation.

The study programme is designed in such a way that holders of a professional bachelor's degree in translation who have completed a four-year (8 semester) study programme or holders of an academic bachelor's degree in another field of science and holders of a one-year professional

education programme in translation can continue their studies by taking advanced courses in translation and terminology in a programme of 60 CP or 123 CP.

The name, code, degree to be obtained, as well as the aim and objectives of the professional master's study programme "Translation and Terminology" of the study field "Translation" comply with the Regulations on the Classification of Latvian Education (Cabinet of Ministers Regulations No 322, adopted 13.06.2017). The knowledge, skills and competences defined in this study programme correspond to the descriptions of knowledge, skills and competences corresponding to level 7 of the Latvian Qualifications Framework (LQF), as defined in the Regulations "Regulations on the Latvian Classification of Education". The content of the Master's study programme "Translation and Terminology" meets the needs of the labour market and the professional standard "Translation. The professional qualification requirements for translators and terminologists". The content of the study programme has been clarified, mainly due to changes in the sector in line with the labour market and the new standard. The changes and clarifications of the study programme content and layout have been made with the aim to integrate the latest theoretical knowledge in the field, to provide information on the current information technology tools, thus promoting the recognition and competitiveness of the study programme. The content of the Master's programme "Translation and Terminology" is in line with the mission and future vision of the Ventspils University of Applied Sciences, which is formulated in the Development Strategy 2021-2027 of the Ventspils University of Applied Sciences approved in 2021. The study programme is implemented in Latvian in the form of full-time full-time studies (1-year and 2-year programme variants).

The learning outcomes of the study programme are in line with the aims of the programme and allow the student to demonstrate specialised knowledge in translation and terminology. The interaction of the learning outcomes is summarised in the course mapping (see relevant annex).

In order to provide interested students with the opportunity to obtain a second cycle higher education qualification and a seventh level professional qualification, the study programme is

The programme is offered as a two-level programme, determined by the content, the number of credits and the time of implementation. The study programme is designed so that holders of a first cycle higher education qualification (Bachelor's degree) and a professional qualification

can continue their studies by completing in-depth study courses in the field of study, completing the programme in the amount of 60 CP. Students with a first cycle higher education qualification obtained in other thematic groups of education, a second cycle higher education qualification

higher education, i.e. a Master's degree and a seventh-level professional qualification, can be obtained by completing a programme of 123 CP. This enables students to complete the first cycle of studies and the second cycle of studies in five years, in line with the recommendations made by the European Commission and the national higher education

regulatory documents. The proposed delivery model is sound and contributes to the competitiveness and visibility of the programme.

In analysing the usefulness of each of the implementation options - 60 CP or 1-year studies and 123 CP or 2-year studies - the study plan should be highlighted, which stipulates that in both implementation options students acquire all the study courses that ensure the acquisition of the latest developments in the theory and practice of the field - acquiring the relevant study courses necessary to achieve the objectives of the study programme. In both implementation options, students also undertake practical work of 9 CP, thus further strengthening the knowledge acquired in theory. Students taking the 123 CP courses derive additional benefit from the advanced courses in research, creative work, design work and management studies, as they have previously completed higher education in a field other than the humanities and have no previous work

experience in translation and terminology.

The admission requirements are regulated by the "Admission Rules" of the Ventspils University of Applied Sciences, which are approved annually by the Senate of the Ventspils University of Applied Sciences. From the moment of matriculation until the moment of graduation, having fulfilled all the conditions of the programme, the student, in accordance with the aim, objectives and results of the study programme, acquires knowledge, skills and competences, obtaining the second cycle higher education and the seventh level professional qualification, i.e. Master's degree in translation and terminology and professional qualification of translator and terminologist.

The title of the study programme, the degree to be obtained, the professional qualification, the aim of the programme, the objectives are mutually coherent and ensure the achievement of the outcomes and the purpose of the programme.

The name of the study programme, the degree to be obtained, the objective and tasks of the programme are mutually coordinated and ensure the achievement of the results to be achieved by the programme and the objective of the programme.

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

The professional master's study programme "Translation and Terminology" is designed and implemented as a full-time study programme with the aim of providing highly qualified, creative and competitive specialists in the field of translation and terminology. Graduates of the programme obtain a second cycle higher education and professional master's degree in translation and terminology. The programme plays a key role in the training of high-level professionals in translation and terminology, because it has been developed according to the requirements of the professional standard "Translation. Professional qualification requirements for a translator and terminologist".

According to the forecasts developed by the State Employment Agency on the demand for professions in Latvia (source: <https://prognozes.nva.gov.lv/lv/profession>, accessed: 10.09.2023), the demand for specialists in legal, social and cultural affairs and related affairs is growing rapidly:

Common	Extending	Replacing
3 Specialists		↑↑
31 Science and engineering specialists		↑↑
32 Healthcare professionals		↑↑
33 Business and administration specialists		↑↑
34 Specialists in legal, social and cultural affairs and related fields		↑↑
35 Information technology specialists		↑
 rapidly declining  declining  stable  growing  fast growing		

Figure 3.1. Profession demand

In the context of translation and terminology in the European Union, the range of job vacancies is wide, for example, by entering "Translation in European Union" in the *LinkedIn* search engine, 153 927 results are offered with potential job opportunities in the European Union countries with competitive recompense (source accessed on 10.09.2023). The European Commission's Directorate-General for Translation regularly sends information via the official e-mail to the VUAS TSF about vacancies in the EC institutions related to translation and terminology. According to the requirements of the field's labour market, the basic requirement for holding a higher level position, including the position leading in the EU institutions, is second cycle higher education.

As the implementation of the study programme based on the profession standard "Translation. Professional qualification requirements for a translator and terminologist" will start in autumn of 2024, it is currently difficult to assess the complete learning cycle of the study programme. The economic rationale and practical usefulness for the study programme were assessed in the design of the programme. When assessing the contribution or practical usefulness of the study programme to its graduates, it should be highlighted the fact that the planned study courses provide students with the opportunity to acquire or strengthen the already existing knowledge and practical experience in translation (by offering specialized translation courses, for example, Translation of EU texts, Translation of medical texts, Translation of texts in criminal law,) and terminology - Language for special purposes, terminology and terminography, as well as involving students in terminology projects such as "Terminology without borders".

Objective data on student employment will be available starting from graduates of the academic year 2024/2025, as in June 2025 the first graduation ceremony is expected for students studying in the new professional master's study programme "Translation and Terminology".

