

## APPLICATION

### Study field "Arts" for assessment

Study field	<i>Arts</i>
Title of the higher education institution	<i>Ekonomikas un kultūras augstskola</i>
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# **Self-evaluation report**

Study field "Arts"

EKA University of Applied Sciences

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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,.

The EKA University of Applied Sciences (hereinafter - EKA) was founded in 1998. The higher education institution is located at 62 Pērnavas Street, Riga. The name of the EKA University of Applied Sciences in Latvian (Ekonomikas un kultūras augstskola) combines two spheres - social (economics) and humanitarian (culture), which at first seem to be opposite, but in fact are interconnected and form the basis of the development of our society. Therefore, the stylized Möbius strip has been chosen as EKA's logo, which depicts two surfaces that, when interconnected, pass into infinity. This is how EKA offers many different opportunities - by educating and developing, one can achieve his/ her career and life goals. The shape of the Möbius strip represents the movement, symbolizing the dynamism of the university - EKA is constantly evolving, promptly responding to the latest trends in education, science, demand in the labour market and the interests of students.

### *Vision*

EKA is developing as an interdisciplinary multicultural university, which prepares knowledgeable, creative and independent personalities for the global labour market who are excellent professional leaders in their industries. EKA is associated with competitive education, internationally acknowledged diplomas, high professional quality of our undergraduates and graduates, well-developed scientific research base and highly qualified academic and administrative personnel.

### *Mission*

The EKA University of Applied Sciences is a higher education institution which, based on innovative methods and a multicultural approach, ensures the attainment of academic and vocational higher education in line with the European Union level, promotes the development of students' creative potential and entrepreneurial spirit and their motivation for lifelong learning.

In 2022/2023, 17 study programmes are implemented at EKA:

- Management, administration and real estate management (8 study programmes);
- Economics (3 study programmes);
- Law (1 study programme);
- Translation (1 study programme);
- Arts (3 study programmes);
- Information technology, computer engineering, electronics, telecommunications, computer management and computer science (1 study programme).

The total number of students on 1st October, 2022 slightly increased compared with previous years: In 2018 - 1101 students, in 2019 - 1083 students, in 2020 - 1106 students, in 2021 - 1115 students, in 2022 - 1121 students. The positive dynamics of the students number has been achieved by changing the content of the studies, introducing new teaching methods, as well as developing a marketing strategy, opening new study programmes, and starting a foreign students attraction.

In line with [EKA's development strategy](#), the following priorities have been identified :

- Providing and developing the study process and content in line with regulatory requirements and trends in higher education and the labour market.

*Aim:* Prepare competitive professionals in the fields of business, information technology, culture and art that are relevant to current Latvian and international economic needs, who can use the acquired knowledge and practical skills for successful career and achievements.

- Ensuring and developing the scientific and creative process in line with regulatory requirements and trends in the world.

*Aim:* Achieve a high level of internationally recognised research and innovation results promoted by purposeful collaboration of the teaching staff, students, local and international partner universities, as well as industry representatives, thus ensuring research-based studies, relevant scientific qualification of the teaching staff, and the research needed for industry.

- Development of lifelong learning.

*Aim:* To be an open and dynamic university which is flexible with regard to market topicalities and responsive to a diverse range of local and international competences development and recognition.

The priorities identified are in line with Latvian strategic planning documents, including the Education Development Guidelines, the Latvian National Development Plan and other documents (see EKA Development Strategies, p.7 ).

According to the priorities determined, action directions are defined in the following areas of activity, the objectives and indicators to be achieved of which are indicated in Paragraph 2 of the Development Strategy:

- quality assurance;
- staff development;
- internationalization;
- strategic partnership;
- image and reputation;
- resources (material and technical base and infrastructure).

## **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 management of the higher education institution is ensured in accordance with the requirements of regulatory enactments. The structure of the EKA University of Applied Sciences is in Annex 2. The main institutions are the Constitution meeting, the Senate, the Study Councils, the Students' Council.

According to the Constitution of the EKA University of Applied Sciences, the Constitution meeting (members: 60% academic staff, 20% students, 20% general staff) is the highest collegial representative and management body and decision-making body in academic and scientific matters. In accordance with the Regulation of the Constitutional meeting (available in the e-environment ), its main functions are:

- adopt and amend the Constitution of the Higher Education Institution;

- elect and dismiss the Rector;
- listen to the Rector's report;
- elect the Senate;
- elect the Academic Arbitration Court;
- approve the Regulation of the Constitution meeting, the Senate and the Academic Arbitration Court;
- is entitled to adopt conceptual issues of operation and development of the Higher Education Institution for examination and decision-making on them.

In accordance with the Constitution of the EKA University of Applied Sciences, the Senate (members: 75% academic staff, 20% students and 5% rector) is a collegial management body and decision-making body of the staff of the Higher Education Institution, which approves the procedures and regulations governing all fields of activity of the Higher Education Institution. According to the Senate Regulation (available in the e-environment: Moodle, access data in Appendix1), it:

- elects academic staff;
- approves study programmes, their changes, plans and calendar schedules;
- decides on issues of academic and scientific activity of a higher education institution;
- approves internal regulatory enactments, except for those which, in accordance with the EKA Constitution, are approved by the Constitution meeting;
- The Senate listens to reports on the activities of individual academic staff and student formations, examines various submissions addressed to the Senate;
- approves the Scientific Development Strategy, the internationalisation strategy, the self-assessment reports;
- other basic issues related to the university study process are also decided.

In accordance with the Regulation of the Study Council, the Study Council (members: 20% administrative staff, 35% academic staff, 10% students, 10% general staff, 25% employers):

- evaluates the content of study programmes in the field of study, their implementation process and development strategy;
- examines the self-assessment report of the study direction and submits it to the Senate for approval;
- reviews and submits for approval changes in the field of study and/or study programme(s);
- nominates candidates for academic positions in the field of study.

In total, the university is operated by 28 representatives of the administration and general staff.

A list of EKA's main laws, regulations and rules is available in Annex 1.

### **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.**

EKA has established an internal quality system in accordance with the requirements of Part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) standard. EKA quality system operates in accordance with the "EKA Quality Policy" approved by the EKA Senate meeting (Protocol No. 168) on 16 February 2022. The quality system is designed to

contribute to the achievement of EKA's vision, satisfy the wishes of our students and stakeholders, and increase their satisfaction through regular improvements (documents are available at EKA website "HEI - Documents" or in the Moodle (access data in Annex 1).

The quality policy forms EKA's sustainable development framework, EKA's approach of excellence is related to it and it is aimed at committing to meet the requirements set by the regulatory framework in Latvia and the European Standards – ESG. EKA's quality policy focuses on achieving EKA's mission and strategic objectives. It is implemented in order to promote the formation of a quality culture at the university, to ensure improvement in performance and staff development, to ensure quality management and a student-centred approach in the educational process.

EKA's internal quality assurance system has been established and implemented in accordance with the requirements of Section 5(2<sup>1</sup>) of the Law on Higher Education Institutions of the Republic of Latvia. The quality system is described in the quality manual "EKA's Quality Management System Manual". The handbook defines the quality system model, improvement cycle, document hierarchy, responsibilities, processes and their interactions, study quality assurance and system evaluation, in accordance with the quality management system self-assessment scheme established by EKA. The EKA Quality Management System Manual shows EKA's quality system and is designed to create a common understanding of EKA's quality system and quality standards for staff and to ensure transparency of processes. The Quality Management System Manual is available to every employee on the EKA Moodle platform and is also placed in the main server of the EKA server.

When maintaining and planning improvements to the quality system, the recommendations of accreditation experts, the results of regular surveys of students and graduates, the results of employer surveys and satisfaction indicators and preferences of other involved parties are taken into account. Important criteria for evaluating EKA's performance and results are the assessment and recommendations of accreditation experts, the level of satisfaction of students and graduates, feedback from employers.

EKA engages its employees, students, employers and graduates in quality assurance and development through collegiate governing bodies. External stakeholders participate in the evaluation of study processes in the Senate, Study Councils and evaluate study results by taking part in final examination commissions, practices and accreditation processes. EKA ensures collaboration with stakeholders in such activities as planning strategic goals, planning study results, planning study content, infrastructure development, staff provision and development, evaluation of achievements.

The heads of structural units ensure compliance with quality procedures and the achievement of results. EKA staff and external stakeholders are involved in updating and regularly improving study programmes and developing new study programmes.

**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.	<p>The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.</p>	<ul style="list-style-type: none"> <li>- Quality policy developed.</li> <li>- Quality Management System Manual developed. (Paragraph 1.3 of the Report)</li> </ul> <p>According to the quality system model implemented by EKA, results planning, process management, analysis of the achieved results and certain actions to improve the situation are carried out. Procedures for quality assurance are included in the Quality System Manual, Study Regulations, employee performance assessment procedure, etc. guest lectures and survey procedures have been established and are being implemented to ensure quality.</p> <p>Quality assurance is evaluated in accordance with the fulfilment of the planned goals</p>
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 creation, approval and supervision of the activities of study programmes take place in accordance with the procedures for the development, approval and updating of study programmes (Minutes of the EKA Senate meeting No. 177 of 16 November 2022) and the Regulation "On the preparation, updating and approval of the description of the content and implementation of studies" (Protocol of the EKA Senate meeting No. 138 of 15 May 2019).</p> <p>The EKA Senate evaluates newly developed directions of study and programmes.</p> <p>In order to ensure the process of developing, reviewing and updating the study course description, guidelines for the development of the study course description have been developed by the EKA University of Applied Sciences (Protocol of the EKA Senate meeting No. 132 of 5 October 2018).</p> <p>The quality assurance of studies is described in the Quality Management System Manual (Paragraph 1.3 of the Report). The head of the study direction, the director of the relevant programme, the vice-rector for studies and development, the quality manager, students, graduates and representatives of the industry are involved in ensuring the quality of study programmes. The main decisions, based on the analysis of the results, are accepted at the Study Council and administration meeting of the relevant study direction.</p> <p>The content of study programmes analyzed and improved each year (improvements are made on the basis of survey results (students, graduates, employers), recommendations from graduates, staff and employers and trends in education and professional field)</p>



3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>The EKA Regulation "On the preparation, updating and approval of the description of the content and implementation of studies" (Protocol of the EKA Senate meeting No. 138 of 15 May 2019) specifies the creation of a description of the study course that determines the criteria for the evaluation of study results, providing for how the achievement of a certain result is verified.</p> <p>Study course descriptions are published and available to students in EKA e-learning environment next to the materials of each study course.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>EKA has developed and implemented the procedure for evaluating the performance of employees (Protocol of the EKA Senate meeting No. 175 of October 12, 2022). The procedure includes questionnaires for the evaluation of the academic staff. When evaluating the academic staff, the information included in this questionnaire is taken into account. Pedagogical work, scientific and creative activities, international activities, results of student surveys and performance of the e-study course in accordance with the existing requirements are evaluated.</p> <p>EKA, in accordance with the Cabinet Regulation No. 129 of 25.02.2021, has developed and implemented regulations on the assessment of professors and associate professors. The evaluation of the performance of professors and associate professors is carried out by the EKA Scientific Council. To measure the performance of academic staff, an assessment scale is used.</p> <p>EKA, in accordance with the developed personnel policy (Protocol of the EKA Senate meeting No. 168 of 16 February 2022), provides support to its employees for raising their qualifications by organizing training methodological conferences and training seminars. The materials are available in EKA e-learning environment Moodle</p>

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>Information on student performance is accumulated in the Nexus database and is regularly analysed by the study council.</p> <p>In order to find out the employment of graduates, the satisfaction of students and university employees, surveys are regularly conducted and their results are analysed.</p> <p>The administration analyses the results of the surveys and places the analysis summary on EKA's website.</p> <p>The procedure for organising the regular surveys is described in the EKA's Quality Management System Manual.</p> <p>The information about study resources is analyzed each semester by checking available resources. Additional resources are provided on the basis of academic staff requirements.</p> <p>The essential indicators of the university's activities are analyzed and reflected in the EKA yearbook.</p> <p>Available: Moodle "EKA Administration" and EKA website "Student's Guide"</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>The main priority of EKA's quality assurance system is to ensure and develop the quality of the study direction and study process.</p> <p>The quality assurance of studies is described in the Quality Management System Manual. EKA graduates and representatives of industry companies also participate in the improvement of the directions.</p> <p>The main achievements and shortcomings of the university study process are analyzed and reflected in the EKA yearbook.</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.**

The **strategic aim** of the "Art" direction is to provide students with quality education that is competitive in the Latvian and European labour markets, to improve research and creative skills and abilities, and to develop connections with employers in the field of design.

The development of human capital includes actions that increase a person's work productivity, career opportunities and employment potential - the aim, content and study results of the study direction "Arts" and the study programmes are fully in line with the goals of sustainable development, also the percentage increase in the employment of graduates in the industry shows that, in general, the development of the study direction trends and set strategic goals for the next 6 years are justified - based on the interest of employees and employers, it is necessary to continue to improve students' research and creative activity skills and abilities, to increase students' competitiveness in the Latvian and EU labour market, emphasizing lifelong education.

There are three study programmes in the direction of study "Arts":

- Professional bachelor study programme - "Interior design" (full-time and part-time face-to-face, Latvian language).
  - Train professional specialists in design and interior design with analytical and critical thinking, whose knowledge and skills make it possible to work with projects in the field of design and interior design.
- Academic study programme "Computer game design" (full-time and part-time, in Latvian and English languages (planned for 2023/2024)).
  - Aim: to prepare designers who have a wide range of knowledge regarding the design and art of games, specific skills in the development of computer games, technologies, graphic design and management of art projects, and competencies that allow to be competitive in the labour market in Latvia and internationally, as well as to perform creative activity as self-employed.
- Academic master's study programme "Brand Design" (full-time face-to-face, in Latvian and English).
  - Aim: to provide students with a set of knowledge, skills and competence in design, who are able to create the visual identity and visual communication of the organization in accordance with its business philosophy, using modern design solutions.

Bachelor study programmes provide opportunity to get bachelor degree in two directions: interior design and computer game design. Both programmes include courses in art, design and digital tools for design. Master programme provide opportunity to continue studies on next level and get knowledge and skills in brand design. It could be useful for students, which are professionals and need to develop their brands.

On the other hand, the development strategy of the EKA University of Applied Sciences for 2019-2023 sets the following strategic goal until 2023: "to be one of the leading universities in Latvia with an excellent reputation in the provision and development of studies and scientific and creative processes", which is fully consistent with the direction strategic aim. The strategy also defines three development priorities:

1. Ensuring and developing the study process and content in accordance with the requirements of regulatory acts and trends in higher education and the labour market.
2. Ensuring and developing the scientific and creative process in accordance with the requirements of regulatory acts and trends in the world.
3. Life-long development.

The strategic tasks of the study direction "Arts" resonate with the common development priorities of EKA, such as improving study programmes according to the latest trends in higher education, the labour market and the design industry, strengthening artistic creativity and the course

When analysing the competitiveness of the study programme, the "Interior Design" study programme was compared with three programmes:

- Bachelor study programme "Interior design", which is implemented by the Latvian Academy of Arts (LMA). This programme was chosen for comparison because LMA is a leader in art education in Latvia and several EKA graduates continue their studies in LMA master's study programmes;
- Bachelor study programme "Interior design", which is implemented by the Rezekne Academy of Technologies (RTA). EKA and RTA collaborate within the collaboration agreement, incl. implementing joint projects (e.g., in 2022 ESF project "Automation tools in creative industries AUTORADE");)
- Bachelor study programme "Interior Design" implemented by Escola d'Art i Superior de Disseny de les Illes Balears (Spain). EKA collaborates with this university within the Erasmus+ mobility programme.

Comparing the content of the study programmes, it can be concluded that the study courses of the compulsory part of the programme are variable depending on the university, LMA focuses more on art and its history, while Escola d'Art i Superior de Disseny de les Illes Balears - on design and work in materiality and practical activity, which was also visible when visiting the university itself last year; RTA has similar study courses in the compulsory part, such as aesthetics, foreign languages, environmental protection, etc.

The most similar Interior Design study programme is the LMA Interior Design study programme, as similar courses appear in the sub-specialization section, such as composition, drawing, visual geometry, colour studies, designing, drawing and painting.

The competitiveness of the professional bachelor study programme "Interior Design" is determined by:

- composition of the teaching staff: mainly practicing interior designers who introduce students to current affairs in the industry - later offering jobs and internships in companies;
- the opportunity to work in the industry during studies: students already start designing real objects in the 3rd year, learning to work in the work environment of an interior designer, which encourages professional development and the ability to easily integrate into the labour market,
- skills developed in the programme: the programme is competitive because it is able to prepare interior designers who can independently draw, measure objects, create concepts, technical projects and visualizations, as well as work with catalogues and collaborate with clients.

When analysing the competitiveness of the study programme, the study programme "Computer Game Design" was compared with three programmes implemented by universities, from which teaching staff work in the EKA programme and with which various creative activities have been implemented within the programme:

- Bachelor study programme "Game Design and Development", implemented by Estonian Entrepreneurship University of Applied Sciences (Estonia);
- Bachelor study programme "Games Design", which is implemented by the University of the Arts London (Great Britain);
- Bachelor study programme "Game Design and Graphics", implemented by Uppsala University (Sweden).

Comparing the content of the study programme, it can be concluded that the programmes are structured in different ways, but the most similar programme is the Estonian Entrepreneurship University of Applied Sciences – the mandatory part includes courses such as computer game art and computer graphics, audio design, 3D game graphics, etc., communication psychology is also

taught, which is similar to sociology. University of the Arts London courses are in larger modules of 20 CP and above, but their composition is similar. Uppsala University courses are divided into 2 large blocks, each year. All programmes include practical activities within the framework of project work, thus being similar to the Computer Game Design Programme.

The competitiveness of the academic bachelor study programme "Interior Design" is determined by:

- academic bachelor study programme "Computer Game Design" is the only programme in Latvia;
- within the framework of the programme, students are provided with opportunities to practice creating games on various platforms and organizations during their studies, where they are assisted by professional teaching staff - game developers, project managers and graphic designers;
- starting with the first year, students have the opportunity to participate in the Project Week, which provides for the development of a game in groups with the help of mentors;
- the programme involves several foreign teachers who educate students about the latest computer game news in the world and the current principles of computer game development.

The "Brand Design" study programme was compared with three programmes that were chosen based on the content of the programme (negotiations have been started with all universities regarding future collaboration):

- Master study programme "Brand Design and Innovation", which is implemented by the University of West London (Great Britain);
- Master study programme "Brand Design and Innovation", which is implemented by the Brand University of Applied Sciences (Germany);
- Master study programme "Branding and Packaging Design", implemented by BAU Design College of Barcelona (Spain).

Comparing the content of the the study programmes, it can be concluded that the study courses of the compulsory part of the programme are similar to the study courses/modules in the study programmes of other universities. The German study programme is interdisciplinary and in terms of content is the closest to the EKA study programme, as it includes study courses in design, ICT and management. In British universities, the programme is focused on creating brand design, while in the Spanish university programme, emphasis is placed on packaging brand design.

The competitiveness of the academic master study programme "Brand Design" is determined by:

- interdisciplinary approach: the study programme is interdisciplinary and includes the development of knowledge and skills in the fields of art, management and information technology.
- way of implementing the study programme, which includes hybrid lectures: face-to-face and online.
- in the study programme, one can start studies with different previous education: both from the fields of social sciences and from the fields of art.

**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.**

The analysis of the strengths and weaknesses, opportunities and threats of the study direction "Arts" is reflected in detail in the table below.

**Table.** Study Direction SWOT Analysis

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Employers and graduates regularly participate in the development of the content of study direction programmes</li> <li>• Regular monitoring and analysis of quality management processes. An internal quality management system has been established, which is constantly being improved</li> <li>• Professional academic staff and guest lecturers</li> <li>• Collaboration of teaching staff and students in the creation of research and creative projects.</li> <li>• Implementation of study projects for the needs of companies</li> <li>• Development-oriented international collaboration</li> <li>• Regular collaboration with graduates</li> <li>• Successful graduate continuing education for a master's degree, professional success in the design industry</li> <li>• Regular improving of infrastructure.</li> <li>• Developed e-study environment</li> </ul>	<ul style="list-style-type: none"> <li>• International exchange of students and academic staff is insufficient</li> <li>• Research practical activity of students at an average active level</li> <li>• There is insufficient recognition of the EKA Interior Design programme on a wider and international scale</li> <li>• A small number of foreign students</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

- 
- Continue to attract new teaching staff who have completed or are studying for a master's degree and are professionals in their field.
  - Continue collaboration with graduates - both by attracting them as guest lecturers and design industry professionals and active members of the Study Direction Council.
  - Partner network expansion
  - Enrichment of international experience and collaboration.
  - Creation of new programmes and or specializations
  - Implementation of programmes and modules in English. Internationalization of studies;
  - Continuing education and professional development of teachers, motivating to study in doctoral studies and obtain doctoral degrees
  - Material and technical provision of the study process, design computer programmes.
  - Demographic situation in the country
  - Student solvency
  - Intensification of competition in the spectrum of study programmes in connection with undesirable demographic and socio-economic processes.
  - The choice of current or future students to study/work abroad, which contributes to the decrease in the number of both newly admitted students and those already studying in the programme.
  - Government decisions that may affect the implementation of study programmes in private universities.

From the SWOT analysis, it can be concluded that the study direction has a strong basis for development and improvement, since the number of criteria of strengths and opportunities is bigger than the number of weaknesses and threats.

In order to mitigate the impact of weak party factors on the implementation and development of the study direction, different solutions and options are proposed (e.g.):

- The international exchange of students and academic staff is insufficient: it is planned to conclude new collaboration agreements with partner universities, as well as to be more actively involved in various international events abroad (for example, competitions, Academic Week, etc.)
- Students' research and practical activity at an average active level: offer students and teaching staff wider opportunities for participation in creative and research activities in Latvia and abroad, attract employers to provide practical tasks, etc. Include participation in student scientific conferences as part of the study programme (e.g. in the master's programme it is already a mandatory part of the programme).
- A small number of foreign students In order to promote the international exchange of students and to attract foreign students, the Master's programme "Brand Design" has been licensed, which is implemented both in Latvian and in English. Starting from 2023/2024. it is planned to launch the programme "Computer games design" in English. Currently, part of the study courses in this programme are taught already by foreign lecturers in English. In 2022/2023, several international activities are planned, during which students from different countries will collaborate in the development of games. Some events will take place at EKA.

To reduce the impact of threat factor risks on the implementation and development of the study direction, various solutions and options are offered (some examples below):

- Demographic situation in the country. In order to reduce the influence of demographic factors, the implementation of some programmes in English has been started. It allows to attract foreign students and promote the exchange of international students and teaching staff.

- Youth migration and studies abroad. The direction of study includes study programmes that combine an interdisciplinary approach and practical activities already during studies. EKA tries to popularize student projects, thus attracting the attention of applicants to their opportunities to study at EKA.
- Solvency of students. EKA offers various tuition fee discounts, which allow more successful and active students to save on tuition fees, as well as a flexible payment schedule. In addition, EKA also offers grants for university studies, scholarships within the framework of various projects, etc. support.

The development priorities and activities of the direction of study are discussed in detail in the Development Plan of the Study Direction (see Annex 3), in the development of which the teaching staff of the study direction, students and graduates, and representatives of employers have participated. The main directions of development:

- Improvement of the study direction study programme content and teaching methods according to educational and labour market trends;
- Attracting professional guest lecturers;
- Participation of teaching staff in international exchange programmes;
- Participation of teaching staff in international projects in the design sector.
- Participation of teaching staff in scientific conferences and writing publications;
- Collaboration with professional associations.
- Development of collaboration with higher education institutions and universities of Latvia.
- Collaboration with employers in the implementation of study programmes: lectures, practice, supervision of final theses and defence commissions, possible scholarships and grants for students.
- Involvement of students in conducting of scientific research, participation in research projects and development of new research projects, as well as motivation of students to participate in scientific conferences in the field.

### **2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.**

The administration of the Higher Education Institution, teaching staff, student council, students, employers, graduates and others are involved in the management of the study direction.

The study results are regularly analysed and, based on the results of the analysis, the necessary improvement measures are taken, which affect both the direction as a whole and the study programme in the study direction separately. The results of research and artistic creation activities are also analysed. In the process of development and improvement of the study direction and the programme, the activities of the Study Council are of fundamental importance.

#### **The main management functions of the study direction**

- The Senate approves the documentation necessary to manage the process and proposes the necessary changes.



- The Rector is responsible for strategic planning, control over the implementation of tasks and preparation and approval of the budget.
- The Vice-Rector for Study and Development is responsible for the supervision and quality assurance of the study process. The Vice-Rector for Study and Development manages and develops the study directions and programmes of the Higher Education Institution, organises the creation of new directions and programmes, organises the internal and external assessment of the quality of studies, as well as supervises and coordinates the implementation and improvement of study programmes.
- The Vice-Rector for Science and International Relations shall be responsible for the supervision and quality assurance of research and artistic creation activities. The Vice-Rector for Science and International Relations develops the Strategy for the Development of Scientific and Creative Activity and the Action Plan of this Strategy and is responsible for achieving the objectives of this Strategy.
- The Quality Manager shall be responsible for ensuring the operation of the quality management system. The Quality Manager carries out the assessment of the quality system, organizes the assessment process of the personnel involved in the study direction, organizes annual surveys of personnel, students and employers, analyses and evaluates their results and provides a report to the Rector.
- The Study Council performs analysis of the study process and develops recommendations for the improvement and development of the study direction and study process. The functions of the Study Council shall be determined by the Regulation of the Study Council of the EKA University of Applied Sciences.
- The head of the study direction is responsible for the management and development of the study direction, who organises, supervises and evaluates the work of the personnel involved in the study direction and its results. The head of the study direction shall analyse and evaluate the study process and its results, propose the establishment of new study programmes and the closure of non-current study programmes, set new tasks, inform the Vice-Rector for Studies and lecturers thereof, and provide proposals to the management of the Higher Education Institution for the improvement of the study direction. Collaboration with the directors of the direction study programmes carries out an annual assessment of the study direction, organizes the elimination of detected deficiencies and the implementation of improvement measures. The head of the study direction shall ensure collaboration between the parties involved in the implementation of the study direction.
- The director of the study programme shall be responsible for the development, implementation and management of the study programme in accordance with the requirements of the specific field of science, sub-field and profession standard, updating and improvement of the study programme. The director of the study programme shall analyse and evaluate the study programme and its results, inform the head of the study direction and lecturers thereof, and provide proposals for the improvement of the study programme. The director of the study programme shall act in the study Council of the relevant direction. The director of the study programme shall carry out his or her activities under the supervision of the head of the study direction. The director of the study programme in collaboration with the head of the direction carries out the planning of the academic staff, with appropriate competence.
- Professors of a higher education institution, in accordance with Section 28, Paragraph 4, p.4 of the Law on Higher Education Institutions determined, participates in the evaluation of the work and quality of study programmes, the Higher Education Institution and its structural units.

The general staff involved in the study direction provide support for academic staff and students

within their responsibility area. For example, study programme methodologist prepare information about students, their grades, study plans, list of students, protocols for exams etc. Student information center informs students about study process, main activities, prepares lecture schedule and schedule for consultations etc. Erasmus coordinator informs students and staff about mobilities and assists in preparation of documents. E-coordinator assists in e-course development in the Moodle, organizes trainings and prepares manuals for users of Moodle and videoconference system. Librarian assists students and staff in selection of necessary bibliographic sources and provide new literature according to academic staff requirement.

Each member of staff supports students and academic staff for qualitative study process.

**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 requirements for the admission of students are determined taking into account the requirements of regulatory enactments, as well as the specifics of study programmes. [The admission rules](#) are approved by the EKA Senate. After approval, the rules are published on the website of the university.

Admission of Latvian-flow students to undergraduate studies takes place using both the Unified Admission System on the portal Latvija.lv, as well as providing an opportunity to apply in person on the premises of the university. The list of necessary documents, the opening hours of the admission committee and contact information are published on the website of the university in the section "For future students".

Admission to the professional bachelor study programme "Interior design" takes place by taking an entrance exam in drawing, after the evaluation of which the applicant's skills in the creative field are determined.

Admission of foreign students to master programme "Brand design" is carried out twice a year: in the autumn and spring semesters. The admission process consists of the [following stages](#):

- Submission and verification of documents (compliance of previous education, the presence of all the necessary documents);
- Prior knowledge and language test: the applicant must complete a test that includes questions both about the specifics of the programme, as well as general language-oriented questions.
- Interview. The aim of the interview is to find out the motivation of the applicant for studying and the level of knowledge of foreign languages.

The documents of applicants who have successfully passed the test and interview are directed to the completion of entry documents. Such selection of students facilitates the admission of students whose level of preparedness allows them to successfully complete the study programme.

Admission process and criteria are developed according to legislation. Admission of foreign students is organized taking into account best practice of Higher Education Export Association. The

result of admission process allows to admit students, which could study in programme and achieve learning outcomes.

For later stages, students are admitted twice a year - in summer and winter. The list of documents to be submitted is available on the university's website in the section "For prospective students". After submitting the documents, the director of the relevant programme examines the documents certifying the results of studies achieved in previous education or professional experience. According to [the Regulations on recognition of study results](#) achieved in previous education or professional experience (available at Moodle and [Student's Guide](#)) the programme director prepares the study results recognition protocol and the individual study plan, submitting them examining to the Study Results Recognition Commission. The commission, after examining the documents, decides how many credit points could be recognized, whether additional tests must be taken and in which semester the student can be enrolled. After the commission meeting, all documents are handed over to the Student Information Centre, where the educational methodologist acquaints the student with the protocol for the recognition of study results, the individual study plan and the decision of the commission. After getting acquainted with the above documents, the student may sign the study agreement if s/ he agrees with the decision of the commission. In case the student does not agree with the decision of the commission, then s/ he has the right to contest it within 10 days by submitting an application to the Rector.

Most often, for later stages, college graduates who graduated from first-level higher vocational education programmes in the amount of 80 credit points are admitted. After recognition of the study results, students are enrolled in the 2nd or 3rd year, depending on the content of the study programme. If the student works in the field of the study programme, for example, manages an organization or its structural unit, then the student can submit an application for recognition of study results achieved in professional experience. In this case, internship is most often recognized, providing for the defence of the performance of practice tasks.

In recent years, students mostly start their studies from the 1st year, because college programmes, the content of which would be close to the programmes offered by the study direction, almost practically do not exist. Three years ago, some students who graduated from the Riga College of Civil Engineering started their studies in the "Interior Design" programme, and students from Albert College started their studies in the "Computer Game Design" programme.

**Table.** Dynamics of the number of students in later stages of studies

Study programme "Interior Design"		
Year of study	Full-time	Part-time
2017/ 2018	-	-
2018/ 2019	-	-
2019/ 2020	-	1
2020/ 2021	2	-

2021/ 2022	-	-
2022/ 2023		

**Table.** Dynamics of the number of students in later stages of studies

Study programme "Computer game design"		
Year of study	Full-time	Part-time
2017/ 2018	-	-
2018/ 2019	-	3
2019/ 2020	-	3
2020/ 2021	-	-
2021/ 2022	-	-
2022/ 2023		

**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 basic principles of assessment are laid down in the Study Regulations (available in the [Student's Guide](#) and Moodle, access data in Annex 1) and are based on the expected study results in each study programme. The teaching staff is entitled to choose test methods, taking into account the specifics of the study course, the level of preparedness of students and other factors. Students' knowledge is assessed both in the final examinations of study courses and in the intermediate examinations of study courses. EKA has a certain number of intermediate tests, which depends on the length of the study course in credit points. Students are offered various types of tests: written (essays, tests, quizzes, etc.), oral (seminars, presentations, discussions, etc.), project work, group work, participation in competitions and conferences, etc. The types and number of examinations are specified in the study course descriptions. If the student has not fulfilled the requirements for the acquisition of the study course, the teaching staff has the right not to allow students to take the

final examination in the study course. The principles for the assessment of the study results achieved by students are specified in the description of each study course. Study course descriptions are available in EKA's e-environment.

Students can choose topics of written assignments and research according to their interests and needs (for example, according to their job). Students have opportunity to participate in real projects in industry. This way EKA develops and supports students' needs for practical work and creative activities.

If a student encounters difficulties with the fulfilment of the requirements of the study course, as well as due to illness and other justifiable reasons, he or she has the opportunity to use consultations with the teaching staff and take intermediate and final examinations individually. The Student Guide (available on the EKA website) also provides information on the student's actions in case of academic debts.

Research papers and internship reports are evaluated with the participation of at least two lecturers in the defence commission. The Commission evaluates both the content of the work, the student's presentation skills, as well as the ability to reasonably discuss and answer questions.

Final (bachelor and master) papers (theses) are evaluated after students defending them at a meeting of the State Examination Commission. The principles for the formation of the Commission, as well as the procedures for the development and evaluation of final theses are laid down in the EKA Regulations on the Development and Defence of Studies and Projects Papers and Final Thesis (available in the [Student's Guide](#) and Moodle, access data in Annex 1). Students' competences and achieved learning outcomes are evaluated during defence.

The assessment of distance students takes place on Moodle and the Video Conferencing System Big Blue Button, using similar principles and criteria as for part-time in-person students. The teaching staff places the requirements for the acquisition of the study course, independent work and other information necessary for the acquisition of the course on the e-course Moodle. Students submit their papers onto Moodle, as well as participate in seminars, practical classes and online discussions using the EKA Video Lecture System.

EKA approach to assessment provides various opportunities for students' learning outcomes and competence level assessment according to their needs and programme requirements.

#### **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.**

The principles of academic honesty are defined in the [EKA's Code of Ethics and Academic Integrity](#). This document prescribes action if a violation of academic integrity and ethics has been established. Students are informed about the content of the Code and the principles of academic integrity at the beginning of studies, as well as in consultations on the preparation of study and project papers, internship reports and final theses.

The teaching staff is informed about the principles of academic integrity at EKA's general meetings and professional development events (seminars and methodological conferences), as well as when starting work at the university.

EKA's Code of Ethics and Academic Integrity is available for students in the [Student Guide](#) , while for employees – in the e-environment, in the course "EKA Administration" (access data in the Annex 1).

EKA uses anti-plagiarism tools, examining all final theses and scientific papers submitted for publication in EKA's scientific journals. EKA uses the Unified Computerized Plagiarism Control System for checking papers, which is mutual to several Latvian higher education institutions. Study and project papers are checked in case when the teaching staff suspects possible plagiarism.

Until now, no serious violations of the code in the activities of students were found. This shows a sufficiently good awareness of compliance with the Code. The main steps that should be taken in case of detection of plagiarism are stipulated in the Code.

## **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.**

EKA has established an internal quality assurance system which operates in accordance with EKA's quality policy (approved on 16 February 2022 at the EKA Senate meeting, protocol No. 168) and is described in the EKA's quality management system manual (available on EKA's website "EKA Administration").

The description of the quality assurance of studies determines the management of the study direction with the aim of ensuring efficiency and quality. It defines the areas of responsibility. The management of the study direction is organized in order to more effectively achieve the strategic goals of EKA's. The quality of studies is ensured within the framework of the study direction. Management processes are identified to ensure the quality of the study direction. EKA administration, lecturers, student council, students, employers and alumni are involved in the management of the direction (see p. 2.1.3.). The study results are regularly analysed by the Study Council and, based on the results of the analysis, the necessary improvement measures are taken.

To ensure the quality of the direction, the following actions are performed:

- The Vice-Rector for Study and Development is responsible for the supervision and quality assurance of the study process. S/ he organizes internal and external assessment of the quality of studies, as well as supervises and coordinates the implementation and improvement of study programmes.
- The Quality Manager shall be responsible for ensuring the operation of the quality management system. The Quality Manager carries out the assessment of the quality system, organizes the assessment process of the personnel involved in the study direction, organizes annual surveys of personnel, students and employers, analyses and evaluates their results and provides a report to the Rector.
- The Study Council performs analysis of the study process and develops recommendations for the improvement and development of the study direction and study process. The functions of the Study Council shall be determined by the by-laws of the Study Council of the EKA

University of Applied Sciences. For example, at the end of each academic year, council members carry out an assessment of the strengths and weaknesses of the study direction, analyse the results of the survey of students and graduates. In the reporting years, on the basis of this invert, changes have been made to the content of the programme, complementing it with, for example, creative workshops in the study programme "Interior Design", introducing project week, competitions in the study programme "Computer game Design".

- The head of the study direction is responsible for the management and development of the study direction, who organises, supervises and evaluates the work of the personnel involved in the study direction and its results. The head of the study direction analyses and evaluates the study process and its results, sets new tasks, informs the Vice-Rector for Study and Development and teaching staff thereof, and provides proposals to EKA management for the improvement of the study direction. The head of the direction shall carry out an annual assessment of the study direction, organise the elimination of the detected deficiencies, the implementation of improvement measures and ensure collaboration between all the parties involved in the implementation of the study direction.

In order to assess the quality of the study process and provide opportunities for improvement:

- every year student surveys are conducted on the quality of the study process. During the reporting period, students highlighted infrastructure gaps, and the administration worked to improve the university's infrastructure: additional laboratories have been established, the technical base has been replaced and supplemented. At the end of 2022 EKA moved to the new building where the study environment is adapted to the creative process: several workshops have been created, computer classes with the necessary equipment, such as 3D printer, VR and AR glasses, computers with the required software, photo and video workshop.
- At the end of each semester, a survey of students is conducted on the quality of the work of the teaching staff; some teachers were replaced during the reporting period following the survey results.
- after each graduation, graduates are surveyed to evaluate EKA's performance and understand the areas to be improved; Based on the results of the graduate survey, the content of the study programme has been changed. For example, in the study programme "Interior design" courses have been introduced, within the framework of which students design real objects. During the reporting period, students developed several projects, e.g. Gauja Tautas nams, training center "Lando", premises of the National Defence Academy, etc.
- Employers are regularly surveyed to find out the direction of programme development and student performance in internships.
- Representatives of the industry, who participate in the defence of the bachelor papers, express their opinion on the achievements of students and offer opportunities for the development of the programme.

The obtained information is analysed at the administration meeting and the study council and decisions are made to improve the situation. Based on the results of the surveys and recommendations of industry representatives, decisions have been made to improve the study process (see point 2.2.2).

**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 development and approval of study programmes is organised in accordance with the procedures for the development, approval and updating of study programmes (EKA website "EKA Administration"). This procedure determines in detail the process of developing, updating and closing study programmes and the responsible staff involved in this process

In accordance with the requirements of point 55 of the Law on Higher Education Institutions, the Regulations on the preparation, updating and approval of the description of the study content and implementation has been developed and implemented (approved at the meeting of the EKA Senate on 26.04.2017. Protocol No. 120, available on EKA's website "EKA Administration").

Changes in the direction of study and programmes are made on the basis of annual self-assessment, visit results, evaluating the submitted proposals from teaching staff, students, graduates and employers, as well as taking into account changes in regulatory enactments. In order to find out the opinion and recommendations of students, graduates and industry representatives, surveys are regularly organized, which are determined by the survey procedure in the description of the EKA's Quality Management System (available on the EKA website "EKA Administration"). The surveys, based on the recommendations, identify areas for improvement of study programmes.