The study programme is implemented in accordance with the Development Strategy of Ventspils University of Applied Sciences 2021-2027. The goals and objectives set out in the VUAS Strategy contribute to both the development of study programmes and the development of the field of study as a whole. The strategic development goals of the VUAS are in line with the directions of action described in the Latvian Sustainable Development Strategy "Latvia 2030" and the strategic goals set out in the Latvian National Development Plan 2021-2027, where polycentric development is defined as a priority. Therefore, it can be established that the study programme plays an important

role in the development of the region, as it increases the professional qualification of the region's specialists and their competitiveness on the labour market. This programme will also provide study opportunities in the region for anyone interested without age restrictions or any other restrictions, including people with reduced mobility.

Therefore it can be concluded that the skills and knowledge acquired by the graduates of the master's programme "Translation and Terminology" in translation science, terminology and other specific study courses, according to the study programme plan, are in demand on the labour market. Since the studies acquire work with texts and terminology in language alignment, the study programme provides students with such skills and knowledge to work in both Latvian and international companies after graduation - mainly in the field of translation and terminology, however, the acquired knowledge can also be used in other related fields (project management, term dictionary development, international relations, public relations and others), including in European Union, national and local institutions.

Interested persons of different genders and different ages (providing professional development and lifelong learning perspective) who already have higher education and professional experience in some field can study in the study programme. In such studies students improve their already existing skills and improve their professional qualifications directly in translation and terminology.

#### **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.**

As shown in Annex 3.2, Table 5, the number of students enrolled in this programme over the last five years has ranged from 21 to 30. The data in Tables 3 and 4 of the same Annex show the number of drop-outs, which is higher due to the spread of the Covid-19 virus, when there were various types of restrictions throughout the country. It can be seen that the number of graduates has also decreased during the Covid-19 virus outbreak, however, the number of students graduating has already increased in the last academic year (2023/2024) and is the highest in the reporting period at 9. The reasons for dropping students are mostly attributed to the pandemic, deteriorating mental and physical health and personal reasons such as students have changed their residence, have financial problems or have chosen to pursue a different career leading to interruption of their studies. Students' questionnaires also indicated an inability to combine studies with work.

The implementation of the programme varies in time and scope:

1. 123 CP - for graduates with first cycle higher education in other sectors;
2. 60 CP for graduates with a first cycle higher education qualification and a sixth level professional qualification in related sectors.

For more detailed information, see Annex 3.3.

#### **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 main study results of the study programme for the acquisition of knowledge, skill and professional competencies were based on the requirements set by the profession standard "Translation. Professional qualification requirements for a translator and terminologist".

The professional master's study programme meets the needs of the labour market by including study courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge of translation and terminology, helping them to acquire the skills and achieve the competence required in the profession of translator and terminologist, contributing to the competitiveness of students in the labour market. The study courses included in the study programme are updated by including information on changes and current events in the field of translation and terminology, supplementing them with both new theoretical viewpoints and topicalities in the field. The development of the study programme content and the provision of the study process take into account changes set by the professional standard "Translation. Professional qualification requirements for a translator and terminologist".

In accordance with Section 55, Paragraph 2, Subparagraph c of the Law on Higher Education and the Cabinet of Ministers Regulation of 13 June 2023 No. 305 "Regulations on the State Standard of Professional Higher Education", the compulsory content of the master's study programme "Translation and Terminology" consists of:

### **1. Study courses that provide coverage of the latest developments in the theory and practice of the field**

(60 CP programme - 12 CP; 123 KP programme - 39 CP):

1. Translation and terminology of Medical Texts, EN-LV (3 CP); (E. Kadakovska, A. Bādere)
2. Language for special purposes, terminology and terminography, EN, DE, RU, LV (3CP); (S. Sviķe)
3. Translation theories and text linguistics, LV (3 CP); (G. Dreijers & E. Proveja)
4. Editing LSP texts I, LV (3 CP); (J. Veckrācis)
5. Translation of EU legal acts I, EN-LV (3 CP); (J. Veckrācis)
6. Computer-aided translation, LV (3 CP); (A. Bādere)
7. Translation of texts related to commercial law, EN-LV (3 CP); (J. Veckrācis)

8. Editing LSP texts II, LV (3 CP); (J. Veckrācis)
9. Introduction into digital humanities, LV (3 CP); (E. Kazakenaite)
10. Translation of legal texts and legal terminology, EN- LV (3CP); (J. Veckrācis)
11. Translation of EU legal acts II, EN-LV (3CP); (J. Veckrācis)
12. Text in a multilingual environment: aspects of translation and terminology, EN, DE-LV / EN, FR-LV / EN, ES-LV / EN, RU-LV (3CP); (A. Skrābāne / S. Sviķe / L. Gaile /N. Malašonoka)
13. Translation and terminology of texts in criminal law, EN-LV (3CP); (A. Bādere)

## **2. Study courses in research, creative work, design work and management studies**

(60 KP programme - 9 CP; 120 CP programme - 12 CP):

- Adaptation of texts in plain/easy-to-read language, LV (3 CP); (E. Proveja)
- Translation and terminology management, LV (3CP); (A. Veckalne)
- Principles, methods of research work and course paper, LV (6 CP). (G. Dreijers, A. Skrābāne, J. Veckrācis, S. Sviķe, E. Proveja, A. Bādere).

## **3. Free elective courses**

(60 CP programme - 3 CP; 120 KP programme - 3 CP):

- Free elective courses (3 CP).

## **4. Internship**

(60 KP programme - 9 KP; 120 KP programme - 39 KP):

- Internship (9 CP);
- Professional internship (30 CP).

## **5. State examination, part of which is the development and defense of themaster's thesis (60 CP programme - 30 CP; 120 CP programme - 30 CP):**

- Master's thesis (30 CP).

### **Together 60 CP (123 CP)**

The study courses are expressed in CP, where 1 CP = 1 ECTS = 25 academic hours, based on the Order No. 210 of Ventspils University of Applied Sciences vice-rector Liene Resele, issued on 24.04.2024. (the order is available only in Latvian in the section "Other appendices", appendix No. 6).

The content of the study programme includes a course of study to be studied in addition if not previously studied (compliance with the requirements of the Law on Environmental Protection and the Law on Civil Protection and Disaster Management). The requirements of the Law on Environmental Protection and the Law on Civil Protection and Disaster Management are met by offering the course "Civil Protection and Environmental Sustainability" (3CP) if students have not completed a lower-level study programme.

The course descriptions of the study programme define the set of knowledge, skills and competences and their assessment system, and define the learning outcomes for the achievement of which credit points are awarded. The development of the study course content is carried out in accordance with the requirements set by the Ventspils University of Applied Sciences "Regulations on general requirements for the development and implementation of a study course at the

Ventspils University of Applied Sciences". In order to control the correlation between the results of the study course and the results of the study programme, each lecturer defines the results of his/her study course in the form of a study course description, aligning it with the results of the study programme. The content of the study courses is subordinate to and contributes to the achievement of the study programme outcomes. An annual audit of the content of the study courses helps to monitor and update the content of the study courses, to review the teaching methods and to update the learning outcomes. All study courses of the study programme are placed and available in the Latvian University Information System (LAIS), which is defined as the basic information system of the study process at Ventspils University of Applied Sciences. Additional lecturers use the e-learning platform "Moodle" in order to provide students with information on the conditions of study course implementation, examinations, assessment procedures, thematic plan, calendar.