#### **Some examples:**

After evaluating the results of the student and graduate surveys and the opinion of industry representatives, the following changes have been made:

- Summarizing the results of the survey of employers in the "Interior Design" study programme, it was found that students should be more informed about the variety of finishing materials. As a result, several study tours were organized for the students to salons, where they were introduced to various decoration materials and the possibilities of their application in the interior. Several creative workshops have been organized.
- According to the results of the student survey, the number of practical tasks in bachelor programmes has been increased and the opportunity to work on real projects has been provided. During the reporting period, students of both bachelor programmes participated in several projects in which tasks were provided by employers. For example, the computer game "Veselībnieks" in cooperation with Mēnes Aptieka, the virtual economy cabinet in cooperation with Riga Distance Learning Secondary School, etc.
- Participation in hackathons, festivals and competitions has been organized and ensured. For example, students of the "Computer Game Design" study programme participated in the HyperTown RIX festival (in collaboration with the Latvian Game Developers Association), Global Game Jam event, APT Game Jam (Tartu, Estonia), Riga International Film Festival hackathon, etc.
- The number of internships in the "Interior Design" programme was reduced, instead of three internships, where one was for 8 CP, the second for 10 CP and the third (Pre-Diploma internship) for 8 CP, now the programme has one internship for 12 CP and Pre-Diploma internship for 8 CP, which made it possible to assign more credits to existing subjects and introduce new subjects;
- In the "Interior design" programme, the courses "Sketching" 2 CP and "Space Design III" 3 CP were introduced to improve students' hand technique and provide an opportunity to design real objects for a longer time;



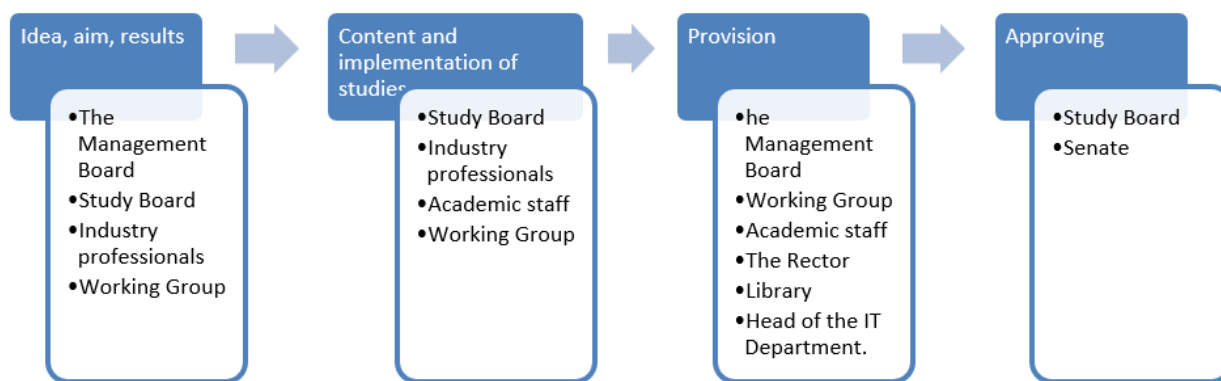
- In the "Interior design" programme, the courses "Composition III" 2 CP and "Work with material I" 2 CP, "Work with material II" 2 CP, have become practical subjects within "Composition III" students work in the glass art workshop Glass.Point on glass objects, glass interior objects, while "Work in material I and II" students work in a furniture production workshop of Agris Tauriņš, and as a result design and realize their own furniture with the support of AM Furnitūra;
- In the "Computer Game Design" programme, the number of credit points was increased for such courses as "2D Animation" from 2 to 4 CP, "2D Computer Game Programming and Prototyping" from 5 to 6 CP, "3D Animation and Modelling" from 3 to 4 CP, "3D Computer Game Programming and prototyping" from 5 to 6 CP. This is done so that students have more time to study courses relevant to the computer game industry.
- Practice was eliminated in the "Computer Game Design" programme, as the program turned from a professional programme into an academic programme, but students will be able to develop practical works within the framework of "Project Work", which is 16 CPs - 8 CPs each during the 2nd and 4th semesters.
- In order to make the Computer Game Design programme more focused on computer game development, the graphic design courses "Print Design and Layout", "Photography", "Spatial Perception and Colour Psychology", "Visual Communication" were eliminated and replaced by such courses as "Character Design/Anatomy", "Artificial Intelligence", "Mobile Application Development(Android)", "Mobile Application Development(iOS)".

During the reporting period, the academic master programme "Brand design" was licensed. A working group was formed for the development of the programme, which consisted of the programme director (representative of the "Art" direction, the Rector (administration representative), 3 teachers. The working group prepared the necessary documents for licensing, as well as continuously consults with the involved parties during the programme development process. Taking into account the restrictions due to the spread of COVID-19, communication took place both by holding meetings remotely, as well as by e-mail and telephone.

Several stakeholder groups are involved in the development of the study programme. Several meetings were organized during which the idea of the programme, the aim of the programme, tasks, expected results, content and implementation of the programme were discussed.

The study council meetings discussed the idea, aim, tasks, content and way of implementing the programme. During the creation of the study programme, external experts/industry professionals were invited: Agnese Melbārde (UNO MOSSA Co Founder & creative director, BLACK BEARD Co Founder & interior designer); Ojārs Pētersons Latvian Academy of Arts, head of the department, professor); Aija Freimane (Latvian Academy of Arts, Ph.D., leading postdoctoral researcher in design, associate professor); Evija Skriba (graphic designer TV3 GROUP, Meat Chef.); Zane Store (photographer System Agency); Vents Āboltiņš Latvian Academy of Arts, methodologist of the department, docent); Gatis Zvejnieks (Overly digital agency, CTO).

When preparing the study programme, the teaching staff indicated the necessary material, technical and informational provision that would be necessary for the implementation of the study programme. Most of it is available at the university, but the additional provision will be purchased in two parts: one part before the study programme licensing and the second part after receiving the license and starting the study process.



**Figure.** Study programme development process and stakeholders

After all the documents were prepared, the Study Council reviewed the self-evaluation report and approved the Study Course descriptions. After approval by the Study Council, the study programme was forwarded to the Senate, where it was approved and a decision was made to submit documents to the Academic Information Centre.

The existing system allows to involve all stakeholders in the development of study programmes and get their opinion about study programmes.

**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.**

In order to ensure compliance with ESG requirements and implement EKA's quality policy, EKA has developed a procedure for submitting complaints and proposals and it is included in the Study Regulations. The by-law is available on the EKA website, Student's Guide) as the procedure for submitting and reviewing applications. The procedure determines the procedure by which students may submit applications and the procedure and deadlines for their examination. The procedure is designed to have the opportunity to quickly obtain feedback from students in current situations, without waiting for another survey.

Students submit their applications to the Study Information Centre (SIC), where they are registered and further addressed to the responsible persons or structural units. The responsible person shall organise the investigation of the situation referred to in the submission and conduct the necessary negotiations with the involved parties. The responsible person shall provide written or oral information to the students who have submitted the application within one month. Submissions are recorded and results are compiled.

During the reporting period, 2 complaints were submitted regarding communication between teaching staff and students and 1 complaint regarding the need to submit printed papers.

Students expressed their dissatisfaction with the sufficiency of information about the study course learning requirements and evaluation criteria. In all cases, discussions were held with students and

teaching staff. A decision has been made to post the study course learning requirements and evaluation criteria on Moodle, so that students can familiarize themselves with this information in time.

Regarding the complaint about the need to submit printed papers, after discussions with the teaching staff, a decision has been made to abandon the printing of certain works and to submit them only in a digital form.

With regard to the Bachelor or Master theses, the right of students to submit an appeal and the procedures for the examination thereof shall be determined by the Regulations on final examinations and State examinations at the EKA University of Applied Sciences (approved at the meeting of the EKA Senate on 01.12.2011. Protocol No. 77, The Regulations are available on the EKA website, Student Guide). Appeals are considered and decided by the Vice-Rector for Study and Development.

**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.**

One of the principles established by EKA's quality policy is fact-based decision-making. In order to implement this principle and obtain facts about the study process and its results, EKA regularly collects information on:

- student enrolment results once a year through the collection of information and its analysis in the EKA yearbook, staff meeting and board meeting.
- students' success once a semester by collecting information and reviewing it at an administration meeting and the Study Council.
- the reasons for drop-out once a semester, collecting information and analysing the reasons for the refusal from studies indicated by students. Information is analysed by the Vice-Rector for Study and Development.
- mobility indicators for students and teachers once a year. The information is analysed and the results reviewed by the Vice-Rector for Science and International Relations;
- assessment of the quality of the work of the teaching staff by students once a year by conducting a survey. The results of the surveys are collected, analysed and published;
- satisfaction of graduates with the achieved study results twice a year by conducting a survey. The results of the surveys are collected, analysed and published;
- employment of graduates (once a year for graduates of the last year, for the rest - once every three years);
- quantitative and qualitative results of students' scientific and creative activities once a year, performing a summary of results and analysis of achievements in accordance with the planned;
- the quantitative and qualitative results of the scientific and creative activities of the teaching staff once a year, carrying out an assessment of the collection of information.

In total, the main priority of EKA's development strategy, "Supply and content of higher education", identifies 35 measurable criteria that are regularly measured. The results are analysed by conducting an analysis of the achievement of strategic goals and the implementation of action

plans, as well as conducting an annual self-assessment. The results achieved by EKA are included in the EKA yearbook, input and stored in EKA's internal IT system Nexus. The results of the student and graduate surveys are published on the EKA website, Student Guide. The results of the surveys were discussed at the administration meeting, the Study Council meeting and the Year-end meeting. Regular reports of the study direction are published on the EKA website in the section Self-assessment reports of study directions. Information about graduates is accumulated by the head of the direction and s/ he involves them in the development of the programme. The main procedures for the improvement cycle are described in the EKA's Quality System Manual. The evaluation of staff is carried out in accordance with the EKA staff performance assessment procedure (available on EKA's website, EKA Administration).

The results are analysed by conducting an analysis of the achievement of strategic goals and the implementation of action plans, as well as conducting an annual self-assessment. Some examples:

- Based on the results of the assessment of the teaching staff, the programme director conducts an analysis of the quality of the teaching staff. If there are significant shortcomings, then discussions are held with the teaching staff about possible solutions to eliminate the shortcomings. During the reporting year, discussions were held with some lecturers about the quality of the information posted in the e-course.
- Based on the assessment results of the quality of the study process, EKA improves or includes additional activities in the development plan, related to the organisation of the study process, material and technical provision, informative provision, etc. For example: each year, before the start of the autumn semester, the direction lecturers send the programme director a list of software that needs to be installed to take the courses prescribed in computer classes, as well as a list of equipment for performing laboratory work or a list of textbooks. Every year, a methodological conference is organized, which provides an opportunity to improve and develop the content of the study course and the methods used for the acquisition of the courses.
- Analysis of quantitative and qualitative results of scientific and creative activity allows to evaluate the involvement of the direction and its study programmes, students and teaching staff in scientific and creative activities. If necessary, additional activities are developed to promote scientific and creative activities in the direction of studies, for example: in the direction of art, the publication of descriptions of creative works in a separate collection, which is published by EKA every year, has been started. A separate section has been created at the International Scientific Conference, where art teachers and teaching staff from partner universities will be able to share the results of research and creative activity.

**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 direction of study and the corresponding study programmes, their content, expectations in study results are available on the university's website (see table below).

Study programme	Language of information	Web site
Interior Design	LV	<a href="https://www.augstskola.lv/?parent=78&amp;lng=lva">https://www.augstskola.lv/?parent=78&amp;lng=lva</a>
Computer games design and graphics	LV	<a href="https://www.augstskola.lv/?parent=756&amp;lng=lva">https://www.augstskola.lv/?parent=756&amp;lng=lva</a>
"Brand design"	LV	<a href="https://www.augstskola.lv/?parent=1077&amp;lng=lva">https://www.augstskola.lv/?parent=1077&amp;lng=lva</a>
	EN	<a href="https://www.augstskola.lv/?parent=409&amp;lng=eng">https://www.augstskola.lv/?parent=409&amp;lng=eng</a>

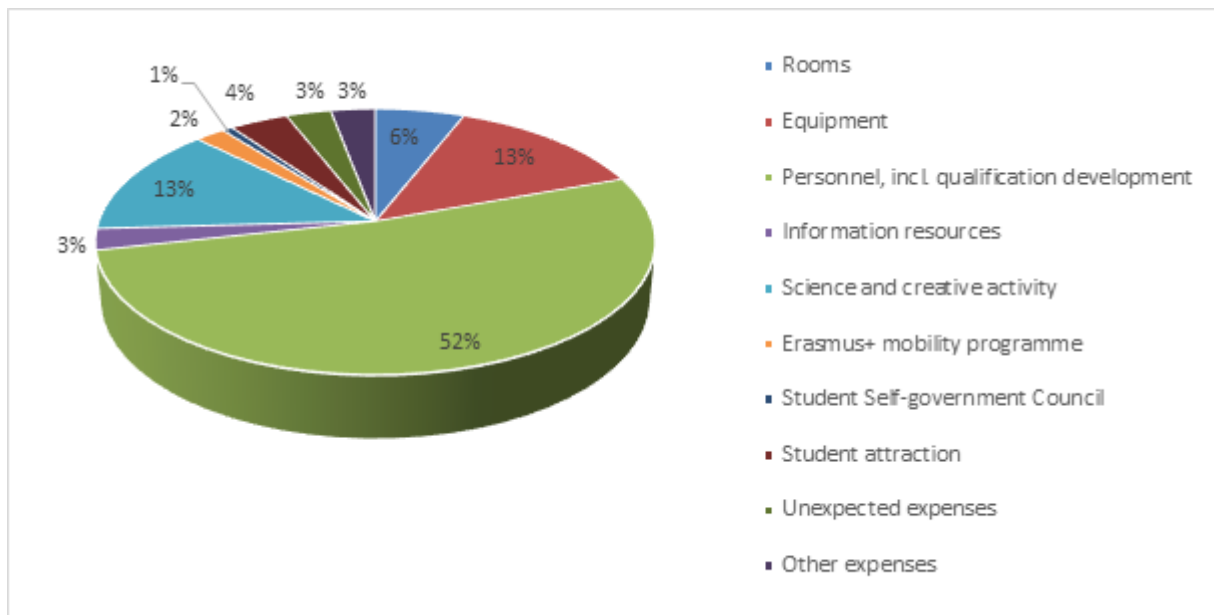
The person responsible for placing information on the website is the Communication Project Manager, on the VIIS platform - the education methodologist, on the E-platform - the vice-rector for studies and development.

## 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 budget of the higher education institution consists of tuition fees and external financing (project financing). The share of external financing in the budget, which consists of EU structural funds and international projects, is 29%. Revenues from the implementation of all study programmes are used in solidarity to finance the costs of the academic, scientific and administrative process of the entire university. According to the approved budget, the division of costs by their main types is carried out. Currently, each study direction provides sufficient revenue and attraction of external financing, so that the implementation of the direction is ensured and profitability is determined.

The funding of study field and programmes consists of tuition fees and external financing (project financing). The proportion of external funding in the study direction being accredited in the 2022/2023 academic year budget is 39%, because in 2022 in the fall, the implementation of the ESF project "Automation tools for creative industries AutoRade" has been started (contract No. 8.2.3.0/22/A/004 (objective of specific support 14.1.1 "Recovery measures in the education sector (ESF)" 14.1.1.1 measure " Digitization initiatives for improving the quality of studies").



**Figure.** Study Direction expenses

The funding for science and creative activity consists of the resources of the higher education institution and external funding (incl. project funding), its share in the total budget of the study direction is 13,26%. These financial resources have been used to support teaching staff and students in research and creative work, as well as for the implementation of the project.

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

For the implementation of the study direction, both specialized premises and common areas (classrooms that are also used for the implementation of other directions) are available.

Specialized rooms for the study direction needs:

- Digital laboratory DIGLab.. Facilities for creating and testing computer games are available in the room (computers, software (including Adobe package), various smart devices, VR and AR glasses).
- Digital design laboratory. Computers, software (including Adobe package), interactive projector and 3D printer are available in the room.
- Photo and video content creation laboratory;
- Drawing room.
- Computer class for design planning with specialized software for sketching and drawing.
- Room for group and practical work with plane-tables and large format materials.
- Workshop for practical work with exhibition space

Common areas consist of:

- Eighteen lecture-rooms;
- The Black Room;
- Business incubator room;

- Cafe;
- Recreation corners for students;
- Students Council rooms;
- Lecturers' room;
- Conference room;
- Library and Creative hall;
- Administration rooms.

Wi-Fi is available throughout the university. All lecture-rooms have access to the material and technical equipment necessary for conducting classes, incl. computer, projector, etc.

For the needs of the study process, an e-environment is available: EKA website, EKA application (available for download on the AppStore and Play Market), Moodle and BigBlue Button, E-Nexus. The EKA Website contains information on the organisation of the study process, a list of classes, announcements, a book catalogue, etc. The EKA app is available to students to access their class schedule, announcements, and their study and financial data more quickly.

The Nexus database is used to record student information. It contains students' personal information, study plans, achievements, orders, etc.

**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 have access to the EKA library, as well as all students are informed about the possibilities of using the National Library of Latvia, incl. remotely. The director of the study programme introduces students to the library, book catalogue and possibilities of using the e-environment of the university within the framework of the study course "Introduction to Studies". The EKA Library works five days a week (including Saturday with prolonged opening hours). Working hours are planned taking into account student attendance and demand (according to survey data and individual requests). Since 2013 the EKA library is a member of the Latvian Academic Library Association (LATABA).

The catalogue of books available in the EKA Library and other libraries is available electronically [here](#).

The library's collection fund is replenished in two ways:

- The librarian follows the news and informs the programme director about it. The programme director assesses the necessity of purchasing the latest editions in consultation with the teaching staff of the relevant study courses. If the teaching staff recognizes the publication as useful for completing the study course, then the programme director informs the librarian of the need to purchase it;

- The teaching staff regularly reviews the content of the study courses, incl. topicality of bibliographic sources necessary for the acquisition of the course. If the list of obligatory literature is replenished with newer sources that are not in the library, then the teaching staff must inform the librarian about the need to purchase them. The librarian evaluates the cost of purchasing the book and the options for purchasing it. If the cost of the book does not exceed the specified amount, then the book is purchased. Otherwise, solutions are sought: replacing the source with an alternative edition with similar content, purchasing a second-hand edition, etc.

The collections of the EKA library are replenished only with the latest literature, which is no older than 5 years.

Funding to replenish the stocks is planned from EKA's annual budget, which amounts to 2-3% a year, depending on the depreciation of books and the demand of the teaching staff for the latest literature.

Students can borrow books using a subscription, as well as work with information sources in the reading room. Computers with internet access are available in the library's reading room. The following services are available in the library:

- Assistance in finding bibliographic sources;
- Photocopying;
- Printing;
- Scanning;
- Binding of works.

Several databases are available for students and teaching staff, a list of them is available [here](#) . Subscription to databases is carried out on the recommendation of the teaching staff and within the framework of possible financial opportunities.

**Table.** Statistics about usage of data bases

Institution Name: LATVIAN CONSORTIUM CULTURE INFORMATION SYSTEMS CENTRE				
Reporting Period: 2021-01-11 to 2022-10-31				
Customer	Database Sessions	Total Searches	Total Full-Text Requests	Abstract Requests
EKA University of Applied Sciences	4384	15819	1915	2334

The teaching staff places the materials of the study course, as well as the description of the study course, the requirements for the acquisition of the course, descriptions of independent work in the e-environment of the university on Moodle. Sample topics of study papers, internship tasks, sample topics of the bachelor thesis and other information necessary for studies are also available.

In the library, students have access to samples of study and project papers and bachelor theses: both in paper form and electronically in [the catalogue of student works](#). Posting of works in the catalogue of student works takes place with the consent of the student (the student confirms in writing that the work does not contain confidential information and it is allowed to publish it).

#### **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**

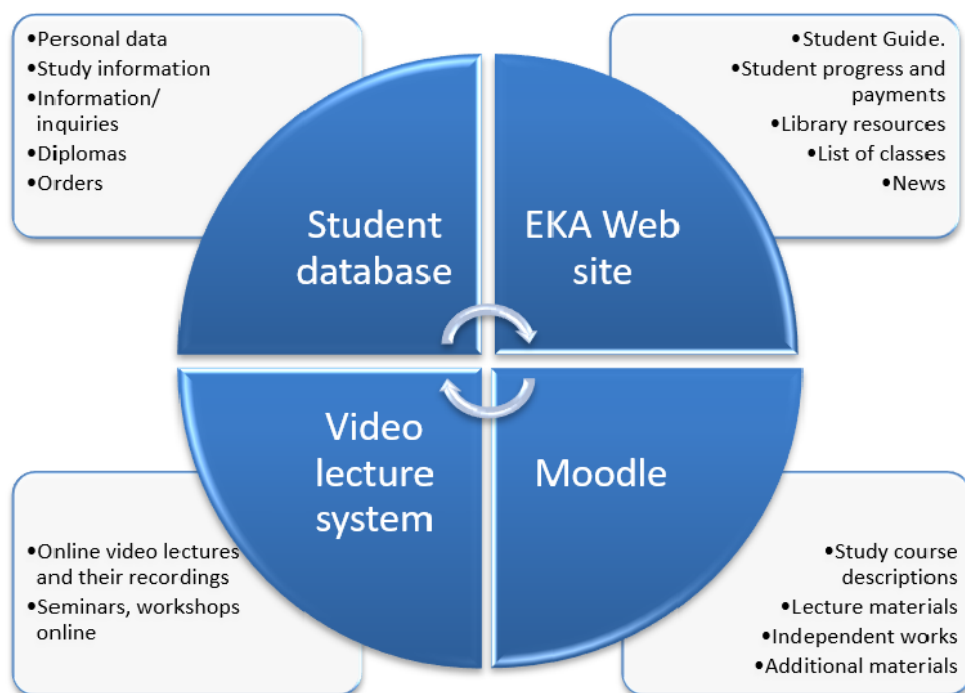


**study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.**

In order for students to familiarize themselves with the study process and internal regulations, an interactive digital "[Student's guide](#)" has been created, which contains internal regulations, sample forms, instructions for working in the e-environment, infographics, etc.

The guide is available on the EKA website in Latvian and English.

EKA has a developed e-environment that integrates the Student Database, the EKA website, Moodle and the video lecture system.



**Figure.** The e-environment of the EKA University of Applied Sciences

The teaching staff also uses the e-environment in both academic and methodical work. The teaching staff places the materials of the study course, as well as the description of the study course, the requirements for the acquisition of the course, descriptions of independent work in the e-environment of the university on Moodle. Sample topics of study papers, internship tasks, sample topics of the bachelor thesis and other information necessary for studies are also available.

Moodle is used as a website where study course materials, tasks for independent work, various information resources, etc. are available. Big Blue Button (BBB) is a video conferencing system used to deliver video lectures online.

BBB allows to conduct lectures, seminars and practical classes online. This ICT solution provides the teaching staff with opportunities to organize work in groups (using the "Breakout rooms" function), discussions, showcase various visual materials, including those from websites, as well as to collaborate using the built-in collaborative whiteboard. If necessary, the teaching staff can hold tests online using the "Poll" function, which allows you to see each student's answers to the questions.

The teaching staff also uses other digital tools (both in full-time and part-time and distance learning) in the study process, which allows them to use design thinking and problem-solving

methods, such as Mural, Miro, Trello, Kahhot, ITPoker, Menti, etc. In some cases, Discord has been used to exchange information.

During the study process, students and teaching staff have access to specialized computer programmes: Archicad, Adobe Creative, AutoCAD, Autodesk Building Design Suite Ultimate, and etc. specialized programmes.

Each study programme also has a forum on Moodle (available to all students), where the programme director posts current information. Consultations are available in each study course both in person and remotely.

In order to inform the teaching staff about the necessary current affairs, scientific and methodical measures and to make available the necessary internal regulatory acts and seminar materials, a special Moodle website "EKA Administration" has been created.

It contains internal regulations in Latvian and English, forms, infographics, materials of methodological and scientific seminars, information on scientific conferences, etc.

### **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.**

EKA employs elected lecturers and guest lecturers. A competition is advertised for attracting teachers: for elected academic positions – in the official publisher “Latvijas Vestnesis”, for guest teachers – in other media resources. Election to an academic position is carried out on the basis of the requirements of regulatory enactments and in accordance with the Regulation on Election to Academic Positions (available on Moodle, "EKA Administration"). The election procedure and detailed criteria are laid down in the above-mentioned Regulation. Any lecturer who meets the requirements set out is eligible for the announced position.

Regardless of the status of the teaching staff in a higher educational institution, the evaluation of candidates is carried out according to the following criteria:

- Acquired education;
- Pedagogical work experience;
- Professional work experience;
- Achievements in science and/or creative work;
- Communication skills.

When applying for a job at the university, each lecturer is acquainted with the procedure for the organization of the study process, a work safety and fire safety briefing is carried out, a profile of the lecturer is created in the e-environment, information is provided about work and opportunities for providing support in the e-environment, and other work introduction activities.

### **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.**

EKA regularly organises the following events to improve the qualifications of teaching staff:

- Scientific seminars. Their aim is to promote the involvement of teaching staff in research, as well as to provide support for the preparation of publications in internationally cited databases;
- Methodological seminars;
- Methodical conferences;
- Participation in international scientific conferences in Latvia and abroad;
- Teaching courses in foreign universities;
- Courses according to the identified training needs.

Qualification development events are organized taking into account the development priorities of the university and current events in the sector. During the reporting period, academic staff have been provided with all of the above measures. See the table for examples and achieved results and their impact on the study process.

**Table.** Examples of events organized during the reporting period and their results

Type of event	Results achieved
EKA scientific seminars	
<ul style="list-style-type: none"> <li>• Preparation of scientific publications</li> <li>• Training on Academic Writing and Research Methods</li> <li>• Design Thinking for Research</li> </ul>	The teaching staff has been introduced to research methodology, stages of publication preparation. 5 teachers participated
Methodical seminars	
<ul style="list-style-type: none"> <li>• "Study course description and study results: design, formulation, mapping" in collaboration with Albert College, Rīga Stradiņš University and BA School of Business and Finance</li> <li>• Creative workshop within the framework of International Week: "Formulating Learning Outcomes"</li> </ul>	Formulations of study results in study programmes and study course descriptions have been changed 10 teachers participated
"Preparation of final works"	The structure of works, research methods have been changed. The quality of papers has increased. 10 teachers participated

Type of event	Results achieved
"Digital learning tools" • "Development of Moodle e-course according to EKA requirements" • "Using the BigBlueButton video conferencing system in the study process" • "Interactive content creation with Moodle and H5P"	Teaching staff uses various tools in the study process. More than 90% of study courses have e-courses created. The work is ongoing. 15 teachers participated
Methodological conferences	
EKA annual methodological conferences	Use of digital technology tools in the study process, discussion of academic integrity and ethics, use of gamification aspects in the study process. 10 teachers participated
International scientific conferences and publishing opportunities	
• Participation in EKA International Scientific Conference <i>ETECH</i> • Participation in international scientific conferences in Latvia and abroad	Research results are used in teaching study courses. The results are summarised in <a href="#">the Scientific and Creative Activity Reports</a> . 5 teachers participated
Participation in projects	
Participation in projects	Exchange of experience, use and integration of the latest study and research methods in the study process, e.g. joint publications, use of new solutions in the study process. 5 teachers participated
Teaching courses at foreign universities	
• Doc. Ksenija Milča conducted lectures	Escola d'Art i Superior de Disseny de les Illes Balears (Spain)
• Guest lect. Rūdolfs Kārlis Demme conducted lectures	Escuela de arte Superior de Diseno Orihuela (Spain)
Courses according to the identified training needs.	
• English courses	Improved English language skills of the teaching staff
• University didactics courses	Improved pedagogical competences of teaching staff

The quality assessment system for teaching staff is described in the Employee Performance Assessment System (available on Moodle "EKA Administration").

The quality of the work of the teaching staff is assessed by analysing the results of the student survey (twice a year), the quality of e-study courses on Moodle (four times a year), the results of the visiting of classes, scientific and creative activities (once a year), compliance with the lesson

schedule, communication with the administration and students, and the number of complaints submitted (if applicable).

The teaching staff is informed about the results of the assessment of the quality of their work, presenting them with the results of the survey, the results of quality control of e-courses, etc. If shortcomings are identified, then they are individually discussed with each lecturer, emphasizing actions to eliminate the shortcomings. The discussion is organised by the director of the study programme.

Existing system provides staff with necessary courses and seminars for professional qualification improvement, assesment of performance of staff members and recomendations for their work improvements.

### **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.**

41 lecturers are involved in the implementation of the study direction. Study direction and programme academic staff qualification corresponds to the university aims and objectives implementation, because:

- In total, 41 teaching staff are involved in the implementation of the study direction, incl. 21 or 51% of those employed in the main job and 20 or 49% are guest lecturers;
- 226 CP or 76% is provided by those working in the main job, the remaining 70 CP or 24% is provided by guest lecturers (excluding free elective study courses, study papers and supervision of bachelor theses);
- 15 doctors of science (12 of them are elected to EKA) and 21 teaching staff with a master's degree (10 of them are elected to the EKA main job) participate in the implementation of the study direction;
- 4 professors (3 of them are EKA professors) and 4 associate professors (3 of them are EKA assistant professors) are involved in the implementation of the study direction;
- 10% of teaching staff are foreign teaching staff.

During the reporting period, there were the following changes in the composition of the teaching staff: additional teaching staff have been recruited (see the description of the programmes) both with an education in the field of art, as well as teaching staff with a doctoral degree.

The changes are related to Covid-19 and the organization of studies online, as well as the licensing of the new study programme.

In addition, industry professionals are involved in the implementation of the study direction, who conduct practical training in professional study courses. The attraction of professionals is related to the specifics of study programmes, for example, in the study programme Computer Game Design.

The workload of the teaching staff includes pedagogical, methodological work and research and creative activities. Pedagogical work (50-60%) includes conducting classes, supervising study, project and final papers/ theses, etc. Methodological work (10-20%) involves updating one's own study courses, incl. attendance of e-courses, methodological events, etc. Research and creative work (20% - 40%) includes participation in research, projects, conferences and creative activities. Taking into account the fact that the implementation of the programme involves industry

professionals, research workload accounts for the smallest part of the total load. Some lecturers are involved in the programme on a part-time basis.

**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.).**

In the study process, EKA provides students, regardless of the form of study, incl., distance education students, with the following support:

- Information support. The Student Guide is available on the EKA website, where the information is structured by study stages. It also contains infographics on possible actions in cases of academic and financial debts, as well as on the main steps in the preparation of studies and final theses. Internal regulatory and methodological documents, as well as instructions for working in the e-environment are also available;
- Methodological support:
  - In EKA e-environment, teaching staff place study course materials, course acquisition requirements, and links to freely available bibliography sources. All of which makes it easier to access the information one needs to acquire courses;
  - consultations on the acquisition of the study course in person and electronically (e-mail, Skype, BBB);
  - consultations on the development of studies, projects and final works;
  - colloquium on the topicality, purpose of the topic of the final thesis, research methods used. At the colloquium, students are provided with recommendations at the initial stage of the development of the thesis.
- Career support:
  - guest lectures with industry professionals on the challenges in specific professions;
  - meetings with EKA graduates, during which graduates share their experience of their career paths and what should be paid attention to during their studies;
  - study tours to companies and organizations;
  - participation in professional competitions, e.g. Demola Latvia, Cup of Ideas, Riga Courage Grant, etc.;
  - Business incubator support;
  - if necessary, support is provided in the provision of internships.
- Financial support:
  - opportunity to receive a grant study place (only for Latvian and Kazakh students);
  - flexible payment schedule;
  - tuition fee discounts for applicants for good results in secondary education (only for Latvian students);
  - discounts on tuition fees for active participation in the Student Council;
  - tuition fee discounts for participation in professional competitions and research activities.
- Technical support: elimination of malfunctions of the e-environment, requirements for devices used in the study process. This support is provided after students inform technical staff or educational methodologists about problems by calling or writing emails.

All of the above support is available to foreign students and in addition:

- psychological support in the first months: the opportunity to discuss and receive support in household matters;
- Latvian language and culture training.

The Student Council implements the Mentoring Programme, within the framework of which the introduction of new students to the study process is ensured.

## **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).**

EKA's scientific research and production is organised in line with [EKA's development strategy 2023](#) and [the Strategy for the Development of Scientific and Creative Activities \(ZRDAS2023\)](#). ZRDAS 2023 identifies five priorities with specific objectives in each priority that apply to all EKA study directions, incl., "Art":

1. Priority "Quality assurance in research and creative activity":
  - to ensure the quality of the study process by involving lecturers with developed research competences;
  - to ensure the achievements of research and creative activity at the EKA University of Applied Sciences.
2. Priority "Involvement of lecturers in research and creative activities in each direction of study":
  - to provide an opportunity for lecturers to engage in research and creative activities;
  - to develop the research competences of EKA lecturers and motivate them to engage in research and creative activities;
  - to ensure the achievements of the research and creative activities of EKA lecturers.
3. Priority "Involvement of students in research and creative activities in each direction of study":
  - to provide an opportunity for students to engage in research and creative activities;
  - to develop the research competences of EKA students and motivate them to engage in research and creative activities;
  - to ensure the achievements of the research and creative activities of EKA students.
4. Priority "Collaboration in research and creative activities":
  - strengthen existing and establish collaboration with other higher education institutions, institutions and employers in Europe, Asia, Africa and Northern America in the field of research and creative activity.

#### 5. Priority "EKA's reputation":

- to contribute to the enhancement of EKA's scientific reputation and the development of a positive image in the local and international academic and scientific community.

These priorities and goals correspond to the aim of the study direction "Art" to "Improve research and creative activity skills and abilities", as well as to the EKA development priority "Science and research".

The achievements of the study direction in research are analysed at the end of each study year, preparing [reports on scientific and creative activities](#), as well as reports of the ZRDAS2023 Action Plan (not publicly available; upon request).

EKA's priority [research directions](#) were defined for 2021-2023 (also available on Moodle "Administration" folder, in the section "Scientific and creative activities"). The research direction closely related to the study direction "Art" is "Creative industries and design".

The specificity of study programmes in the direction of art also determines the direction of artistic creativity. Interior design programme lecturers and students realize their creative potential:

- participating in design contests. For example, an EKA graduate was successful in the competition "[Design Arena 2022](#)" (info in Latvian); Karlina Jansone, 4th year student of EKA, won [a prize](#) (info in Latvian) in the new logo design competition of the "Wings of hope" association;
- participating in contests for game developers, such as HyperTown Riga, Gamehack, Game Wave Festival;
- organizing game development events, such as Game [Testing Workshop](#) (info in Latvian) and [GGJ Next Riga](#) (info in Latvian);
- organizing exhibitions. For example, in 2022, 4th-year students organized [a poster exhibition "The lonely person of our century"](#);
- when performing custom projects. For example, EKA students developed [an interior design project for the Gauja Medical Centre](#), implemented an [interior updating project in the canteen and Welfare Centre of the Latvian National Defence Academy](#), developed [a design concept](#) for the Technical Culture Centre "Gauja"; developed the [computer game "Veselibnieks"](#) for Mēnes Aptieka.

More information about the results of research and artistic creativity is gathered in the reports of scientific and creative activity of EKA, in the section "Activities and achievements in EKA study areas", which are available on the website of EKA, in the section "Science".

#### **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.**

Research directions are formulated according to the field of study directions, scientific interests of teaching staff and current events in the field of study direction. Research directions are approved by the Study Council.

According to the approved research directions, the lists of sample topics of study and final works are supplemented with topics that are studied in research directions.



Various teaching staff are involved in the implementation of the study course, who teach various study courses: both general education and industry study courses. Taking into account the specifics of the study direction, most of the teaching staff who teach industry study courses focus on artistic creativity. Teaching staff actively participates in competitions, exhibitions and conferences, for example Mg.art., guest lecturer, Anna Varnase-Heisenberga in 2021 participated in the International Glass Art Exhibition "Voice of Glass: Cooperation", which took place in the Art Museum "Rīgas Birža". 12 artists from all over the world participated in the exhibition, including South Korea, China and Japan. Mg.art. lecturer, Kitija Almane – Bulaha participated in the annual visual art exhibition of the Union of Artists "Autumn 2021. The artist speaks!" The teaching staff also participates in the creation of computer games and VR solutions, for example, the educational computer game "Veselībnieks" was developed by the EKA on the order of Mēnes Aptieka.

Teaching staff teach courses that are related to their field of research or the field of artistic creativity, which contributes to the provision of current study content in taught study courses and to involving students in research and artistic creativity. For example, docent Ksenija Milča is a professional designer who implements various interior design and graphic design projects and in her courses provides students with the opportunity to work on these projects, thus developing their practical skills.

Teaching staff who teach general education courses also conduct research in areas related to taught study courses, e.g., prof. Vēvere conducts research in philosophy and ethics, doc. J. Budanceva in culture and sociology, etc.

#### **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.**

Activities for the maintenance and promotion of international collaboration in EKA (for all programmes in the field) take place in accordance with the priorities of [the Internationalization and Modernization Strategy - IMS2023](#) ":

1. Improvement of international experience of students and staff.
2. Creating an international environment for EKA ("internationalization at home").
3. Development of competences of EKA students and staff.
4. Internationalization and modernization of study content.
5. EKA's international profile and recognition.
6. International collaboration in academic, research and creative activities.

International collaboration also takes place within the Erasmus+ programme. EKA has concluded several inter-institutional agreements within the Erasmus+ programme with foreign universities in the field of Art, for example, Vilnius College of Technology and Design (Lithuania), Escuela de Arte de Sevilla, Escuela de Arte y Superior de Diseno de Orihuela, Escola d'Art y Superior de Disseny de Les Illes Balears (Spain), Brno University of Technology (Czech Republic).

Examples of the implementation of international collaboration:

- In 2018/2019, as part of the Game design programme, an international discussion "Game Education in the Baltic States and USA" was organized with teaching staff from the "Game

Design" programme of the Vilnius Business College, the "Game Design and Development" programme of the Estonian University of Applied Sciences, College of Art & Design at the Rochester Institute of Technology and the Department of Game Design at Uppsala University.

- The plenary session of the etECH2019 conference was opened by Andrew Phelps – President of the Higher Education Video Game Alliance (HEVGA) and professor at several universities (College of Art & Design at the Rochester Institute of Technology; College of Engineering at the University of Canterbury). His visit to EKA was organized within the Baltic-American Freedom Foundation project.
- The students of the 2nd year of the 2020 "Interior Design" programme created an installation/ environmental object in a workshop led by the lecturers of the Vilniaus technologii ir dizione kolegija (VTDK).
- Within the framework of the international Erasmus+ Strategic Partnership project "Development of a virtual learning space as a tool for developing students' critical thinking, communication, collaboration and creativity skills in the context of COVID19" (VILESA), EKA cooperates with Vilniaus kolegija and IronCat Ltd. (Lithuania) and Uniwersytet Ekonomiczny w Krakowie (Poland),

International collaboration are well developed, but it is necessary to strength cooperation at master programme, which was started last eyar. Future plans for the development of international collaboration in research are related to the achievement of the goals set by IMS2023:

- Strengthen existing collaboration and extend it with other universities, institutions and employers in Europe, Asia, Africa and North America in the field of research and creative activity.
- To improve the quality of the EKA research process by attracting internationally recognized and qualified researchers to carry out scientific activities

In the direction of Arts collaboration is planned with Kauno kolegija (Lithuania) and Isla-Santarem, Educacao e Cultura Unipessoal, Lda (Portugal), as the Erasmus+ inter-institutional agreements were concluded in the fall of 2022. Two-way visits from/ to the Escola d'Art y Superior de Disseny de Les Illes Balears (Spain) are planned, as well as an organized special section at the etECH2023 conference. In addition, study mobility in the "Interior Design" programme has already been approved.

Continuing collaboration within the Erasmus+ KA107 programme project, collaboration with the Design Department of the South African University - Cape Peninsula University of Technology (CPUT) is planned. In June 2022, a virtual meeting of EKA and CPUT representatives took place, during which an agreement was reached on the implementation of a joint interior design project. Negotiations are currently underway on the signing of the inter-institutional agreement.

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

"Involvement of lecturers in research and creative activities in each field of study" is one of the priorities of the [ZRDAS2023](#) . The involvement of teaching staff in scientific research activities takes place:

- providing methodological and informational support on research design, research methods, information on technology solutions for research purposes. For example, when organizing scientific seminars, methodological conferences (see information in [the Reports on Scientific and Creative Activities](#) )
- providing financial support for the preparation of publications and participation in conferences within the scope of the Scientific Budget (see information in the document "Regulations of the activity of research and artistic creativity", p.5.6.1.-5.6.4.; Moodle folder "Administration")
- providing financial support for the organization of exhibitions and events, winning prizes in contests, etc. (see information in the document "Regulations on the activity of research and artistic creativity", p. 5.6.5.; in Moodle's 'Administration' folder)
- organizing scientific, incl. international, events at the university, such as [EKA's annual international scientific conference etECH](#), which has been organized since 2017

The teaching staff of the ART study direction regularly publishes scientific articles, incl. editions indexed in Web of Science and/or SCOPUS databases, e.g. V.Vēvere, L.Turuševa, J.Budanceva, E.Dyufan, M.Žigunovs. Involvement in research activities could be improved by participation in conferences and by preparing publications. Most of the lecturers have achievements in artistic creativity and creative work, for example:

- Ksenija Milča, Anna Varnase participated in the LDS exhibition RE:EX (05-22.10.) Ksenija Milča is the author of the concept and visual identity.
- Agris Tauriņš. Making project and designing furniture in the company "EWI7". The largest object is the development of furniture for a private house in cooperation with Kirsondesign group (2021)
- Anna Varnase. 2017. Award of the Luxembourg Glass Art Association for the work "Family".