The content of the study programme is reviewed with the involvement of students (the results of the student survey on the relevant course are taken into account, which are collected in the LAIS system) and other stakeholders. Proposals for clarification of the study programme content are put forward by lecturers of study courses, programme director, and employers' recommendations are evaluated. The assessment of the relevance of the content of the study courses and the relevance to the needs of the economy and the business sector and the labour market is carried out in several ways and stages:

1. The process of developing the annual self-assessment reports of the field of study and study programmes – statistical data were analysed, information obtained in student surveys was analysed, employers' suggestions were analysed, thus obtaining feedback on the implementation and quality of the study programme.
2. Annual process of development, coordination and approval of study plans – review of study courses, review of the literature to be used, updated alignment with the study outcomes of the study programme.
3. Study programme council meetings and faculty council meetings – discussion of study programme content, study programme, study course outcomes, research paper requirements, professional practice outcomes. At the meetings of the Council of the Study Faculty, the candidates for the position of the Director of the Study Programme, who ensures the management of the Study Programme, are discussed and proposals are made. Employers take part in the meetings of the Study Programme Council and give their recommendations for the development of the study programme.
4. In the process of implementation and defence of the professional internship – discussions on the experience gained in the internship, analysis of the feedback received by the study programme director from the company on the student's preparation and professional skills.
5. In the process of preliminary defence and defence of the master's thesis – the results of the master's thesis research are discussed and analysed, and conclusions on necessary improvements are given.
6. During the meetings of the State Examination Committee – with the participation of academic staff, employers, other cooperation partners, the achievements of students are analysed, the results of final examinations are discussed and evaluated, recommendations are given for the improvement of the master's thesis development process, the topicality of the research topics, with the aim to promote the quality of the study programme and the achievement of study results.
7. Academic staff meetings organised by the faculty – discussions are held on students' involvement in scientific research activities, possible participation in scientific conferences and research projects, problems of teaching study courses and material and technical support.

8. In the meetings of the decision-making bodies of the University, including the University Council, the Senate, the Board of Studies, the Scientific Council – the content of study programmes is discussed and evaluated, the study plan for the academic year is approved, proposals are made for making significant changes to study programmes and revising the achievable results of study programmes, professional and scientific achievements of academic staff are analysed, and students are involved in research activities. etc.

There is a strong focus on research, integrating research methods and results into the study process. The study programme gives graduates the opportunity to continue their professional education and to study for a doctoral degree.

Internship (30 CP) is an integrative part of the study process of theoretical and practical knowledge. Internships are carried out in companies, institutions and organisations whose work is mainly related to translation and terminology (translation agencies, the EU Directorate-General for Translation, the Council of the EU, embassies and consulates, international companies, organisations and others), where students participate in the work of an institution, organisation or company, providing translations, drafting of sectoral texts and terminology, as well as carrying out clerical and organisational work. Professional internships are organized in accordance with the Internship Regulations approved by the Council of TSF.

State examination, master's thesis (30 CP) – is an independent scientific-practical research devoted to solving a topical problem in the field of translation and terminology. The master's thesis should be practically significant in solving problems of translation and terminology, the topic should be topical and practical to use. The master's thesis can be defended after successful completion of all study courses and defense of the internship.

The content of the study programme is determined according to the study programme plan (available in Annex 3.6) and the study programme mapping (available in Annex 3.5), aligning the total results to be achieved by the study programme with the content of each study course, thus ensuring full and in-depth acquisition of the results to be achieved by the study programme.

### **1. Study courses that provide state-of-the-art training in the theory and practice of the field**

(60 CP in the programme - 12 CP; 123 CP in the programme - 39 CP):

### **2. Study courses in research work, creative work, design work and management studies**

(in the 60 CP programme - 9 CP; in the 123 CP programme - 12 CP):

### **3. Free elective courses**

(60 CP - 3 CP; 123 CP - 3 CP):

### **4. Internship** (60 CP programme - 9 CP; 123 CP programme - 39 CP):

### **5. National examination, which includes the elaboration and defence of the Master's thesis** (60 CP programme - 30 CP; 123 CP programme - 30 CP):

- Master's Thesis (30 CP).

**Total 60 CP (123 CP)**

### **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 group of fields of Humanities and Arts sciences, in accordance with the Amendments to the Cabinet of Ministers Regulation No. 595 of 27 September 2022 "Regulations regarding the major fields of science, the fields and subfields of science of Latvia"[2], is divided into several fields of science, including the field of linguistics and literary science, which include "general research in languages, studies of a particular language, general research in literature, theory of literature, studies of specific literature, linguistics." In addition, these Amendments include the following sub-units of science "Applied linguistics", "Comparative and contrastive linguistics" and "Other sub-fields of linguistics and literary science" in the group of fields of humanities and arts. The master's study programme can be considered to belong to the sub-sectors of comparative and contrasting linguistics (translation (see "translatology"[3] and applied linguistics (terminology), i.e. it is an interdisciplinary programme (see definitions above - "translatology" and "terminology"[4]), which, according to the information provided in the Latvian Qualifications Database on the qualifications included in the Latvian qualifications framework (also in accordance with the profession standard "Translation. Professional qualification requirements for a translator and terminologist", is to be included in the education programme group "Language and cultural studies" (ISCED 2011)[5]. The professional master's programme "Translation and Terminology" prepares highly qualified hybrid competent specialists who are able to work as professional translators and terminologists in national, municipal and EU institutions, companies, joint ventures, firms, translation agencies, cultural, sports etc. institutions, information, scientific and technical fields where the services of highly qualified translators and terminologists are required. After completing their studies, graduates of the master's programme are able to translate texts of various types and fields of science of varying degrees of complexity from the source language into the target language, as well as engage in terminology development, processing, harmonization in the contrastive section.

Therefore the Master's programme "Translation and Terminology" is designed as an interdisciplinary programme covering translation science and terminology. The content of the programme courses includes the specifics of a particular field of science, i.e., the content of the courses includes the theory of which terminology belongs or to which the corresponding texts are translated. The programme works both by focusing on the common aspects of industries, as well as their specificity and interdisciplinarity, thus developing specialized scientific competencies that provide an opportunity for students to get acquainted with the basic elements of a particular specialization.