**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.**

Student participation in scientific research and creative activity is an integral part of the study process. Students of all study programmes are provided with the following opportunities:

- Study course "Research Work Organisation" within the framework of the study programme, which is mandatory for all students;
- Conducting research by developing a study paper and final thesis within the framework of an approved research direction or on other actual topics in the field, which is mandatory for all students;
- Presentation of the results of the research at the International Student Conference, which is organized by EKA in collaboration with Albert College or other conferences. Publication of the results of the research in the Collection of Student Articles. For students of the master study programme, participation in the conference and preparation of a scientific article is a mandatory part of the development of the master thesis;
- Publication of the results of the research in the Collection of Student Articles. A special collection "Description of students' creative projects and works of art" has been published for

the art direction, which combines descriptions of art works by students of the Art direction study programme and descriptions of computer games developed by students of the study programme;

- Participation in projects, e.g.:
  - participation in the MAKE IT project ("Innovation grants for students in the interdisciplinary fields of art, culture, economics and IT" (No. 1.1.1.3/21/A/003)), in which the student teams "Styleprint" and "Grey Wolf Entertainment" developed the creative ideas.
- Participation in creative activities such as:
  - EKA Interior Design students Inese Korpfa and Karlina Jansone, in collaboration with various professionals in the construction industry, implemented a concept that was also supported by the client - a real home SPA feeling created in a non-functional bathroom.
  - 12.2021.-5.12.2021. The stand of the EKA Interior Design Department participates in Furniture & Design Isle in Ķīpsala, in the competition "Design Arena"
  - In October 2019, Aivars Ivanovs, a student of the "Computer Game Design" study programme, won the "Riga IFF" technology marathon with their team, developing a product for children with autism;
  - EKA computer game design students (Digimoni) gained invaluable experience by participating in the three-day international game industry event Game Wave Festival 2021. EKA representatives had their own stand where students Aleksandra Toropova, Edgars Simsons and Katrīna Uva Janson demonstrated their developed games.
  - in September 2021, the CYBER.VET.EU Cybersecurity Game Jam took place - game development on cybersecurity issues.
- Student projects:
  - In the summer of 2021, EKA interior design students Elina Dambite, Una Voigt and Annija Norde, under the supervision of study programme director Ksenija Milčas, together with the builders, implemented an ambitious interior updating project in the premises of the Latvian National Defence Academy canteen and Welfare Centre.
  - EKA interior design students - Jelena Ivanova, Viktor Andis Chuikins, Anastasija Suprun and Marta Ozola - have developed an interior design project for the Gauja Medical Centre - an 860m<sup>2</sup> complex spread over two floors and including treatment rooms, a hotel and a fireplace hall. The centre is located in the rural place Gauja, Inčukalns Parish, in the same building complex as the Technology Culture Centre.
  - 01.2022 the 4th year student of EKA Interior Design - Karlina Jansone, participating in the new logo development competition of the association Wings of hope, won a prize of 100 euros as one of the authors of the best work.
- Student exhibitions:
  - 12.2021 Gaujas Club opened the exhibition of glass art and environmental art objects of EKA Interior Design students "0 point".
  - 06.2022 Computer game design 4th year students' poster exhibition "Lonely person of the modern century" is held in the drawing and painting hall of EKA.

**Table.** Participation of students in research activities

Activity	2016/2017	2017/2018	2018/2019	2019/2020/	2020/	2021/2022
					2021	

<b>Participation in student conferences with creative works, incl.</b>	10	11	26	55	15	15
Interior Design	10	11	10	8	16	9
Computer games design and graphics	-	-	15	47	33	6
<b>Participation in projects (number of students)</b>					6	5
Interior Design	-	5	5	5	10	12
Computer games design and graphics	-		7	5	5	7
<b>Participation in competitions (number of competitions (number of students))</b>						
Interior Design	1	-	2 (8)	-	1 (2)	1 (1)
Computer games design and graphics	-	-	6 (30)	5 (25)	2 (25)	3 (20)
<b>Participation in exhibitions (number of exhibitions (number of students))</b>						
Interior Design	1 (1)	1 (30)	2 (5)	2 (6)	2 (5)	2 (7)
Computer games design and graphics	-	-	-	-	-	1 (10)
<b>Knowledge transfer (implementation of student research results in companies) (number of solutions (number of students))</b>	1 (1)	-	2 (5)	1 (2)	2 (10)	3 (10)

Students, participating in creative events, have also received awards for their solutions from industry associations and employers, for example:

- At the Design Isle 2018 exhibition in Ķipsala, Patriks Leo Palins won the LDS annual award for students in the "Design research" category and 2nd place for students in the "Interior design" category.
- In 2019 Technology hackathon "Riga IFF" - 1st place Study programme "Computer game design" students
- In 2020 GameHack2020 – 3rd place Students of the "Computer Game Design" study programme.
- In autumn 2022, EKA graduate Annija Norde (graduated in the summer of 2022) won two awards - a diploma of the Latvian Designers Union for 3rd place in the category "Environmental design" for the design project proposal for the floating rest house of the yacht club "Riga Sports Sailing Centre", as well as a diploma for 3d place in the "Design research" category.

Financial support for students is offered to cover the following categories of costs ([Regulations for Research and Artistic Creation Activities](#), point 5.7):

- the cost of publishing scientific articles;
- costs of participation in conferences;
- costs of participation in exhibitions;
- other costs for the provision of research and artistic creation activities agreed with the Vice-Rector for Science.

Information on the procedure for receiving financial support is available on the EKA website, "[Student Guide](#)". Information about the Student Conference is also available on the EKA website and is also disseminated on EKA's social media profiles and within the framework of study programmes with the support of the communication of programme directors.

**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.**

EKA, in its work, uses various solutions with the aim of strengthening its competitiveness and promoting work efficiency, and providing high quality of studies. During the reporting period, the following solutions and their application were introduced:

- Distance learning organization. Online video lectures are organized for EKA students according to the list of classes. During the lectures, they are recorded and are available to students throughout the semester. During the online lecture, the teaching staff and students actively communicate, students can present assigned tasks, participate in seminars, discussions and group work. The materials necessary for the acquisition of the study course, independent works, course description and other information are available on Moodle, which the teaching staff must place according to a certain template. Students submit independent papers, take examinations using e-environment tools;
- Unified database of students and teaching staff NEXUS. This solution made it possible to digitize a number of processes and document processing at the university. For example: application and preparation of statements, issuing orders, drawing up study contracts and amendments, preparing diplomas, compiling statistical data for external and internal needs, etc. The database is integrated with the EKA e-environment, which allows, in a convenient way, to provide students with information about their achievements and financial situation, granting/removing the rights of students' and lecturers' users in the e-environment, organization of surveys, etc.;
- For faster information transfer and accessibility, on Moodle a dedicated website called "EKA Administration" has been created. It contains up-to-date strategic documents, information on scientific events, methodological materials, etc.;
- Student's Guide. An electronic guide containing information about the study process in breakdown by stages, which are possible during the course of the student at the university. In each section, a corresponding internal regulatory document, application forms, infographics, links to other informative resources are available (if applicable).
- My EKA app for students: for faster browsing of the list of classes, announcements and updates, the student's profile.

- Teaching staff uses various tools and platforms during lectures, it ensures interactivity of the process and gives students the opportunity to demonstrate problem solving, modelling, and product prototype development in real time (more in course descriptions).
- Using the Discord platform for communication during projects and classes with "Computer Game Design" students. Due to the fact that students of this field communicate more easily and efficiently on Discord and the platform allows for better video and audio quality, teachers actively work with students in the Discord environment <https://discord.com/channels/441944864104513566/441944864104513568>. This platform is used in professional courses.
- EKA "Interior Design" lecturers actively work in the industry, therefore students are given the opportunity to work in workshops that are equipped according to a certain field. For example, Anna Varnase is the owner of a glass art studio, where the latest technology is available so that students can develop glass design and art works, while guest lecturer Agris Tauriņš is a co-owner of a furniture manufacturing company, his workshop gives students the opportunity to design and produce their own furniture.

## 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.**

EKA collaborates with several institutions: companies, state and non-state organizations, professional associations, universities, colleges, secondary schools, etc. (more detailed information is in the self-assessment reports of study directions). Collaboration is planned and organized depending on the type of institutions, as well as geographical location. The main criteria for starting collaboration are: reputation of the partner and benefit to all collaboration partners. Partners are found by participating in different events (conferences, forums, projects etc.) and working in associations. Many partners are organizations, where EKA graduates are employed.

The main directions of collaboration are as follows:

- Participation in scientific research and creative activities;
- Participation in the improvement of study directions and study programmes;
- Provision of places of practice (see list of concluded contracts available in annex);
- Organization of methodological events;
- Organization of guest lectures and creative workshops;
- Organization of student competitions and olympiads;
- Participation in state final examinations, incl. revision of works.

The chosen directions of collaboration allow to ensure both the achievement of the strategic goals set out in the EKA development strategy, as well as the goals of the study direction.

**Table.** Collaboration with employers and organizations in the direction of studies during the reporting period (examples)

Activity	Name of the activity	Partner
<b>ORGANISATION OF GUEST LECTURES AND CREATIVE WORKSHOPS</b>		
Guest lectures by professionals	Glass options in the interior	Anna Varnase, "Glass Point"
	Gamedev in Latvia	Dāvis Toliašvili, "Estoty Riga" Ltd.
<b>EKA study excursions</b>		
EKA study excursion	As part of the "History of Architecture and Design" course	Rundāle Castle
EKA study excursion	Students learned the basics of fittings connections, how parts are glued with a PVC edge.	"Projection design"
EKA study excursion	Students were given the opportunity to make their own piece of furniture	"Projection design"AM Furniture
<b>PARTICIPATION IN STATE FINAL EXAMINATIONS</b>		
State Examination Commission	Anda Andžane, member of the commission	A Design and architecture artistic director
State Examination Commission	Viktorija Prilenska, deputy chairman of the commission	Project manager of the "UrbanNarratives" association
State Examination Commission	Vladimirs Slavs, chairman of the commission	Manager of Ltd. "AbsoDev".
State Examination Commission	Aleksandrs Papiševs, member of the commission	Software developer of Ltd. "C.T.CO".
<b>PARTICIPATION IN PROJECTS</b>		
ESF project	"Automation tools for creative industries AutoRade" Contract No. 8.2.3.0/22/A/004	Ventspils High Technology ParkLatvian Digital Accelerator
ERDF project	"Innovation grants for students in the interdisciplinary fields of art, culture, economics and IT (MaKE IT)", Contract No. 1.1.1.3/21/A/003	Ventspils High Technology Park, The Institute of Economics of Latvian Academy of Sciences, "EUROLCDs" Ltd.
<b>PARTICIPATION IN COMPETITIONS, EXHIBITIONS AND HACKATONS</b>		
Hackathon	GGJ (Global Game Jam) Next	Latvian Games Association



Competition	"Design Arena 2022"	Latvian Design Union
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In collaboration with higher educational institutions, emphasis is placed on scientific research and creative activities, staff qualification development and methodological activities.

**Table.** Examples of collaboration with higher education institutions in the study direction (examples)

Activity	Name of the activity	Partner
<b>PARTICIPATION IN SCIENTIFIC RESEARCH AND CREATIVE ACTIVITIES</b>		
International Scientific Conference	Emerging Trends in Economics, Culture and Humanities ETECH	Alberta college
International Student Conference	"Student Research Activity: Theory and Practice".	
International Student Conference	"Student Research Activity: Theory and Practice".	Rezekne Academy of Technologies, College of Civil Engineering
<b>PARTICIPATION IN PROJECTS</b>		
ESF project	"Automation tools for creative industries AutoRade" Contract No. 8.2.3.0/22/A/004	The University of Latvia, Rezekne Academy of Technologies, Liepaya University, Transport and Telecommunication Institute, Vidzeme University of Applied Sciences
ERDF project	"Innovation grants for students in the interdisciplinary fields of art, culture, economics and IT (MaKE IT)", Contract No. 1.1.1.3/21/A/003	BA School of Business and Finance, Alberta college
<b>ORGANIZATION OF METHODOLOGICAL EVENTS</b>		
Annual Methodological Conference	Modern teaching methods to increase the quality of the study process	Alberta college
Staff training	International Academic Week (annually)	Alberta college
<b>PARTICIPATION IN STATE FINAL EXAMINATIONS</b>		
State Examination Commission	Ervin Pastors, member of the commission	Head of the Department of Product Design, Latvian Academy of Arts, associate professor

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

The main opportunities for attracting foreign collaboration partners are provided by the Erasmus+ programme. Currently, the procedure for the selection of lecturers and administrative personnel for mobility has been updated (see the Erasmus+ regulations, on the EKA website and in the Moodle folder "Administration") (starting with the distribution of information, filling out the electronic application form and ending with the evaluation of the selection criteria and decision-making). In the fall of 2022, testing of this procedure took place.

The head of the art direction K. Milča with the lecturer R. Demme applied for participation and plans to go to a Spanish university to discuss possible collaboration, not only in ensuring mobility, but also in research (specifically, organizing a special section of the etECH2023 conference).

The partner selection criteria are related to the specifics of the study programmes of the Art direction, which are "Interior design", "Brand design" and "Computer game design". Not all universities offering studies in the field of Art offer such programmes.

Every year, EKA organizes international events, such as the International Academic Week, information about which is also distributed on the IMOTION [staffmobility.eu](http://staffmobility.eu) online platform. It is also an opportunity to search for partners.

In 2023 EKA signed a manifesto about European University Alliance creation and project "Qn Alliance European University for Quality, Quintuple-Helix & Query-driven Educational Ecosystems". Project is submitted to European Commission. Project duration is 4 years. Project partners:

- Università di Urbino Carlo Bo, Urbino, Italy;
- Valencian International University, Valencia, Spain;
- Nursing School of Coimbra, Coimbra, Portugal;
- "Dunarea de Jos" University of Galati, Galati, Romania;
- Abdullah Gül University, Kayseri, Turkey;
- Aalen University of Applied Sciences, Germany;
- Powiskaski Kwidzyn, Poland;
- Paris Business School, France.

Partnership provides mobility opportunities and experience sharing opportunities. Thus EKA implements Internationalization strategy, develops creative scientific activities and new projects. As a result the quality of study process is increased.

**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.**

The attraction of foreign students mostly takes place by participating in international exhibitions, as well as by EKA teaching staff going to partner universities on Erasmus+ visits and conducting guest lectures and workshops. Since 2017, EKA has been a member of the Higher Education Export Association. This association sets certain standards for attracting foreign students, including admission criteria. The selection of foreign students is carried out in accordance with the requirements of regulatory enactments and the Admission Regulations and includes a test of the applicant's knowledge in the field of the study programme and a test of knowledge of the English language.

Foreign guest lecturers and guest instructors are also actively recruited, for example, during the reporting period, guest lecturer Efe Duyan, PhD, who teaches the study courses "Introduction to Design" and "Light Design" was recruited to study programmes "Interior Design" and "Computer Game Design". On the other hand, the following foreign guest lecturers were attracted to the study programme "Computer game design":

- Adam Mayes, BTEC Higher National Diploma in Computer Studies, teaches 'Fundamentals of Computer Games Design and Development' and 'The Computer Games Industry'.
- Tau Tjalfe Husted Brynaa, Bach, teaches "3D Animation and Modelling".
- Konstantinos Koumpiadis, MA, teaches "Audio Design".

More and more foreign guest lecturers are attracted to the programmes in order to give students a more complete picture of interior design and digital design, which is current all over the world, in this way students get a view of what is happening not only in the Latvian design market, but also on a global scale.

In the future, it is planned to ensure the recruitment of the teaching staff in the status of elected teaching staff, which is also defined in the EKA development strategy. It is planned to attract teaching staff based on the previous experience with foreign partners, as well as through the Euroaxess network, of which EKA is also a member.

**Table.** Dynamics of the number of foreign students and teaching staff in the study direction

	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
<b>Number of foreign students (first enrolment in master programme in 2022/2023)</b>						
"Interior design" (B)	n/a	n/a	n/a	n/a	n/a	n/a
Computer games design and graphics (B)	n/a	n/a	n/a	n/a	n/a	n/a
Brand Design (M)	n/a	n/a	n/a	n/a	n/a	4

Number of foreign students (Erasmus+ mobility)						
"Interior design" (B)	0	0	0	0	0	0
Computer games design and graphics (B)	n/a	0	0	0	0	0
Brand Design (M)	n/a	n/a	n/a	n/a	n/a	0
Number of foreign teaching staff, (incl. Erasmus+ mobility)						
Study direction	0	3	2	5	5	5

B - bachelor programme, M - master programme

Students are not very active in mobilities, because most of them are employed. EKA organize seminars about Erasmus+ opportunities. For study process internacionalization EKA organizes international events, for example International Academ Week (foreign lecturers give a lectures for EKA students) and promotes *internacionalization at home*.

## 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.**

Fulfilment of experts' recommendation allow to improve some aspects of the study programme. As a result the quality of study process was increased.

In total, the experts gave 11 recommendations, which were aimed at improving the "Interior Design" study programme, because in 2011 there was only one study programme.

### **1. Introduce strict admission requirements to ensure the quality of education. COMPLETED**

The lecturers involved in the "Interior Design" study programme prepared the 2013/2014 academic year improvement of the entrance exam task system and specific topic choices. From 2014 to 2022, an entrance exam in drawing was conducted. The introduction of the exam ensured the selection of students and as a result, performance improvements are visible in the study process and also in the further career. For example, a 5th-year student works in the "Intrante" design office, a 2022 summer graduate successfully continues her studies in the "Functional Design" master program at LMA.

### **2. Work out clear common requirements for all industry programmes regarding the level of artistic requirements and the grading system. COMPLETED**

In the autumn semester of 2012/ 2013, interdisciplinary tasks have been created in the study courses "Philosophy" and "Innovations in architecture and design". The final works created by the students were demonstrated at the "Thoughts..." exhibition, which took place on 12.12.2012

in EKA premises. The exhibition was evaluated not only by the lecturers of the programme, but also by students. The knowledge gained in the study course "Organization of Exhibitions and Galleries" was also applied in it.

The development of works was based on common requirements, and they were evaluated according to common criteria. The interdisciplinary approach has been continuing for the last few years, for example, as part of the courses "Space design I, II, III" and "Interior design theory I, II, III", lecturers K. Milča and A. Gricmane (previously K. Kazarjana) assign a project of one object, which is examined in these courses from the point of view of various aspects.

### **3. Implement a clear system of internship goals, based on professional recommendations. COMPLETED**

The EKA internship is based on the ERASMUS+ programme. Precise criteria for the selection of teaching staff for participation in the programme have been defined.

### **4. Implement a clear system for creating the workload of lecturers. COMPLETED**

The workload includes pedagogical, methodical and research work. Every year, the workload is clarified and every teacher is informed about it.

### **5. More skills in working with different materials. COMPLETED**

Several creative workshops and study courses have been introduced into the program, in which students are provided with opportunities to work with materials (see examples in the appendix in the Recommendations implementation report).

### **6. To diversify the collection of the library on the topics of design and contemporary art. COMPLETED**

During the reporting period, the library has been supplemented with various sources (both periodicals, books and e-resources) on the topics of interior design, digital design and contemporary art (see examples in the appendix The report on the implementation of recommendations).

### **7. Look for opportunities to expand appropriate premises. COMPLETED**

During the reporting period, several rooms for design studies have been created: computer classrooms, a drawing room, a room for working with large-format planchets, a workshop for working with material. Starting with 2023/ 2021 academic year EKA changed the location - 62, Pērnavas street. These premises have several rooms for design studies (see self-assessment sections for resources).

### **8. The need to increase professional training on the basis of creativity. COMPLETED**

As part of the study programme, students participate in international student scientific conferences, projects, competitions, exhibitions, and other creative activities. More about examples in the self-assessment section on student involvement in scientific and artistic creative activities and the report on the implementation of recommendations.

### **9. More collaboration with professional organizations. COMPLETED**

EKA collaborates with industry associations in organizing creative events. For example, students participate in exhibitions and competitions organized by the Latvian Designers' Union and win prize-winning places (e.g., in 2022 3rd place in the competition "Design Arena 2022"). Since 2019

international event GGJ (Global Game Jam) Next is organized in cooperation with the Latvian Games Association.

#### **10. Improve English language skills. COMPLETED**

Foreign language trainings for teaching staff have taken place. Foreign teaching staff have been recruited to ensure that study courses are taught in English, thus promoting students' knowledge of the English language. Currently, one programme in the study direction is implemented in the Latvian and English languages, the bachelor program "Computer game design and graphics" is prepared to start its implementation in English as well.

#### **11. To create international exchange. COMPLETED**

Students and teachers have the opportunity to go on international mobility within the Erasmus+ programme. The selection criteria are stipulated in the internal regulatory act on participation in this programme, which is available to students and teaching staff. EKA has concluded inter-institutional agreements with several foreign universities for international mobility within the Erasmus+ programme. During the reporting period, students have used these opportunities to study in Spain, Germany, Estonia, and other countries.

Teaching staff of the study area also use Erasmus+ opportunities to teach courses at foreign universities in Spain, Lithuania, Estonia, Cyprus, Slovenia, etc. countries.

Additionally, teachers from Sweden, Denmark, Great Britain are also involved in the implementation of the study direction. There are guest lectures and creative workshops led by foreign teachers, for example, the Vilnius College of Design.

### **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).**

Two study programmes were licensed during the reporting period:

2018 – professional bachelor study programme "Computer game design"

2021 – academic master study programme "Brand Design"

#### **Professional bachelor study programme "Computer game design and graphics".**

##### Short-term recommendations:

- 1. Supplement the description of the study programme with references to regulatory enactments on Internet sites. COMPLETED**
- 2. Develop the methodology for the implementation of the modules determined in the implementation of the study programme. COMPLETED**
- 3. To supplement the "Regulations on the development and defence of study and project papers and final theses at the EKA University of Applied Sciences" with Study paper 2 CP and Project work 2D game 8 CP, and Project work 3D game 8 CP guidelines and "Regulations on the development of study and project papers and final theses and defence at the EKA University of Applied Sciences" to be included in the document set of the licensable study programme until the decision of the Study Licensing Commission is taken.**

COMPLETED

Long term:

1. **In order to ensure the involvement of high-class guest lecturers in the implementation of the study process, find opportunities for financial attraction by participating in teaching staff exchange and mobility programmes.** COMPLETED

During the reporting period, lecturers from Sweden, USA, Great Britain and Denmark have been engaged.

2. **In order to ensure the involvement of high-class guest lecturers in the implementation of the study process, find opportunities to connect student internships with projects implemented by individual companies and the opportunity to acquire EU funds in projects where the basic requirement is symbiosis between the company and the university, as well as to use various scholarship sources (e.g. Fulbright, Rhodes Scholar and others) to ensure the research activity of foreign lecturers in the programme.** COMPLETED

EKA has attracted a lecturer from the USA using the possibilities of the Baltic-American Foundation. In 2021 the implementation of the ERDF project "Innovation grants for students in the interdisciplinary fields of art, culture, economics and IT (MaKE IT)", Contract No. 2021/A/1.1.1.3/21 started. Within the framework of this project, students develop innovative solutions based on their own ideas or ideas submitted by businessmen. Students are grouped into teams supervised by a teacher. In 2022 the project "Automation tools for creative industries AutoRade" was launched Contract No. 8.2.3.0/22/A/004, which has 8 partners and 3 of them are employers and organizations, within which it is planned to develop digital solutions for design automation.

3. **In order to ensure a successful implementation of the study programme, the achievement of its set goals and the fulfilment of tasks, to engage in joint projects, improving collaboration between the teaching staff involved in the implementation of the study programme and potential employers, it is advisable to consider the possibility of attracting the coordinator of external resources of the study programme.** COMPLETED

During the reporting period, projects were implemented on the order of organizations. Both teaching staff and students were involved in their implementation (e.g. the game "Veselībnieks", "Virtual economic cabinet", etc.). In 2021 the implementation of the ERDF project "Innovation grants for students in the interdisciplinary fields of art, culture, economics and IT (MaKE IT)", Contract No. 2021/A/1.1.1.3/21 started.

Within the framework of this project, students develop innovative solutions based on their own ideas or ideas submitted by businessmen. Students are grouped into teams supervised by a teacher.

4. **In order to promote the achievement of the study results foreseen in the study module and, therefore, in the study courses, define the collaboration between the teaching staff involved in the implementation of individual modules.** The recommendation is not relevant because the content of the programme has changed.
5. **In order to strengthen the operation of the study programme and plan its further development, map the results of the study courses in relation to the graphic designer profession standard and profession description.** The recommendation is not relevant because the content of the programme has changed.
6. **In order to ensure the development of the study programme and the connection**

**with the industry in the long term, include representatives of the industry in the relevant Study Direction Council, with special emphasis on the involvement of various employers. COMPLETED**

**7. In order to raise the qualifications of teaching staff, define and provide opportunities for supporting and motivating professional development for teaching staff. COMPLETED**

During the reporting period, several events have been organized and teaching staff have been informed about the opportunities to participate in qualification development events.

**8. In order to improve and strengthen the implementation of the study programme in perspective, find an opportunity to involve teaching staff who have a doctor degree in arts in the study programme. PARTIALLY FULFILLED**

Two guest teachers have been recruited.

**9. To create collaboration and popularize the specific direction in educational institutions of a lower level of education, while improving collaboration with other higher education institutions both in Latvia and abroad. COMPLETED**

During the reporting period, several events were held during which secondary school students were informed about the study programme, e.g. Global Game Jam GGJ Next (game development event for students), exhibition "School", Career Days at secondary schools, Shadow Days, etc. EKA students and teaching staff also participated in international events, e.g. GameWave in Tallinn

**10. To offer the study of individual content modules of the study programme to a wider circle of interested parties, in order to attract students who want to acquire specific skills, knowledge and competences. COMPLETED**

The courses of the study program are available to anyone interested and can be acquired in the status of a listener.

**11. Encourage the involvement of foreign partners in the acquisition of international experience in the implementation of internships and the development of bachelor theses. PARTIALLY FULFILLED**

Students are offered the opportunity to practice abroad and develop a bachelor thesis in collaboration with a foreign teacher. But the students choose to stay in Latvia.

**12. Improve collaboration with foreign professional companies, organisations and institutions. COMPLETED**

In 2019, in collaboration with the Higher Education Game Alliance and the Latvian Games Association, an international discussion on game education was organized in the Baltic States and the USA (experts from Estonia, Lithuania, Sweden, Latvia and the USA participated in the discussion).

Collaboration with partners from Estonia and Sweden has been started.

**13. Open a study programme or implement its separate module, or find an opportunity to implement study courses in a foreign language. COMPLETED**

The programme is prepared for implementation in English.

**14. Develop the necessary documents and purposefully planned activities for attracting students from abroad. COMPLETED**

Admission criteria have been developed (see Admission Rules). The foreign student department of



EKA regularly participates in international educational exhibitions and has established collaboration with agents in several countries.

- 15. In order to strengthen the implementation of the study programme, it is recommended to develop a perspective plan for internal and external communication.** PARTIALLY FULFILLED

An event plan for the university has been developed, which includes events for all programmes, as well as an event plan for collaboration with secondary schools. The university's strategic documents also define priority areas of collaboration.

### **Academic master study programme "Brand Design";**

Short-term recommendations (until the start of the study programme):

- 1. The study course descriptions do not sufficiently include the integration of interdisciplinarity in both design and management. It is recommended to revise the study course descriptions again, including the mentioned aspects.** COMPLETED

The course descriptions have been revised and discussed in the Study Council. A decision was made to complete the full cycle of the programme and make changes based on the results.

- 2. There is a risk that the study content of bachelor and master study programmes will not differ significantly in study courses of the same name. The recommendation is to critically review comparable courses and ensure that Master level programmes are delivered at a sufficient depth of quality.** COMPLETED
- 3. There is a risk that as a result of the different understanding of the teaching staff of the programme, the concept of brand may be undeservedly narrowed and inadequately reflected in the learning process, reducing it to the concept of visual identity. The recommendation is to ensure and define a unified brand concept within the framework of the study programme.** COMPLETED

Discussions have taken place with the teaching staff and regular methodical meetings are planned to discuss the implementation of the programme.

- 4. There is a risk that it will not be enough to take one course "Fundamentals of Design" to gain basic knowledge in design and "Theories of Management" to obtain basic knowledge of management, which are offered as additional courses to acquire basic knowledge if previous experience is not related. A recommendation to anticipate this risk factor in time by anticipating reactive activities.** PARTIALLY FULFILLED

Students have the opportunity as listeners to learn study courses from the relevant field in bachelor programmes in parallel with studies in the master programme. A decision was made to complete the full cycle of the programme and make changes based on the results.

Recommendations for the improvement of the study programme in the long term, enforceable until the accreditation of the study direction:

- 1. Library resources for the needs of the study program are at a relatively weak level. The recommendation is to supplement the available materials with literature related to the specifics of the programme.** COMPLETED

Resources have been replenished.

2. **Subscribed electronic resources are at a weak level. The recommendation is to supplement and improve the digital resources available in the library.** COMPLETED

Resources have been replenished.

3. **Several groups have been involved in the creation of the programme, but the previous experience at the university shows that an insufficient number of respondents participate in the survey of students and graduates (on average 18-20%). Recommendation to develop a mechanism for increasing the number of survey respondents.** COMPLETED

In 2021/2022 50.8% of students of the study direction participated in the survey.

4. **So far, a unified hospitation system has not been developed and documented. Recommendation to introduce a regular hospitation system.** COMPLETED

A procedure has been developed and implemented.

5. **A significant analysis of the content, strengths and weaknesses of the programme in comparison with other programmes implemented by the EU has not been carried out. The lessons learned have not been used in the development of the licensable programme. .It is recommended to carry out an analysis and take the obtained conclusions into account during the implementation of the study programme** PARTIALLY FULFILLED

A comparison has been made, but the implementation has been partially ensured, as the implementation of the programme started a year before the preparation of documents for accreditation.

# 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_Annex_EKA_List_regulations_2023.xlsx	1_pielikums_EKA_Nolikumu_saraksts_2023.xlsx
The management structure of the higher education institution/ college	2_Annex_EKA_Structure.docx	2_pielikums_EKA_Sturktura.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	3_annex_Study_direction_development_plan.docx	3_pielikums_Virziena_attistibas_plans.docx
The management structure of the study field	4_Annex_Management_structure_study_direction.docx	4_pielikums_Virziena_parvaldibas_struktura.docx
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.	5_annex_Contracts_HEI_Art.docx	5_pielikums_Sadarbibas_ligumi_augstskolas.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	6_annex_Confirmation_quarantee_losses.docx	6_pielikums_Apliecinajums_zaudejumi_garantija.edoc
Standard sample of study agreement	7_annex_Study_Contract.docx	7_pielikums_Studiju_liguma_paraugs.docx
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	8_Annex_Survey_results.docx	8_pielikums_AptaujuRezultati.docx
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	9_Annex_List_of_staff.xlsx	9_pielikums_macibspeku_saraksts.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_ENG_Art.zip	CV_LV_Art.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	11_Annex_Confirmation_staff_languages.docx	11_pielikums_Apliecinajums_valsts_valoda_svesvaloda.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	11_Annex_Confirmation_staff_languages.docx	11_pielikums_Apliecinajums_valsts_valoda_svesvaloda.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	12_Annex_Quantitative_data_research_creative_activities.docx	12_pielikums_Petnieciba_jaunrade_kvantitativie_raditaji.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	13_Annex_List_publications_creative_works_staff.docx	13_Pielikums_Macibspeku_publicacijas_radosie_darbi.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	14_Annex_List_partners.docx	14_pielikums_Partneru_saraksts.docx
Statistical data on the teaching staff and the students from abroad	15_Annex_Foreign_students_staff.docx	15_pielikums_Arvalstu_Studentu_macibspeku_skaiti.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	16_annex_Student_mobility.docx	16_pielikums_Studentu_mobilitate.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	17_annex_Staff_mobility.docx	17_pielikums_Personala_mobilitate.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	18_Annex_Report_recommendations.docx	18_pielikums_Rekomendaciju_izpildes_parskats_Maksia.docx
An application for the evaluation of the study field signed with a secure electronic signature	19_Annex_application.edoc	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
30_pielikums_AIP_lemums_2016.pdf	30_pielikums_AIP_lemums_2016.pdf
EKA_Regulations_science_artistic_activities_ENG.pdf	EKA_Regulations_science_artistic_activities_ENG.pdf

# Interior Design (42214)

Study field	Arts
ProcedureStudyProgram.Name	<i>Interior Design</i>
Education classification code	42214
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Ksenija</i>
Surname of the study programme director	<i>Milča</i>
E-mail of the study programme director	<i>ksenija.milca@eka.edu.lv</i>
Title of the study programme director	<i>M.art.</i>
Phone of the study programme director	<i>+371 23305506</i>
Goal of the study programme	<i>The aim of the study programme is to prepare professional specialists in design and interior design with analytical and critical thinking, whose knowledge and skills allow working with projects in the field of design and interior design.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.</i></li> <li><i>2. To provide students with the knowledge and competencies of architecture, interior design and the value criteria of related industries in a cultural historical, political, economic, technical, social, aesthetic and ethnic context.</i></li> <li><i>3. To ensure the qualification of teaching staff in the field of design and research and artistic creativity.</i></li> <li><i>4. To provide students with competence in designing a conceptual model for the interior project, creating a functional scheme, creating a full-scale interior project.</i></li> <li><i>5. To provide and develop practical activities in the study programme.</i></li> <li><i>6. To provide and develop infrastructure and facilities according to the study programme implementation needs.</i></li> <li><i>7. To develop international collaboration with related higher education institutions, enterprises and organizations.</i></li> </ol>

Results of the study programme	1.Knows the interior project composition. 2.Knows the basic principles of space, environment, and furniture design. 3.Is able to perform premises, object exploration before the interior design project begins and interpret its results. 4.Is able to design the interior project concept. 5.Is capable of drawing a full-scale interior project. 6.Is able to present the interior project. 7.Is able to navigate in the modern and traditional range of construction and finishing materials. 8.Is able to independently organise their work. 9.Is able to work in a team with other professionals in the professional field. 10.Is able to assess the space before design, understand the interactions between interior design and architectural environment. 11.Is able to offer creative solutions for interior design. 12.Is able to use various types of information in decision-making during the construction of an interior project and author supervision period.
Final examination upon the completion of the study programme	Bachelor paper

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Secondary education, exam in Drawing
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional bachelor degree in design
Qualification to be obtained (in english)	Designer of interior

### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time studies - 4 years, 6 months - latvian

Study type and form	Part time studies
Duration in full years	4
Duration in month	6
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Secondary education, exam in Drawing

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor degree in design</i>
Qualification to be obtained (in english)	<i>Designer of interior</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019



## 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.**

During the reporting period, there have been no significant changes in the parameters of the programme, except for the wording of the study results. Results are changed because of changes in the labour market and changes in the content of the study programme.

New expected outcomes of the study programme:

1. Knows the interior project composition.
2. Knows the basic principles of space, environment, and furniture design.
3. Is able to perform premises, object exploration before the interior design project begins and interpret its results.
4. Is able to design the interior project concept.
5. Is capable of drawing a full-scale interior project.
6. Is able to present the interior project.
7. Is able to navigate in the modern and traditional range of construction and finishing materials.
8. Is able to independently organise their work.
9. Is able to work in a team with other professionals in the professional field.
10. Is able to assess the space before design, understand the interactions between interior design and architectural environment.
11. Is able to offer creative solutions for interior design.
12. Is able to use various types of information in decision-making during the construction of an interior project and author supervision period.

**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.**

Bachelor study programme "Interior design" is a part of the study direction "Arts".

Compliance of the study programme to the requirements of the national standard of the second level professional higher education, the requirements of the profession standard "Interior designer" and the Regulations on the classification of Latvian education.

**The duration of the study program** is 8 semesters or 4 years when studying full-time, and 9 semesters or 4 years and 6 months when studying part-time.

**The total amount of the programme** is 160 credit points or 240 ECTS. **Study forms** - full-time face-to-face and part-time face-to-face studies.

**The aim of the study programme** is to prepare professional specialists in design and interior design with analytical and critical thinking, whose knowledge and skills allow working with projects in the field of design and interior design.

The main **tasks** for achieving these goals are:

1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.
2. To provide students with the knowledge and competencies of architecture, interior design and the value criteria of related industries in a cultural historical, political, economic, technical, social, aesthetic and ethnic context.
3. To ensure the qualification of teaching staff in the field of design and research and artistic creativity.
4. To provide students with competence in designing a conceptual model for the interior project, creating a functional scheme, creating a full-scale interior project.
5. To provide and develop practical activities in the study programme.
6. To provide and develop infrastructure and facilities according to the study programme implementation needs.
7. To develop international collaboration with related higher education institutions, enterprises and organizations.

The content of the study programme includes several courses that contribute to the preparation of students for the labour market in accordance with the standard requirements of the profession and predefined study results, e.g. Room design, Interior design theory, Basics of architecture and construction, Design of interior details and elements, etc. In addition, the programme includes study courses focused on the development of digital skills, e.g., computer design and planning, development of communication and management skills, e.g., communication psychology, project management, art of speech and presentation, and understanding of art and design as a whole, incl. innovations in design, e.g. History of Art, History of Architecture and Design, Introduction to Design, Innovations in Architecture and Design.

The programme also includes courses that develop students' creativity and ability to work with different materials, e.g. Painting, Drawing, Material Education, Work with Material, etc.

The requirements for admission are set in the EKA Admission rules and are based on regulatory requirements. An applicant who has successful assessment of secondary education and the document certifying it, who approves knowledge in the official language and a foreign language (e.g. successful completion of centralised exams), is capable of studying in a bachelor degree programme. His/ her background at the level of the previous education, the motivation to obtain higher education and the organisation of the study process at EKA are able to ensure the achievement of study results. The admission requirements also include an entrance exam in drawing, the purpose of which is to verify the applicant's ability to study in the art direction.

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

Demand in the labour market, both now and in the future perspective, is mainly focused on a highly qualified and professionally educated labour force. As indicated by the Ministry of Economics (EM) in its Information Report on medium and long-term labour market forecasts, people with higher levels of education are less at risk of unemployment. The unemployment rate of the population with higher education in 2021 was 4.6%.

According to the Ministry of Education and Culture Graduate Monitoring data, the employment of humanities and arts graduates is 80.5% (2020 graduates), which is close to the average employment rate of graduates in the country (87.6%). Employment of EKA graduates is 85.7%.

The study programme develops important skills that are emphasized in several national and international strategic documents. For example, according to the [Recommendation of the Council of Europe](#) from May 22, 2018 on basic competences in lifelong learning, skills such as creativity, digital skills, critical thinking, the ability to collaborate, etc. are developed within the study programme.

This is ensured by study courses and study methods included in the content of the study programme. The study programme also contributes to the achievement of the UN sustainability goals:

- graduates are employed and thus the risk of poverty is reduced;
- a high employment rate of graduates indicates the quality of education. In addition, anyone interested has the opportunity to acquire part of the study programme as a listener.

The priorities set in the Sustainable Development Strategy of Latvia and the Education Development Guidelines are also taken into account in the implementation of the study programme being accredited, ensuring the preparation of creative, critical-thinking and development-oriented specialists.

#### **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.**

An increase in the number of students in full-time face-to-face studies can be observed during the reporting period. The number of students in the programme changed from 109 students in 2016/2017 to 89 students in 2022/2023. The change (decrease) in the number of students was related to the high dropout rate (the highest was in 2018/2019 – 22 students). The most common reasons for dropping out are lack of finances, change of residence (moving abroad), inability to combine studies with work, and the impact of COVID-19. One of the reasons was also the change in the requirements for studying study courses: the need to engage in several practical activities in order to acquire the necessary professional skills in the profession. But these changes in recent years ensure a gradual increase in the number of students.