The master's study programme offers opportunities to study and conduct research in the field of translation and terminology. Final theses, master's theses, students develop on topical topics in translation and terminology. However, objective data and a conclusion on the topics of the master's thesis of students will be able to be obtained starting from the graduates of the academic year 2024/2025, since in June 2025 the first graduation ceremony is expected for students studying in the new professional study programme "Translation and Terminology".

Students' involvement in research project topics, developed competences in the management and execution of research projects, which are in accordance with the national classification framework corresponding to the European Qualifications Framework, as laid down in Cabinet Regulation No. 322 "Regulations on the Classification of Latvian Education". The master's study programme

corresponds to LQF level 7 and its study outcomes are defined in accordance with the descriptions of knowledge, skills and competences corresponding to level 7. Thus, the second cycle higher education at the end of the study programme, i.e. the master's degree in humanities science in Translation and Terminology, is relevant and not in conflict with the Humanities sector and its sub-sectors.

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

The implementation of the study process is based on the principles of student-centred education. For example, the diversity of students' needs is ensured in the study process by creating different ways and paths of studying that suit each student. Lecturers are encouraged to regularly evaluate and improve their teaching style and methods, and to provide students with any additional consultations or other support they need in their studies. At the end of each study course in the Master's programme, anonymous surveys are carried out in which students give a free-form evaluation of the relevant study course, thus providing feedback. Students also fill in questionnaires about the specific study course in the LAIS system, where these questionnaires are stored, and the results of the questionnaires are evaluated regularly (at the end of each semester) and the content or format of the course is updated accordingly.

**Lectures** are delivered in traditional formats, with presentations and/or materials and explanations on the topic prepared by the lecturer, and through interactive work, where students participate as active participants in the lectures.

During the **practical classes**, students work on completing practical assignments (individually or in groups). During these classes, as well as during the seminars, discussions and exchanges of views on the aspects to be discussed take place. Practical classes are the most common teaching approach used in the implementation of the study programme, as theory and practice must be closely linked in order to achieve the set objective. During the practical classes, students participate in projects: they implement their own project ideas, carry out tasks in projects implemented at inter-institutional level and in international cooperation projects such as Terminology without Borders.

In **independent study**, the student studies the subject independently. Independent work can take place in lecture rooms, in the library (where there are also free-access computers with internet access and learning databases). All lecturers and students use the e-learning environment *Moodle*, where course materials are uploaded so that, in addition to lecture and class materials, there can be an exchange of opinions and information between lecturer and students, as well as only between students in a forum.

The study programme "Translation and Terminology" is implemented in Latvian, while also providing in-depth development of knowledge and professional skills in English (and a second foreign language, for example, terminology work in Latvian and in two foreign languages),

facilitating students' employability in the international market. The level of English language skills of the lecturers is confirmed by the attached CVs in Latvian and English, which can be found in Annex 2.9.

The provision of the study process does not differ between the different implementation options (short - 60 CP programme and long - 123 CP programme). All students are provided with equal opportunities for studying the courses and defending the final examinations.

**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 an essential part of a professional Master's programme. The internship is carried out in accordance with the regulations approved by the Faculty Council (the internship regulations are available in the e-learning environment Moodle). The internship is implemented in accordance with the approved study plan.

In order to achieve the results planned in the study programme and to ensure the professional competence necessary for the manager of an organisation, the programme content provides for an internship divided into two parts:

1. internship of 30 CP and 9 CP - in the study programme with the volume of 123 CP;
2. internship of 9 CP in a study programme of 60 CP.

The only difference between the two implementation options is the professional internship of 30 CP, which is only required for students in the 123 CP programme, in addition to the 9 CP internship that students in both implementation options are required to undertake. Therefore, students in the 123 CP programme have to undertake a longer internship in order to acquire all the skills and competences required by the programme.

The internship is related to the study programme, and the main aim of the internship is to use the theoretical knowledge and practical skills acquired in the study process to solve specific tasks in a practical environment in order to promote the development of students' professional knowledge, skills and competences according to the qualifications of a translator and terminologist.

The internship regulations define the tasks of the internship and the conditions for the implementation of the internship. The internship regulations are publicly available and can be consulted on the e-learning platform "Moodle" or at the faculty. The traineeship takes place in translation agencies and other companies, state and municipal institutions, under the supervision of a traineeship supervisor appointed by the organisation. A tripartite contract is signed between the university, the student and the company at the start of the traineeship. The traineeship agreement is the basis for the student's placement. The internship supervisor, appointed by the University of Ventspils, follows the progress of the intern and advises the intern in the internship company, monitoring the fulfilment of the set tasks.

At the end of the internship, the student is required to prepare and submit an internship report describing the course of the internship, the tasks performed and the practical experience gained. The internship report is an independent work carried out by the student. The student presents and defends the practice report, i.e. the tasks performed and the lessons learnt during the practice, to the practice defence committee. The defence of the internship shall be public. The internship is assessed by a mark. The internship defence committee shall analyse and evaluate the performance of the tasks carried out during the internship.

The internships chosen by the students are evaluated and approved by the Faculty Council. The organisation of internship work is specified in the Regulations of Internship of the Master's Study Programme "Translation and Terminology" (hereinafter - the Regulations of Internship, see Appendix 3.8).

### **The aim and tasks of the Internship are determined by the study programme::**

1. The aim of the internship is to use the theoretical knowledge and practical skills acquired in the study process to solve specific tasks in a practical environment in order to facilitate the development of the student's professional knowledge, skills and competences according to the qualification of translator and terminologist and to independently further develop the acquired skills in real working conditions of a company/institution, as well as to give the student an opportunity to gain insight into research work by involving him/her in the practical implementation of FTS research projects. The internship gives the student the opportunity to ascertain his/her professional and personal suitability to work as a translator and terminologist.

### **Tasks of the Internship:**

2.2.1. Translation of business texts into the languages of the study programme - English-Latvian and/or the student's second working language (German/French/Russian-Latvian) and/or editing in the chosen working languages, as well as attendance or remote listening of one civil and one criminal court hearing in order to identify translation problems during court hearings and analyse the terminology used (minimum translation volume - 20 pp. In 9 CPs' practice, and in 30 CPs' practice, the minimum written translation is 50 pages);

2.2.2. In addition to the internship at the company, the student performs a scientific research internship at the Faculty of Translation Studies of Ventspils University College under the supervision of the lecturer of the study programme. The research placement assignment is to be carried out for 2 days and is to be coordinated with the lecturers of the professional master's study programme.