**Table.** Total number of students of "Interior Design"

Year of study	Full-time	Part-time
2016/ 2017	59	50
2017/ 2018	35	60
2018/ 2019	30	45
2019/ 2020	24	36
2020/ 2021	34	35
2021/ 2022	42	37
2022/ 2023	51	38

Every year, some students return to the university and resume their studies at later stages of their studies, doing the recognition of the study results achieved in the previous stage of their studies before. Data about number of students ets. is available in Annex 22.

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

## **3.2. The Content of Studies and Implementation Thereof**

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

The content of the study courses is updated on a regular basis in accordance with the guidelines of the development and updating of the EKA study course descriptions. The guidelines set out the order who, when and how is doing it. Lecturers review not only the content of their courses, but also the content of independent work, the methods of teaching and evaluation, and the bibliography.

Study programme teachers follow current events, incl. attending relevant in-service events, as well as working in the industry on a daily basis. For example, Evija Skriba works as a graphic designer in

the creative agency "Wrong", Agris Tauriņš is engaged in furniture production and design in his workshop, lecturer Kitija Almane-Bulaha works as a designer in the "Glass Point" studio, direction manager Ksenija Milča runs her visual communication company "Mishka Design".

Analysing the actualities of the labour market, it can be concluded that today specialists are in demand who, in addition to narrow specialized knowledge have also knowledge related to issues such as furniture design, graphic design, managing creative projects, as well as professional knowledge of foreign languages is also required. Employers nowadays require skills such as the ability to analyse, think critically and argue in a reasoned manner. Several courses, as well as the development of research paper and bachelor thesis, are aimed at developing these skills.

During studying, the students acquire the necessary knowledge and skills needed nowadays. This is also evidenced by the assessment submitted by the internship and employers, as well as the assessment of graduates received and their employment. The content of study courses is designed so that their content does not overlap with other courses and ensures the continuity of knowledge.

In developing or updating the description of the course of study, teachers must take into account the objectives of the study programme and the outcomes achieved. In defining the description of the study course and the learning outcomes, it is necessary to ensure that they contribute to the achievement of the outcomes of the study programme. The Director of the study programme shall verify the consistency of the outcomes of the study courses with the outcomes of the study programme, mapping it (see annex 25).

In the analysis of the study courses of the study programme "Interior design", it can be concluded that their results guarantee the achievement of the study programme outcomes (see annex 25). Defined objectives and tasks focus on acquiring knowledge and skills in the interior design industry, taking into account qualification requirements for Level 6.

Every year there is an expanded meeting of the Study Council, where the results of the programme, its content, identified shortcomings are analysed. During the meeting, opportunities for improvement and its integration into the study programme are examined.

**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 study process of the study programme includes the acquisition of theoretical knowledge, independent studies, acquisition of practical skills during studies and individual practice. In person lectures are held in an interactive environment, conducting lectures (incl. using digital technologies online in the case of foreign teachers), illustrating them with presentations, asking questions to students (in seminars) and encouraging students to discuss the topic. The realization of the study programme takes place using various methods, which allow to ensure the achievement of study results and promote the organization of a student-centred study process (See Study Regulations).

In the practical course section, students with their practical participation acquire the skills acquired only in practical activities. Practical classes are based on the knowledge gained during theoretical classes, thus strengthening the theoretical knowledge base and supplementing professionalism with practical skills. After practical work, an analysis is carried out in the form of discussions, where the student is able to identify his/ her own and other students' strengths and weaknesses, as well as identify mistakes and shortcomings made.

Independent studies are a mandatory part of the study process of the university, incl. independent work of the student within the framework of the study course, the amount of which corresponds to the credit points of the study course. This includes reading compulsory and additional literature, performing regular examinations, preparing for classes, seminars, tests and final examinations, and other types of work, according to the description of the study course. In parallel, students are offered specialists' seminars in the professional field, with who students have the opportunity to additionally discuss current topics with specialists in a particular field, and to find out their opinion as professionals and their view of the development and direction of the process.

The basic principles of education assessment are laid down in the Study Regulations. The criterion for evaluating study results is a mark in the 10-point system. For the assessment of knowledge, the teaching staff uses several forms, for example: tests, quizzes, development and defence of study papers, development and defence of independent works, development and defence of work performed by the group, participation in scientific research work under the supervision of lecturers, performance of tests, examinations. The study results achieved by students are evaluated not only in the final examination of the study course – examination, but also in midterm examinations. If the student has not fulfilled the requirements for the acquisition of the study course and the midterm examinations, then the teaching staff has the right not to admit the student to the final examination until the fulfilment of the requirements.

The assessment principles and criteria are described in the description of each study course, which are available in EKA e-environment. The study course descriptions also mention the possibilities of consultation in case the student did not understand the study content and additional support is needed. The teaching staff, starting work with students, introduces students to the requirements of the study course and to the system of assessment of knowledge and skills.

The final stage in acquiring the study programme is the development and defence of a bachelor thesis. In the bachelor's thesis, students must prove their professional and theoretical knowledge, as well as the ability to demonstrate both specific professional skills and the ability to find arguments and solve problems in the field researched in the bachelor thesis.

Students develop a bachelor thesis on a current topic, which is chosen from the list of sample topics for bachelor theses, which have been proposed by the lecturers of the study programme and accepted by the director of the study programme. Also, the student can propose a research topic for his/ her bachelor thesis by coordinating it with the scientific supervisor and the director of the study programme. The development of the bachelor thesis is advised, supervised and evaluated by

the scientific supervisor of the thesis. The bachelor thesis submitted for defence is also evaluated by the reviewer. The university selects reviewers who are highly qualified industry specialists. Reviewers can also be lecturers from other higher education institutions or industry associations of a similar profile.

The defence of the bachelor thesis takes place at the meeting of the state final examination committee. The commission consists of representatives of employers, professional associations, representatives of academic staff from other universities, as well as university lecturers.

A professional bachelor diploma is awarded to a student who has successfully completed the entire study programme: completed all study courses, submitted and successfully defended study papers and internship reports, and received no lower than "4" points in the defence of the bachelor thesis.

Study paper shall be worked out according to the requirements of the "Regulations on the study paper, project and thesis development and defence at the EKA University of Applied Sciences". The criterion for evaluating study results is a mark in the 10-point system.

Academic and administrative staff keep track of student knowledge assessment requirements and results. After the final exam of the relevant study course and/or module or the end of the academic year, the results and methods of student evaluation are discussed in the Council of Studies, which serve as a basis for improving the study process.

Adherence to the principles of student-centred teaching in the study programme (some examples):

- Teaching staff use a variety of teaching and assessment methods.
- Students are involved in creative activities under the guidance of teaching staff.
- Students are provided with opportunities to get involved in the development of real projects, work with different materials, create design objects, and participate in exhibitions in order to promote their creativity and the development of professional skills.
- The study course descriptions contain information about how much time the student should devote to independent studies, including reading.
- Study course descriptions define course completion requirements and evaluation criteria. Study course descriptions are posted in the e-environment and are available to students.
- Interactive digital "Student's Guide", which contains all internal regulatory documents, forms and infographics necessary for studies.
- Possibility to follow the progress of studies on the EKA website in the "My data" section.
- The "My EKA" app is available, where the student can see the list of classes, announcements and current events.
- The university has the opportunity to recognize the study results achieved in previous education or professional experience.
- The EKA Code of Ethics and Academic Integrity is in force, according to which students and teaching staff must treat each other with respect.

**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, which students undergo in various companies, institutions or organizations, total is 20 CP. The first internship is 12 CP and the second - Pre-Diploma internship is 8 CP. The practice organization is described in the Practice Regulations. If students cannot find company for Internship, EKA helps students using its partners network.

Internship tasks are oriented towards the student's ability to independently and creatively develop and design interior objects, prepare and coordinate project documentation, present the project, collaborate with specialists from other professional fields - architects, designers (graphic, product, furniture, light, etc.), glass, metal, wooden construction specialists, distributors of various materials and interior products, etc. as well as control compliance of the project implementation with the project concept and requirements. At the end of the internship, an internship review is developed and defended. Fulfilment of tasks promote achievement of study programmes learning outcomes.

### **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 Bachelor papers of the students of the "Interior Design" programme are relevant both in the specific project for which the student creates an interior offer, and in the industry as a whole. The sample themes for the Bachelor thesis are drawn up on the basis of both teachers' experience and employers' recommendations.

Analysing the topic of the bachelor thesis, it can be concluded that most of the works have public building interior offers or architectural solutions in the interior and often also in the exterior. This is related to the specialization opportunities offered in the study programme, as well as current events in the field of contemporary design companies. For example, one of the topical issues, especially in the municipalities of various districts, is the restoration of culture houses and the offer of new design solutions. In recent years, the relevance of universal design has been observed, therefore students also study these issues and offer their own solutions to the identified problems. In the Latvian market, visual communication in interior design is also becoming more and more relevant, which students explore in their programme works. The synthesis of history with modern technologies in the interior is also relevant, often the student conducts historical research and, based on it, offers contemporary solutions that do not lose the "breath of history" in their final works. Students' works often feature projects of various catering companies - cafes, bars, restaurants, during which students conduct extensive research on the relevant field.

Students defend their final theses in the presence of the State Examination Commission, which evaluates both the relevance of the work and the proposed solution, both the student's knowledge



and presentation skills. The average weighted grade of final theses has fluctuated between 6 and 8.6 over the past 6 years. The last 6 years not a single disappointing mark has been received.

### **3.3. Resources and Provision of the Study Programme**

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

The resources of the study programme are described in Part II, Chapter 3 p. 2.3.1.- 2.3.3. Specific provision and resources for the study programme:

- Drawing room.
- Computer class for design planning with specialized software for sketching and drawing, incl. Adobe Creative licences.
- Room for group and practical work with plane-tables and large format materials.
- Workshop for practical work with exhibition space.
- Informative resources: 499 titles of books in art and design (1112 copies); periodical publications Deko, Latvijas Arhitektūra, The World of Interiors; databases containing scientific publications and books on art and design: [Directory of Open Access Journals](#), [Jurn](#), [Open Access at Routledge and Taylor&Francis](#) (more on the EKA website in the Library section).

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

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

The revenue part of the university budget consists of: tuition fees, financing of international projects, financing of the Erasmus+ programme, revenues from the implementation of lifelong learning programmes (funding of ESF projects, free listeners' courses) and revenues from the

fulfilment of orders from organizations (e.g., employee training, video game development, etc.) and funding from other EU structural funds. According to the financial reports, the university has sufficient financial resources and a stable financial situation to implement the study programme.

University accounting data and cost assessment were used in the calculation of study place costs in accordance with MK Regulations No. 994 "Procedure in which universities and colleges are financed from state budget funds" from December 12, 2006. Accreditation costs and contingency costs are not included in such calculations. All calculations have been made based on 2020 cost estimates.

Study programme "Interior Design" study place costs in the beginning of 2022 amounted to 2054.58 Euro per year. They include both the provision of the study process, as well as the provision of scientific and artistic creativity (see the picture below).

The tuition fee in the study programme is 2500.00 Euro per year. Taking into account the potential student dropout, additional investments are required in the development of the study programme, accreditation costs and other factors, the study fee could be increased in the next study year. Currently, taking into account inflation, study costs have increased significantly, but in order to promote the attraction of students, the Board made a decision to maintain the planned price, thus investing in the future development of the programme.



**Figure.** Distribution of costs in the "Interior Design" study programme.

For profitability of study programme the number of students should be not less than 69. in beginning of 2022/2023 study year the number of students was 89.

### 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 qualifications of the academic staff involved in the "Interior design" study programme meet the

requirements of regulatory enactments and the strategic objectives and targets of the EKA, as:

- 24 teachers are involved in the implementation of the study programme, 13 or 54% of whom have EKA as a main workplace and 11 guest lecturers, or 46%;
- 7 doctors of science (including 6 EKA teaching staff) and 15 teachers with a master's degree (7 of them EKA teaching staff) and 2 teachers with higher education participate in the implementation of the study programme;
- One professor (EKA professor) and three associate professors (of which 3 are employed at EKA) are involved in the implementation of the study programme.

Most of the teaching staff in the "Interior Design" programme have a master's degree and are active in the industry, thus being able to offer students a quality education, using the latest trends in design and regularly improving and renewing their knowledge. All members of academic staff know Latvian at necessary level for teaching (see Annex 9).

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

During the reporting period, the composition of the teaching staff has changed:

- the teaching staff has changed, attracting more industry specialists with a contemporary design vision, such as lecturers Agris Tauriņš, Anna Varnasi – Heisenberga, Lāsma Bringina, Kitija Almani – Bulaah, Evia Skriba, Zane Stori, Rebeka Škērstina, Rudolfs-Karlis Demmis.
- the number of teaching staff with a doctoral degree participating in the study programme has increased from 4 to 7 (6 are EKA teaching staff).
- during the reporting period, the number of associate professors has increased from 1 to 3. All of them are EKA associate professors.

Changes in the composition of the academic staff are related to changes in the professional activities of teaching staff, but these changes have had a positive effect on the quality of studies - more professionals work in the study programme, who not only allow students to practice in their workshops and companies, but also introduce students to the latest design trends.

#### **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).**

There is good cooperation among teaching staff within study programme.

The teaching staff of the study programme collaborates in preparing study course descriptions, creating e-courses in the e-environment, working in research directions and projects.

For example, if several teachers conduct one study course for different groups, then they coordinate the course content, course acquisition requirements, bibliographic sources and description of independent work, as well as placement of materials in the e-environment. To create an e-course in e-environment (Moodle), it is necessary to follow the course template, which is specially designed for cases where the course is conducted by several teachers.

The teaching staff also actively collaborates in the professional field - working on the development of design and art projects, for example, Anna Varnase-Heisenberga and Kitija Almane-Bulaha jointly created a glass environmental object "Time capsule" in Grīziņkalns Park in 2022.

The two teachers jointly teach the course "Composition III" in the glass art workshop "Glass Point", training students in working with glass material and preparing students for the exhibition.

The student/staff proportion of the study programme is as follows: four students for a single teacher, or six students for one teacher, for whom EKA is the main workplace.

# 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	20_Annex_Diploma_ID.zip	20_pielikums_Diploms_ID.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	22_Annex_Statistics_students_IDz.docx	22_pielikums_Statistika_studejosie_IDZ.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	23_annex_Compliance_state_ed_standard_ID.docx	23_pielikums_Atbilstiba_valsts_standarts_ID.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)	24_Annex_Compliance_prof_standard_ID.docx	24_pielikums_Atbilstiba_prof_standarts_ID.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	25_Annex_mapping_ID.xlsx	25_pielikums_kartejums_ID.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	27_Annex_Study_plan_ID.docx	27_pielikums_Studiju_plans_ID.docx
Descriptions of the study courses/ modules	26_Annex_SKA_ID_ENG.zip	26_pielikums_SKA_ID_LV.zip
Description of the organisation of the internship of the students (if applicable)	21_Annex_EKA_Internship_regulations.pdf	21_pielikums_EKA_Prakses_nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

# Computer Game Design (43214)

Study field	Arts
ProcedureStudyProgram.Name	Computer Game Design
Education classification code	43214
Type of the study programme	Academic bachelor study programme
Name of the study programme director	Ksenija
Surname of the study programme director	Milča
E-mail of the study programme director	ksenija.milca@eka.edu.lv
Title of the study programme director	M.art.
Phone of the study programme director	+371 23305506
Goal of the study programme	<i>The aim of the study programme is to prepare designers who have versatile knowledge of game design and art, specific skills in computer game development and technologies, and competences that allow them to be competitive in the labour market in Latvia and internationally, as well as to carry out creative activities as self-employed.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.</i></li> <li><i>2. To provide students with knowledge and competences about the design and development of computer games.</i></li> <li><i>3. To provide and develop practical activities in the study programme.</i></li> <li><i>4. To ensure the qualification of teaching staff in the field of design and research and artistic creativity.</i></li> <li><i>5.To provide and develop infrastructure and facilities according to the study programme implementation needs.</i></li> <li><i>6.To develop international collaboration with related higher education institutions, enterprises and organizations.</i></li> </ol>

Results of the study programme	1. Knows design and specialized computer game design concepts and theories. 2. Knows the modern development trends of computer game design. 3. Knows computer game design guidelines, technologies and software 4. Knows the principles of professional ethics in computer game design. 5. Able to choose computer game design development methods, artistic techniques and software. 6. Able to justify the characters, stories, gameplay, strategy and concept used in a computer game. 7. Able to develop game according to created concept of the game. 8. Able to prepare computer game design documentation. 9. Able to analyze a computer game's target audience, development time frame, budget and marketing communication. 10. Is able to independently organize their work. 11. Is able to work in a team with other professionals in the professional field. 12. Is able to acquire, select and analyze the information required. 13. Able to offer creative solutions to identified problems in the areas of computer game design; 14. Is able to use various types of information in decision-making about the activities of the enterprise.
Final examination upon the completion of the study programme	<i>Bachelor Paper</i>

## Study programme forms

### Full time studies - 3 years - latvian

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

### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time studies - 3 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3

Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Humanities in Design</i>
Qualification to be obtained (in english)	<i>Bachelor of Humanities in Design</i>

#### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education, English at least B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Humanities in Design</i>
Qualification to be obtained (in english)	<i>Bachelor of Humanities in Design</i>

#### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019



## 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.**

Analysing the implementation of the programme, the recommendations received during licensing and discussing the content and implementation of the programme with teaching staff, graduates and current students, industry professionals, a decision was made to significantly change the content of the study programme. In addition, a decision has been made after evaluating the direction to start the implementation of the programme in English, which will make it possible to strengthen established international connections with foreign educational institutions.

As part of the evaluation of the study direction, the study programme has been changed from a professional bachelor programme to an academic study programme. Consequently, the main parameters of the programme change:

- changed the name of the programme from "Computer Game Design and Graphics" to "Computer Game Design";
- duration of studies: full-time studies – 3 years, part-time studies – 3 years and 6 months;
- implementation language: Latvian, English.
- degree awarded: Bachelor of Arts .

Learning outcomes of the study programme:

- knows design and specialized computer game design concepts and theories;
- knows the modern development trends of computer game design;
- knows computer game design guidelines, technologies and software;
- knows the principles of professional ethics in computer game design;
- able to choose computer game design development methods, artistic techniques and software;
- able to justify the characters, stories, gameplay, strategy and concept used in a computer game;
- able to develop game according to created concept of the game;
- able to prepare computer game design documentation;
- able to analyse a computer game's target audience, development time frame, budget and marketing communication;
- Is able to independently organise their work.
- Is able to work in a team with other professionals in the professional field.
- Is able to acquire, select and analyse the information required.
- able to offer creative solutions to identified problems in the areas of computer game design;
- Is able to use various types of information in decision-making about the activities of the enterprise.

During self-assessment study plan of professional study programme and plan of academic study programme were compared. Students, who studied at EKA from 1st till 3d year in 2022/2023 study year will continue their studies at academic programme. But 4th year students should graduate

from professional study programme, because they have only one semester left. During this semester they will prepare and defend their Bachelor Paper.

**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.**

Bachelor study programme "Computer game design" is a part of the study direction "Art".

**The duration of the study program** is 6 semesters or 3 years when studying full-time, and 7 semesters or 3 years and 6 months when studying part-time.

**The total amount of the programme** is 120 credit points or 180 ECTS. **Study forms** - full-time face-to-face and part-time face-to-face studies.

**The aim** of the study programme is to prepare designers who have versatile knowledge of game design and art, specific skills in computer game development and technologies, and competences that allow them to be competitive in the labour market in Latvia and internationally, as well as to carry out creative activities as self-employed.

The main **tasks** for achieving these goals are:

1. Provide a study process that complies with the laws and requirements of the labour market, as well as student-centred approach in higher education.
2. to provide students with knowledge and competences about the design and development of computer games;
3. To provide and develop practical activities in the study programme.
4. to ensure the qualification of teaching staff in the field of design and research and artistic creativity;
5. To provide and develop infrastructure and facilities according to the study programme implementation needs.
6. To develop international collaboration with related higher education institutions, enterprises and organizations;

The content of the study programme includes several courses that contribute to the preparation of students for the labour market according to predefined study results, e.g. Basics of computer game design and development, Game programming, 2D computer game programming and prototyping, 3D computer game programming and prototyping, etc.