2.2.3. Gathering material for a glossary of terms on translation-specific topics;

2.2.4. Developing business terminology in the field in which the trainee is employed, if required by the traineeship company;

2.2.5. Identification of materials for the Master's thesis (if related to the internship topic);

2.2.6. Record-keeping skills and their acquisition (optional);

2.2.7. Regular documentation and self-assessment of work in the placement diary;

2.2.8. Preparation and presentation of a report at the internship conference on the internship and the work carried out.

The link between the objectives and goals of the students' internship and the study programme learning outcomes is specified in the Learning Outcomes Mapping (see Annex 3.5) and in the

internship description, which is presented in the same form as all course descriptions.

### **Internship opportunities**

The internship opportunities used by students so far can be divided into three categories:

Internships in companies, institutions and organisations in Latvia;

Internships at VUAS;

Traineeships in companies, institutions and organisations abroad, including EU institutions (e.g. EU Council Translation Service), with or without Erasmus+ support.

### **Support provided by the university in finding and choosing a placement**

The Director of Studies provides support in case students are unable to find a placement, but most often only advice on which placement would be most suitable for the student to gain the most valuable practical experience. During the internship defence, suggestions from interns are collected and will be used further when offering internships.

### **Support provided by the University for Erasmus+ placements**

In order to promote student mobility and to facilitate the achievement of the study programme learning outcomes, the Erasmus+ programme provides support for study placements abroad. The following activities are implemented by the Erasmus+ Coordinator in consultation with the Programme Director:

Discussions with students about potential placements abroad, individually assessing students' goals, abilities, competences and knowledge; Finding a placement based on the contacts accumulated at the VUAS during various international research projects;

informal discussions with the potential placement about the tasks to be performed and the deadlines; support in the preparation of documents (CV, motivation letter, etc.); guidance for students to fully prepare for internship interviews; advice on finding a place to live.

All formal support and additional student assessment is provided by the staff of the VUAS Study Department.

### **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 Master's thesis is the final examination of the study programme. The Master's thesis consists of three main parts - theoretical, analytical and practical. The parts of the Master's thesis are interrelated and complementary. Stages of Master's thesis development:

1. Identification of the problem, formulation of research questions, tasks, hypothesis or research

question;

2. analysis of the problem, selection of possible solutions;
3. practical implementation of the tasks using effective innovative research methods;
4. evaluation and conclusions of the results obtained in the Master's thesis.

The Master's thesis development is regulated by the Regulations on the Procedure of Master's Thesis Development, Presentation and Defence, which have been approved at the meeting of the Faculty Council. The regulations define the content of the Master's thesis, its elaboration and presentation. Before the Master's thesis is started, a meeting is held with the students to discuss the requirements for the thesis, and a pre-defence of the Master's thesis is held one month before the Master's thesis is handed in. Only after a successful pre-defence is the Master's thesis recommended to be submitted to the national examination board for defence.

The Master's degree and the professional qualification may be obtained if all study courses have been successfully completed, the internship report and the Master's thesis have been defended. At the end of the Master's theses, the National Examination Board, composed of industry representatives, assesses the Master's theses. The assessment of Master's theses is complex. The final mark consists of the mark of the supervisor, the mark of the reviewer and a component of the mark for the presentation and defence of the thesis, determined by the members of the National Examination Board. The final mark is the result of a collegiate decision of the National Examination Board.

Students have the right of appeal. Within three working days of the announcement of the assessment, a motivated application must be submitted to the Department of Studies of the VUC, which will set up an appeal committee to examine the specific application.

The choice and justification of the topic of Master's theses is often closely related to the students' professional activity. Students have the opportunity to choose their own research topic and supervisor. During the development of the Master's thesis, the topic is refined in order to align the title of the thesis with the aim of the research. In the Master's thesis, the student must demonstrate that he/she is able to navigate the latest specialised literature and other sources, analysing them, using modern research and data processing methods, as well as to work creatively when carrying out a specific research.

Final theses (master's theses) are written on topical themes in the humanities. When evaluating the topics of the Master's theses defended in the reporting period, it can be concluded that they are topical and relevant to the contemporary problems of translatology. For example, *The Use of Translation Techniques in Localisation: the Mapon website and its microtext (EN-ES-LV)* (S. Jagmina), *Translation Problems and Solutions for the State Revenue Service Financial Statements in Plain Language (LV/EN)* (L. L. Strelica)

In the spring and autumn defences of 2023 and 2024, 8 Master's theses on the following topics were developed and defended:

1. Culinary Lexis in Publicist Text Translation: Challenges and Solutions (grade 9)
2. Improving the efficiency of the selection process of translators: development of a translation skills testing tool for Latvian translation agencies (grade 8)
3. Corresponding scientific names of butterfly species in Latvian and English: difficulties and solutions (score - 10)
4. Translation of drumming-related texts and educational literature into Latvian (grade 8)
5. Beekeeping Terms in English and Latvian: Development of Entries for IATE Terminology Database (grade 10)
6. Tourism terms in Liepāja tourist guide: problems and qualitative analysis (LV - ENG) (grade 5)

7. Types of Contracts and Related Terms in Lithuanian, Latvian and English: Typological and Terminological Aspects (grade 7)
8. The analysis of the text and terminology of NATO ATP 3.12.1 Military Engineering Tactical Doctrine: challenges and Solutions (grade 8)

The average mark in the reporting period is 8.125, with two students obtaining the maximum mark - excellent (10). A high grade in the final examination paper indicates and allows to conclude that the students have achieved the objectives of the learning outcomes, acquired good theoretical knowledge, skills and competences.

The topics of the Master's theses developed in the previously implemented study programme "Translation of Applied Texts" are mainly devoted to in-depth translation of texts from Latvian into English and vice versa. The development of topics such as "Beekeeping terms in English-Latin: development of sections for the European Interactive Terminology Database IATE" or "Matching scientific names of butterfly species in Latvian and English: difficulties and solutions" shows the relevance both in international and local scientific and practical life. In the future, students will be advised to do more research on terminology-related topics.

### **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.**

For the provision of the study process and the implementation of the study programme, the VUAS uses the material, technical and informational base: resources and provision described in Part II, Chapter 3, Subsections 2.3.1 - 2.3.3 of the self-assessment report. No programme-specific resources and provision are required. Lectures, practical classes and examinations are held at the premises of the VUAS in Ventspils, Inženieru iela 101, with the possibility to participate in the classes remotely.

It can be rightly considered that all the necessary conditions for studies at the VUAS have been created - new modern lecture rooms, computer rooms, a modern library with a large reading room, etc. The material and technical base of the studies allows to fully provide the necessary conditions for the study programme:

- each study room has a multimedia projector and a computer;
- there are interactive whiteboards in the conference rooms;
- computer rooms equipped with the necessary software;
- students have the possibility to copy their work and use computer rooms for individual study.

In addition to the technologies, software and services available at VUAS, the infrastructure unit also maintains other necessary network services, such as the university's website. Other possible web services that could enhance or better provide the functionality of IT resources of VUAS are being explored, such as WIKI, network cluster file systems, server virtualisation, service backups, etc. The

VUAS library has access to scientific literature on translation studies, language learning, including textbooks on intercultural communication, on various linguistic issues. As in the post-crisis period the acquisition of literature published abroad is limited, various databases are at the disposal of students, about which all students and lecturers are regularly informed by the library staff, who also offer training courses on how to work with the databases. Students also have access to resources developed in projects that have been jointly carried out by teaching staff and students.

1. Jānis Veckrācis and A. Sīle have developed a monograph "Tulkojumu redakcionālā pilnveide") (in English "Editorial Improvement of Translations", Riga: Zinātne, 2021), which is an important resource for the course "Editing of Applied Texts" and other courses;
2. "Bioleksipediija" ([www.bioleksipediija.lv](http://www.bioleksipediija.lv)), a system for collecting and managing biology terms, for the study of terminology in the life sciences;
3. website "Teachers in the distance" ([www.teachersinthedistance.eu](http://www.teachersinthedistance.eu)), which allows learners to strengthen and improve their foreign language knowledge and skills using a variety of tools for foreign language learning;
4. website "Zinātnes valoda" (<https://zinatnesvaloda.lv/sakums>; only in Latvian), which is useful for compiling research data and for the master's thesis;
5. platform for language technology terms (<https://termini.venta.lv/home>; only in Latvian), which provides a collection of language technology terms and definitions.
6. translation dictionaries and phrase books (mobile apps) for terms "New Botanical Dictionary. Latvian-Latin-English-German-Russian terms", "Translation dictionary and phrase book for English-Latin medical terms", "German-Latin-German glossary of basic legal terms in contract law". The dictionaries are available for download on smartphones on *Google Play* and the *Apple Store* and can be downloaded on the translation pages of the relevant subject areas on *Moodle*.

In view of the above, it can be concluded that the master's study programme "Translation and Terminology" is provided with adequate material and technical base.

### **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).**

When compiling the financial and actual resources required for the implementation of a study programme, the VUAS shall include in the calculation the income and expenses actually or proportionally corresponding to the study programme. The revenue includes the state subsidy for

the study process (EUR 1630.11 per student per budget place, state budget subsidy for student grants and social needs EUR 251.98 per student per budget place), as well as the tuition fee revenue (according to the actual tuition fee for each study programme). Revenue also includes funding from the municipality to support the study process. The proportion of expenses is determined by aggregating information from two types of calculations:

1. VUAS centrally sets 25% deductions for each faculty (calculated from the state subsidy and tuition fee income approved by the Ministry of Education of the Republic of Latvia) to cover VUAS general maintenance expenses;
2. For each study programme, a proportional share of the expenses is calculated from the general VUAS maintenance expenses calculated for the faculty or the expenses directly necessary for the operation of the specific faculty, taking into account the number of students in the specific programme.

The general maintenance expenses include a deduction of 25% of the state subsidy (the amount of the deduction is the same for all faculties) to cover the maintenance expenses of the VUAS:

1. utility costs - electricity, heating, water and sewerage services, waste collection services;
2. maintenance costs for the premises and building, including repair services;
3. IT system services;
4. marketing expenses;
5. general representational expenses;
6. partly administrative salary expenses;
7. general tax charges of the institution, etc.

The direct expenses of the Faculty, which are necessary and identifiable as expenses incurred directly by the Faculty, are allocated proportionally to the study programmes, taking into account the proportion of the number of students studying in the programme to the total number of students in the Faculty. The expenses foreseen, incurred and identifiable as expenses of a specific study programme shall be included in the costs of the specific study programme. These above mentioned expenses include expenses for the salary of the academic and general staff of the Faculty, tax expenses, insurance expenses, as well as expenses for the purchase of fixed assets, inventory, books, teaching aids and other expenses of the Faculty.

Both income and expenses are also reported per student for each study programme separately (usually for one calendar year), and the share of each group of expenses in the total expenses of the faculty or study programme is also determined.

In 2023, 30 students will study in the study programme "Translation of LSP texts", which is 13.33% of the total number of students at the Faculty. The programme has a tuition fee of EUR 2270 per year. The average revenue is divided as follows: state subsidy 70% and tuition fees 30%.

Expenditure is divided into four main groups, with the average share of each expenditure item in the total expenditure of the programme. The eligible expenditure for the programme is broken down into - salaries, incl.

91%, scholarships 8%, goods and services 1%, other expenditure 0.09%.

The same share of 13.33% for students is used to calculate the eligible expenditure for the programme. The programme needs 25 students to reach breakeven point.

The calculation of the cost of the study programme can be found in the Annex.

## 3.4. Teaching Staff

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

One of the most important quality assurance factors in the implementation of the content of the programme is the teaching staff who are involved in the programme. The qualifications of the academic staff involved in the implementation of the study programme are appropriate to the specifics of the study programme and the conditions of its implementation, as well as to the requirements of normative acts in the field of education. All teaching staff members are professionals in their field of study, have demonstrated their competence in research and the use of e-environment in the study process, as well as participated in research, including international projects, developed internationally citable publications, monographs and popular science materials.

The master's study programme "Translation and Terminology" is implemented by highly qualified academic staff with significant practical experience in both private and academic sector, providing students with the necessary research skills, theoretical and practical knowledge, skills and competences in translation and terminology.

Table 3.1.

### Lecturers involved in the implementation of the study programme

Name, surname of the teaching staff member	Scientific degree	Position	Elected by VUAS
Jānis Veckrācis	Dr. philol.	Associated professor	Yes
Astra Skrābāne	Dr. philol.	Associated professor	Yes
Silga Sviķe	Dr. philol.	Assistant professor	Yes
Egita Proveja	Dr. philol.	Assistant professor	Yes
Aiga Bādere	Mg. translat.	Lecturer	Yes
Aiga Veckalne	MBA	Visiting lecturer	No
Elizabete Kadakovska	Mg.	Visiting lecturer	No
Linda Gaile	Mg.	Visiting lecturer	No

Natalja Malašonoka	Mg.	Visiting lecturer	No
Ernesta Kazakenaite	Dr. philol.	Guest Assistant professor	No

The language skills of the lecturers of the master's study programme "Translation and Terminology" comply with the Cabinet of Ministers Regulation No 733 of 2009 "Regulations on the extent of state language skills and the procedure for testing state language skills for the performance of professional and official duties". Information on the lecturers' foreign language skills is summarized in the lecturers' curriculum vitae (CV), attached in Annex 2.9. The qualifications of the teaching staff meet the requirements of Article 39 of the Law on Higher Education Institutions regarding the academic staff of professional study programmes. Ten teaching staff members are involved in the implementation of the study programme, six of whom are lecturers elected by the VUAS.

Five teaching staff members have a doctor's degree, and three (A. Bādere, A. Veckalne and E. Kadakovska) are pursuing doctoral studies. L. Gaile and N. Malašonoka have completed their doctoral studies. The lecturers involved in the study programme, besides organizing studies, also work in translation companies as staff or freelance translators, self-employed translators or interpreters or terminology project managers. This way, the content and implementation of the study programme are linked to the industry and its current developments.

An overview of the research activities of the academic staff can be found in Annex 2.12.

The qualifications of the teaching staff members directly correspond to the following study programme outcomes – competences, which are grouped in three blocks (I – translation studies, terminology, information technologies; II – interaction and communication, translation and terminology project management; III – research, binding rules, regulations, standards) and are described below with regard to the teaching staff members' contribution to the attainment of these competences.

- **Translation studies (ACLO 1), terminology (ACLO 2), information technologies (ACLO 4)**

All of the teaching staff involved in the implementation of the study programme – assoc. prof. A. Skrābane, assoc. prof. J. Veckrācis, assoc. prof. G. Dreijers, docent S. Sviķe, docent E. Proveja and RA, visiting lecturer A. Veckalne – have many years of experience in teaching translation and/or terminology-specific study courses, and most of the lecturers have extensive experience working as practising translators in the translation sector and in terminology projects (e.g., S. Sviķe, J. Veckrācis, A. Veckalne, A. Bādere worked on the LCS project No. Izp-2020/01-0179[6]; E. Proveja worked on the LCS project No. Izp-2018/2-0131[7]), by developing new study courses in the project "Digitalisation initiatives for improving the quality of studies in the areas of strategic specialisation of universities", proj. No. 8.2.3.0/22/A/005[8], in which A. Veckalne and A. Bādere were engaged, developing term dictionaries (e.g., "Angļu-latviešu-angļu medicīnas terminu tulkojošā un sarunvārdnīca" (in English: English-Latvian-English Medical Dictionary" (mobile app)[9]: proj. manager S. Sviķe, A. Veckalne was working on the project; "Jaunā botāniskā vārdnīca. Termini latviešu-latīņu-angļu-vācu-krievu valodā" (in English: "The new botanical dictionary. Terms in Latvian-Latin-English-German-Russian") (mobile app)[10], proj. manager S. Sviķe. In this way, these teaching staff members ensure the necessary in-depth knowledge and the transfer of the latest scientific and practical developments in studies. Lecturer A. Bādere, visiting lecturer L. Gaile and visiting lecturer N. Malašonoka are specialists in translation of applied texts, E. Kadakovska is a specialist in the medical field, as she is a practicing radiologist who is also studying in a doctoral study programme in linguistics.

- **Interaction and communication (ACLO 4), translation and terminology project**

## **management (ACLO 5)**

Several lecturers of the professional master's programme (e.g., assoc. prof. G. Dreijers, RA, visiting lecturer A. Veckalne, lecturer A. Bādere) also teach courses in the FTS programme "Intercultural Communication" and are therefore professionals in the fields of communication and intercultural communication and can provide students with advice and knowledge in these areas.

In order to achieve these study programme outcomes, the teaching staff involved in the implementation of the study programme – assoc. prof. J. Veckrācis, assoc. prof. G. Dreijers, assoc. prof. A. Skrābane, docent S. Sviķe, docent E. Proveja and RA, visiting lecturer A. Veckalne – have high-quality scientific publications on translation and terminology issues[11], the results of which are also presented to students in their study courses. During their study research practice, students are involved in terminology projects, for example, the project "Terminology without Borders"[12] under the supervision of S. Sviķe.

Research assistant and visiting lecturer A. Veckalne and lecturer A. Bādere teach students translation work management, as well as the skills of using computer-aided tools necessary for practical translation work in translating texts from various fields, and also provide an opportunity to learn other computer tools and software necessary for translation, compare the performance of these tools or software and solve various technical problems. It is intended that the professional master's programme will be included in the International Network of Simulated Translation Bureaus[13] (INSTB) from the academic year 2024, as an application for membership has been submitted. The coordinator of this network from the master's study programme will be A. Veckalne, research assistant and lecturer in the course "Translation and Terminology Work Management", who will lead and coordinate students' work in the events organised by the network in the course "Translation Work Management". Visiting lecturer E. Kadakovska, combining her professional knowledge in medicine and her studies in linguistics, as she is also a student in the doctoral study programme at VUAS FTS, provides students with knowledge in the use and choice of medical terms in translations.

### **• Research (ACLO 6), binding rules, regulations, standards (ACLO 7)**

The teaching staff involved in the implementation of the study programme – assoc. prof. J. Veckrācis, G. Dreijers, assoc. prof. A. Skrābane, docent S. Sviķe, docent E. Proveja, RA, visiting lecturer A. Veckalne and lecturer A. Bādere – have experience both in teaching translation-specific study courses and in working in the translation sector, providing the necessary in-depth knowledge of translation and terminology to strengthen existing research skills and acquire new ones. The involved teaching staff follow the latest trends in the field of translation and terminology, participate in scientific conferences with papers and as audience, thus providing students with knowledge and skills in the development of professional methods of activity in the development of research work.

The study programme's lecturers have carried out important research that provides essential support for the implementation of the programme's content, e.g. assoc. prof. J. Veckrācis "Linguistic and Translatological Aspects of Poetry Translation: Joseph Brodsky's Texts in Russian, English and Latvian" (in Latvian: Dzejas tulkošanas lingvistiskie un translatoloģiskie aspekti: Josifa Brodskā teksti krievu, angļu un latviešu valodā) (Akadēmiskā izdevniecība "PETER LANG", 2019); Jānis Veckrācis and A. Sīle have developed a monograph "Editorial Improvement of Translations" ("Tulkojumu redakcionālā pilnveide", Rīga: Zinātne, 2021), assoc. prof. J. Veckrācis and docent S. Sviķe have compiled the scientific articles, opinion articles and interviews of the long-standing Ventspils University of Applied Sciences professor Juris Baldunčiks and prepared for publication the collection "Juris Baldunčiks. Zinātniskie raksti. Viedokļraksti. Intervijas" (in English: "Juris Baldunčiks. Scientific articles. Opinion articles. Interviews.") The collection will be published in the

summer/fall of 2024 by the publishing house "Zinātne"; it will significantly enrich the range of scientific literature in Latvian used in study courses.

Lecturers are involved in professional organisations (e.g., docent E. Proveja, docent S. Sviķe are members of the Latvian Association of Interpreters and Translators, docent E. Proveja, RA, visiting lecturer A. Veckalne and lecturer A. Bādere are members of Latvian Association of Applied Linguistics), lecturer A. Bādere is a member of Latvian Association of Young Researchers, docent S. Sviķe, RA, visiting lecturer A. Veckalne, assoc. prof. J. Veckrācis, assoc. prof. G. Dreijers have participated in interinstitutional and international projects (e.g. in the project "Teachers in the distance"[14]), and they regularly improve their professional qualifications through various further training courses. The study programme lecturers are also involved in the development of standards, for example, assoc. prof. G. Dreijers participated in the working group for the development of the professional standard "Translation. Professional qualification requirements for translators and terminologists". Assoc. prof. G. Dreijers and docent S. Sviķe are experts in the Evaluation Working Group of the European Master in Translation Network Programme for the 2024 call for applications. Study programme lecturer RA, visiting lecturer A. Veckalne is a member of the jury of the competition "Latvian Media Language Award 2023" organised by the State Language Centre. The lecturers of the study programme are also translators and authors of literary works, e.g. RA, visiting lecturer A. Veckalne, poetry translators and authors of poetry collections, e.g. assoc. prof. J. Veckrācis.

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

The professional master's study programme "Translation of LSP Texts" has been implemented at Ventspils University of Applied Sciences since the academic year 2020/2021 (before that - the programme was called "Translation of Legal Texts"). In the reporting period 10 lecturers were involved in the implementation of the Master's study programme. Changes in the composition of the academic staff have been affected by the retirement or termination of employment of several lecturers.

During the reporting period, the following changes in the academic staff have been observed, related to terminations and retirements and to the recruitment of new lecturers:

1. Associate professor Valda Rudziša has retired and her courses have been taken over by assistant professor Silga Sviķe (e.g. course "Language for Special Purposes, Terminology and Terminography, EN, DE, RU, LV") and asoc. prof. Jānis Veckrācis (e.g. course "Translation and Terminology of Legal Texts, EN-LV", both specialising in terminology and translation from German (S. Sviķe) and English (associate prof. J. Veckrācis) into Latvian.
2. After his retirement, the courses of Prof. Jānis Sīlis are taken over by Asoc. prof. Jānis Veckrācis, who has good experience in teaching both theoretical and practical courses, as he also has significant research and publications on topical issues in translation studies.
3. Introducing new study courses (e.g. "Text in Multilingual Environments: Aspects of Translation and Terminology" EN, DE-LV / EN, ES-LV / EN, FR-LV / EN, RU-LV, guest lecturer Linda Gaile, who has completed her PhD studies and translates from Spanish, guest lecturer Natalya Malashonoka, who has extensive experience in translation and is a native speaker of Russian, assistant prof. Astra Skrābane, who has many years of experience as a lecturer and translator from French, as well as assistant professor Silga Sviķe, who is a practising

translator from German with experience as a lecturer at Ventspils University.

4. In accordance with the requirements of the law, in order to ensure compliance of the study programme with the Law on Environmental Protection and Civil Protection, a guest lecturer and PhD student Ivo Lemšs, who has the appropriate qualification and experience, has been engaged to teach the study course "Civil Protection and Sustainability of Society". Ivo Lemšs is the Head of the Kurzeme Region Environmental Service and a PhD student at Ventspils University College. The course of study is intended to be provided to those students who have not completed it at the previous level of education.

The decisive criteria for the selection of lecturers are education and qualification, academic and scientific degrees, work experience, analysis of the results of scientific research work, qualification improvement and methodological developments. Thus, it can be stated that the changes made in the academic staff are not related to the quality of teaching of the study course and do not affect the quality of the results to be achieved by the study programme. The newly recruited guest lecturers are highly qualified specialists with experience in the field. Most of the lecturers participate in research, which contributes to the research orientation of the study process. The results of the student survey show that students highly value the involvement of lecturers as experts in the field. The stability of the core faculty has enabled the development of feedback between lecturers and students, thus increasing both the quality of studies and the ability of students to apply the acquired knowledge in the working environment.

**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).**

Key criteria for the selection of academic staff are scientific and professional competence, potentially ensuring successful collaboration between academics. Cooperation between the teaching staff of the study programme is promoted through both formal and informal events organised by the VUAS. The successful cooperation of the study programme's teaching staff is demonstrated by:

1. Interdisciplinary cooperation of academic staff – for example, faculty members from different fields are involved in the study programme and are employed in the programme, and they can share their experience and discuss topical issues at the meetings of the study programme council, faculty council meetings, seminars, meetings with employers, etc.;
2. Cooperation of lecturers in the development of the study programme content – when developing and improving the study programme content, lecturers carefully follow the thematic division of the study course, mutually coordinating the thematic areas and the assessment mechanism of the study results;
3. Informal cooperation of teaching staff: the VUAS FTS organises various activities to promote communication among teaching staff in an informal atmosphere - one example is the weekly coffee breaks, during which lecturers discuss current issues in an informal atmosphere, and share their experiences in solving various problems; also, traditionally, a Christmas event and an end-of-semester event are organised to give colleagues the opportunity to exchange information in a more informal atmosphere. The event, which brings together the teaching staff, students and alumni of the FTS, is the memorial event of VUAS long-standing professor Juris Baldunčiks on 29 November, which is also the professor's birthday; then all those interested meet in an informal atmosphere to look back on the achievements in the translation field and translation studies in that year, as well as to reminisce about the work of VUAS FTS before and in the future. The event took place in both 2022 and 2023.

There are ten lecturers with academic and professional experience involved in the implementation of the study programme. Students are provided with high-quality studies and the opportunity for an individual approach during the study process. Precise estimates of the number of students enrolling in this programme will be possible after the end of the first academic cycle, as the programme will only be implemented starting from the academic year 2024/2025.

# Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3-1_appendix_D_DS_EN.pdf	3-1_pielikums_D_DP_LV.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	3-2_pielikums_Statistika_par_studejosajiem_TT..pdf	3-2_pielikums_Statistika_par_studejosajiem_TT..pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3-3_APPENDIX_TT_EN.pdf	3-3_pielikums_TT_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3-4_APPENDIX_profession-standart_en_TT.pdf	3-4_pielikums_Atbalstiba_profesijas_standartam_lv-TT.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3-5_pielikums_kartejums_TT_LV_un_EN_26.07.xlsx	3-5_pielikums_kartejums_TT_LV_un_EN_26.07.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3-6_appendix_TT_26.07..docx.pdf	3-6_pielikums_stud_pr_plans_TT_26.07..docx.pdf
Descriptions of the study courses/ modules	3-7_piel_Kursu_apraksti_EN_26.07..docx.pdf	3-7_piel_Kursu_apraksti_LV_26.07..docx.pdf
Description of the organisation of the internship of the students (if applicable)	3-8_appendix_TT_EN.pdf	3-8_piel_TT_LV.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		