In addition, the programme includes study courses focused on the development of management and business skills, e.g., Software Development Project Management, Business Fundamentals, Digital Marketing, etc., and an understanding of art and design as a whole, e.g., World Art History, Philosophy, Computer Game Art, and Computer Graphics . The programme also includes courses that develop students' creativity and ability to conduct research, e.g. Painting, Drawing, Sociology, Organization of Research Work, etc. For the development of practical skills and promotion of research, the programme includes a Study paper and two Project works.

The requirements for admission are set in the EKA Admission rules and are based on regulatory requirements. An applicant who has successful assessment of secondary education and the document certifying it, who approves knowledge in the official language and a foreign language (e.g. successful completion of centralised exams), is capable of studying in a study programme. His/her background at the level of the previous education, the motivation to obtain higher education and the organisation of the study process at EKA are able to ensure the achievement of study results.

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

The Latvian Design Strategy for 2017-2020 defines the following vision: "Until 2020, the diverse opportunities and innovative potential of the design industry have been fully utilized in Latvia, using design as a strategic tool in the growth of the national economy, for the well-being of individuals and society, as well as in the formation of cultural identity and the image of the country." in the Latvian Design Strategy 2022-2027 a clear vision is formulated, additional emphasis is placed on the use of digital technologies in design. One of the design disciplines is game design, which began to develop academically in the 1980s in connection with the phenomenon of video game development.

In Latvia, the discipline of game design is minimally developed both at the academic level and in practical application, however, the development of this field in the world is significant, especially in the last 10-20 years. Game design principles are also used in interdisciplinary applications, such as marketing communication, personnel management, etc. using gamification. The development of the discipline of game design in Latvia would allow to achieve the use of the diverse opportunities of the design industry defined in the Latvian Design Strategy. One of the manifestations of the discipline of game design is video game design, which is the process of developing the content and rules of video games, which includes the creation and development of game mechanics (game play), environment, story and characters. Video game (computer game) design is an essential part of the computer game development process. During the last decades, the video game industry has developed in the national economy, in which the principles of game design are applied. The computer game industry belongs to the creative industries, the importance of which is emphasized in the sustainable development strategy of Latvia until 2030".

From the point of view of the national economy, the economic contribution of the computer games industry is also significant. According to the assessment of PricewaterhouseCoopers and other organizations, the computer game industry is one of the fastest growing entertainment and media industries in the world, and it is expected to have one of the fastest growth rates in the coming years, ahead of industries such as film, music recording, etc.

If in 2016 sales volumes in the world computer game market reached almost 100 billion US dollars, then in 2021 they amounted to 178 billion US dollars, with a projected increase to 500 billion US dollars in 2031.

The market for social network games, mobile games and applications is growing rapidly not only in the world but also in Latvia. The calculations, which were made based on the data of the association "Latvian game developers association" about computer game development companies, show an upward trend. In the period from 2014 to 2016, 35-40 companies worked in the industry, which turnover has increased by 73% during these years (reaching 9.4 million EUR) and the number

of employees has increased by 7.4% (reaching 145). However, it should be taken into account that the actual number of employees in the industry is higher, as several specialists work on projects in different companies, concluding author contracts or working as self-employed persons.

In 2022 Latvia's revenues from computer games are forecasted at 9.8 million US dollars with an annual increase of 7.42%.

According to the Ministry of Education and Culture Graduate Monitoring data, the employment of humanities and arts graduates is 80.5% (2020 graduates), which is close to the average employment rate of graduates in the country (87.6%). Employment of EKA graduates is 85.7%, including 4.4% who have founded companies.

Taking into account the interdisciplinary content of the programme, it provides graduates with knowledge, skills and competences in the field of design and ICT. According to the labour forecasts of the Ministry of Economy, the labour demand in the ICT sector exceeds the labour supply.

Graduates of the study program have the opportunity to work in a rapidly growing industry in Latvia or abroad, as well as in the ICT industry.

#### **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.**

During the reporting period, there is an increase in the number of students in full-time face-to-face studies and part-time face-to-face studies, this is related to the higher quality of studies and future students' interest in the field of computer game development, which has gained great popularity nowadays, new teaching staff are regularly attracted to the studies, which provide a contemporary vision of this progressive field. The number of students in the programme changed from 53 students in 2018/2019 to 125 students in 2022/2023.

The student dropout rate in the study programme is quite high - the largest was 21 students in 2020/2021.

The most common reasons for dropping out are lack of finances, change of residence (moving abroad), inability to combine studies with work, and the impact of COVID-19.

Every year, some students return to the university and resume their studies at later stages of their studies, doing the recognition of the study results achieved in the previous stage of their studies before. More statistics about dynamics of number of students is available in Annex 22.

**Table.** Total number of students in the "Computer Game Design" programme.

	Full-time	Part-time	Total
2018/ 2019	33	20	53
2019/ 2020	45	29	74
2020/ 2021	54	31	85

	Full-time	Part-time	Total
2021/ 2022	79	32	111
2022/ 2023	81	44	125

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

## **3.2. The Content of Studies and Implementation Thereof**

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

The content of the study courses is updated on a regular basis in accordance with the guidelines of the development and updating of the EKA study course descriptions. The guidelines set out the order who, when and how is doing it. Lecturers review not only the content of their courses, but also the content of independent work, the methods of teaching and evaluation.

The teaching staff of the study programme follow the current events, incl. the fact that they are active in the industry themselves, for example, aAdam Mayes is the founder of the game company Ludicnation and was previously the chief designer of Emote Games. Lecturers use their professional experience to introduce students to the game industry and its current affairs in depth.

Study courses include both industry current affairs (e.g. basics of computer game design and development, 2D computer game programming and prototyping, computer game art and computer graphics) as well as scientific trends (e.g. research organization, sociology, computer game design and graphics).

Teachers offer students to carry out various types of practical and independent tasks related to the current events of industry and science, such as in the study course Project Work 2D Game and Project Work 3D Game. Without the inclusion of these topical issues, it would not be able to achieve the outcomes.

The total amount of the study programme is 120 credits (KP) or 180 ECTS, which full-time students take in 3 years (6 semesters) and part-time students in 3 years an 6 months (7 semesters). The

studies are organized in such a way as to give students the opportunity to learn both the fundamentals of art science (especially design), but paying the greatest attention to computer game programming and computer game design development.

The study programme consists of mandatory and limited optional courses, which include courses in business and law, information technology, humanities and foreign languages, as well as free optional courses. The compulsory part of study courses consists of 20 study courses in the amount of 78 CP, which also includes one study work in the amount of 2 CP and two project works equivalent to study work in the amount of 16 CP. The part of limited elective study courses consists of 16 study courses in the amount of 24 CP. Within the program, there are also three freely optional study courses in the amount of 6 CP. The studies are completed by a bachelor thesis in the amount of 12 CP. Study courses are the same for full-time study programmes and part-time study forms.

Employers nowadays require skills such as the ability to analyse, think critically and argue in a reasoned manner own views in discussion. Several courses, as well as the development of research paper and bachelor thesis, are aimed at developing these skills. During studying, the learners acquire the necessary knowledge and skills needed nowadays. This is also evidenced by the assessment of traineeships and employers', and by the evaluation and employment of graduates.

**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 study process of the study programme includes the acquisition of theoretical knowledge, independent studies, acquisition of practical skills during studies and individual practice. In person lectures are held in an interactive environment, conducting lectures (incl. using digital technologies online in the case of foreign teachers), illustrating them with presentations, asking questions to students (in seminars) and encouraging students to discuss the topic. The realization of the study programme takes place using various methods (in both languages), which allow to ensure the achievement of study results and promote the organization of a student-centred study process (See Study Regulations).

In the practical course section, students with their practical participation acquire the skills acquired only in practical activities. Practical classes are based on the knowledge gained during theoretical

classes, thus strengthening the theoretical knowledge base and supplementing professionalism with practical skills. After practical work, an analysis is carried out in the form of discussions, where the student is able to identify his/ her own and other students' strengths and weaknesses, as well as identify mistakes and shortcomings made.

Independent studies are a mandatory part of the study process of the university, incl. independent work of the student within the framework of the study course, the amount of which corresponds to the credit points of the study course. This includes reading compulsory and additional literature, performing regular examinations, preparing for classes, seminars, tests and final examinations, and other types of work, according to the description of the study course. In parallel, students are offered specialists' seminars in the professional field, with who students have the opportunity to additionally discuss current topics with specialists in a particular field, and to find out their opinion as professionals and their view of the development and direction of the process.

The basic principles of education assessment are laid down in the Study Regulations. The criterion for evaluating study results is a mark in the 10-point system. For the assessment of knowledge, the teaching staff uses several forms, for example: tests, quizzes, development and defence of study papers, development and defence of independent works, development and defence of work performed by the group, participation in scientific research work under the supervision of lecturers, performance of tests, examinations. The study results achieved by students are evaluated not only in the final examination of the study course – examination, but also in midterm examinations. If the student has not fulfilled the requirements for the acquisition of the study course and the midterm examinations, then the teaching staff has the right not to admit the student to the final examination until the fulfilment of the requirements.

The assessment principles and criteria are described in the description of each study course, which are available in EKA e-environment. The study course descriptions also mention the possibilities of consultation in case the student did not understand the study content and additional support is needed. The teaching staff, starting work with students, introduces students to the requirements of the study course and to the system of assessment of knowledge and skills.

The final stage in acquiring the study programme is the development and defence of a bachelor thesis. In the bachelor's thesis, students must prove their professional and theoretical knowledge, as well as the ability to demonstrate both specific professional skills and the ability to find arguments and solve problems in the field researched in the bachelor thesis.

Students develop a bachelor thesis on a current topic, which is chosen from the list of sample topics for bachelor theses, which have been proposed by the lecturers of the study programme and accepted by the director of the study programme. Also, the student can propose a research topic for his/ her bachelor thesis by coordinating it with the scientific supervisor and the director of the study programme. The development of the bachelor thesis is advised, supervised and evaluated by the scientific supervisor of the thesis. The bachelor thesis submitted for defence is also evaluated by the reviewer. The university selects reviewers who are highly qualified industry specialists. Reviewers can also be lecturers from other higher education institutions or industry associations of a similar profile.

The defence of the bachelor thesis takes place at the meeting of the state final examination committee. The commission consists of representatives of employers, professional associations, representatives of academic staff from other universities, as well as university lecturers.

A professional bachelor diploma is awarded to a student who has successfully completed the entire study programme: completed all study courses, submitted and successfully defended study papers and internship reports, and received no lower than "4" points in the defence of the bachelor thesis.

Study paper shall be worked out according to the requirements of the "Regulations on the study paper, project and thesis development and defence at the EKA University of Applied Sciences". The criterion for evaluating study results is a mark in the 10-point system. For knowledge assessment.

Academic and administrative staff keep track of student knowledge assessment requirements and results.

After the final exam of the relevant study course and/or module or the end of the academic year, the results and methods of student evaluation are discussed in the Council of Studies, which serve as a basis for improving the study process.

Adherence to the principles of student-centred teaching in the study programme (some examples):

- Teaching staff use a variety of teaching and assessment methods.
- Students are involved in creative activities under the guidance of teaching staff.
- Students are provided with opportunities to work on company orders, participate in international competitions and hackathons.
- The study course descriptions contain information about how much time the student should devote to independent studies, including reading.
- Study course descriptions define course completion requirements and evaluation criteria. Study course descriptions are posted in the e-environment and are available to students.
- Interactive digital "Student's Guide", which contains all internal regulatory documents, forms and infographics necessary for studies.
- Possibility to follow the progress of studies on the EKA website in the "My data" section.
- The "My EKA" app is available, where the student can see the list of classes, announcements and current events.
- The university has the opportunity to recognize the study results achieved in previous education or professional experience.
- The EKA Code of Ethics and Academic Integrity is in force, according to which students and teaching staff must treat each other with respect.

**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).**

Internship is included in the limited elective part of the program and amounts to 8 CP. Internship is organized in accordance with the Internship Regulations (see Annex 21). Students undergo internships in various companies, institutions or organizations.

Internship tasks are oriented towards the student's ability to independently and creatively develop and design computer games, prepare and coordinate project documentation, present the project, collaborate with specialists from other professional fields - project managers, designers (graphic, product, web designers, additional reality designers etc.), as well as control compliance of the project implementation with the project concept and requirements.



At the end of the internship, an internship review is developed and defended. Fulfilment of internship tasks allow students to achieve programmes learning outcomes and provide necessary skills and competences.

### **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 final theses of the students of the "Computer Game Design" programme are relevant both in the specific company and in the industry as a whole. The sample themes for the Bachelor thesis are drawn up on the basis of both teachers' experience and employers' recommendations. Students also have an opportunity to propose their own topics.

During the reporting period, students developed works on current topics that affect both the development trends of the computer games market, as well as the possibilities of using computer games in other areas and the impact of computer games on various aspects of life, for example:

- [Concept and design development of a collectible card game for young people](#). (info in Latvian)
- [The essential design elements of educational computer games for children](#). (info in Latvian)
- Using Virtual Reality Technology for Panic Attack Prevention.
- Using games to promote public participation.
- [Effects of video games on mental health](#). (info in Latvian)
- Impact of console video game user interface on player experience.

The average rating in the review period was 8.3. The state examination commission noted the students' high level of preparation

## **3.3. Resources and Provision of the Study Programme**

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

The resources of the study programme are described in Part II, Chapter 3 p. 2.3.1. - 2.3.3. Specific

provision and resources for the study programme:

- Game development and testing laboratory digLAB with Android and iOS operating systems, tablets and smartphones (for iOS and Android mobile operating systems), VR and AR glasses for game development and testing;
- graphic plane-tables (10 and 7 XP-Pen G430);
- photo/ video studio with SLR cameras and lenses, various backgrounds, lights and an iMac computer.
- Computer class with specialized software for game design.
- Informative resources: 504 titles of books in art and design (in Latvian - 118, in English - 386; 972 copies); databases containing scientific publications and books on art and design: EBSCO, [Directory of Open Access Journals](#), [Jurn](#), [Open Access at Routledge and Taylor&Francis](#) (more on the EKA website in the Library section).

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

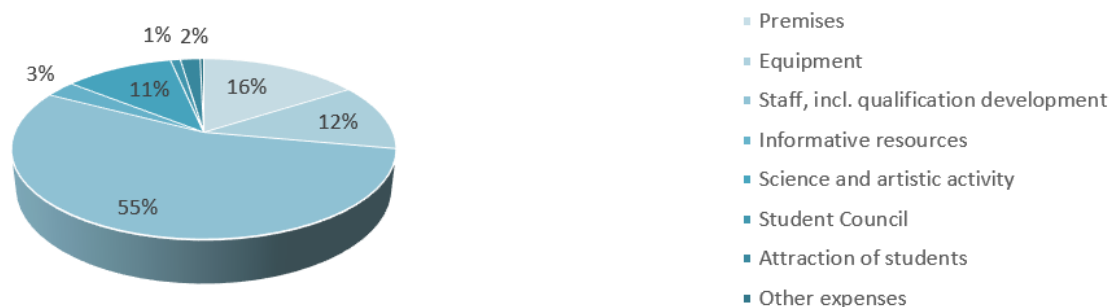
**3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and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

The revenue part of the university budget consists of: tuition fees, financing of international projects, financing of the Erasmus+ programme, revenues from the implementation of lifelong learning programmes (funding of ESF projects, free listeners' courses) and revenues from the fulfilment of orders from organizations (e.g., employee training, video game development, etc.) and funding from other EU structural funds. According to the financial reports, the university has sufficient financial resources and a stable financial situation to implement the study programme.

University accounting data and cost assessment were used in the calculation of study place costs in accordance with MK Regulations No. 994 "Procedure in which universities and colleges are financed from state budget funds" from December 12, 2006. Accreditation costs and contingency costs are not included in such calculations.

Study programme "Computer game design" study place costs in the beginning of 2022 amounted to 2054.58 Euro per year. They include both the provision of the study process, as well as the provision of scientific and artistic creativity (see the picture above). The tuition fee in the study programme is 2500.00 Euro per year. Taking into account the potential student dropout, additional investments are required in the development of the study programme, accreditation costs and other factors, the study fee could be increased in the next study year. Currently, taking into account inflation, study costs have increased significantly, but in order to promote the attraction of

students, the Board made a decision to maintain the planned price, thus investing in the future development of the programme.



**Figure.** Distribution of costs in the "Computer game design" study programme.

For study programme profitability necessary number of students should be 88 students. In the beginning of 2022/2023 study year the number of student was 125 students.

### 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 qualifications of the academic staff involved in the "Computer game design" study programme meet the requirements of regulatory enactments and the strategic objectives and targets of the EKA, as:

- 26 teachers are involved in the implementation of the study programme, 17 or 65% of whom have EKA as a main workplace and 9 guest lecturers, or 35%;
- 10 doctors of science (including 8 EKA teaching staff) and 13 teachers with a master's degree and 3 teachers with higher education participate in the implementation of the study programme (foreign teachers);
- Two professors (1 EKA professor) and 4 associate professors (of which 4 are employed at EKA) are involved in the implementation of the study programme;
- 15% foreign teaching staff.

In addition, 3 industry professionals are involved in the implementation of the study programme, who lead the practical classes. All members of academic staff has necessary level of Latvian and English, which is necessary for teaching in programme.

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

During the reporting period, the composition of the teaching staff has changed:

- the teaching staff has changed, attracting additional teaching staff with doctoral degrees (additional 7 teachers) and attracting industry specialists from game development companies with contemporary vision and knowledge of the latest trends.
- the number of teaching staff with a doctoral degree participating in the study programme has increased from 3 to 10 (7 are EKA teaching staff).
- The number of participating associate professors has increased from 1 to 4 associate professors, all of whom are elected to the EKA.
- During the reporting period, 4 foreign guest lecturers started working in the programme - Efe Duyan, Adam Mayes, Konstantinos Koumpiadis, Tau Tjalfe Husted Brynaa.

Changes in the composition of the academic staff are related to changes in the professional activities of teaching staff, but these changes have had a positive effect on the quality of studies - more professionals work in the study programme, who not only allow students to practice in their workshops and companies, but also introduce students to the latest game making trends. Foreign teaching staff provides students with an international perspective on the computer game development process.

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

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

**3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between**

**the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

The teaching staff of the study programme collaborates in preparing study course descriptions, creating e-courses in the e-environment, working in research directions and projects effectively.

For example, if some teachers lead one study course for different groups, then they coordinate the course content, course learning requirements, bibliographic sources and description of independent works, as well as placement of materials in the e-environment. To create an e-course in e-environment (Moodle), it is necessary to follow the course template, which is specially designed for cases where the course is conducted by several teachers.

Teaching staff collaborate in evaluating students' project works and in creative activities, e.g. Game Jam events.

The student/staff proportion of the study programme is as follows: five students for a single teacher, or seven students for one teacher, for whom EKA is the main workplace.

# 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	20_Annex_Diploma_DIG.zip	20_pielikums_Diploms_DIG.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	22_Annex_Statistics_students_DIG.docx	22_pielikums_Statistika_studejosie_DIG.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	23_Annex_Compliance_state_ed_standard_DIG.docx	23_pielikums_Atbilstiba_valsts_standarts_DIG.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	25_Annex_mapping_DIG.xlsx	25_pielikums_kartejums_DIG.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	27_Annex_Study_plan_DIG.docx	27_pielikums_Studiju_plans_DIG.docx
Descriptions of the study courses/ modules	26_Annex_SKA_DIG_ENG.zip	26_pielikums_SKA_DIG_LV.zip
Description of the organisation of the internship of the students (if applicable)	21_Annex_EKA_Internship_regulations.pdf	21_pielikums_EKA_Prakses_nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	28_Annex_Professors_DIG.docx	28_pielikums_Apliecinajums_profesori_DIG.edoc

# Brand Design (45214)

Study field	<i>Arts</i>
ProcedureStudyProgram.Name	<i>Brand Design</i>
Education classification code	<i>45214</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Ksenija</i>
Surname of the study programme director	<i>Milča</i>
E-mail of the study programme director	<i>ksenija.milca@eka.edu.lv</i>
Title of the study programme director	<i>M.art.</i>
Phone of the study programme director	<i>+371 23305506</i>
Goal of the study programme	<i>To provide students with a set of knowledge, skills and competence in design, who are able to create the organization's visual identity and visual communication in accordance with its business philosophy, using modern design solutions.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To ensure the study process that meets the requirements of the laws and regulations of the Republic of Latvia and the labour market.</i></li> <li><i>2. Attract qualified teaching staff with academic, scientific and professional experience to ensure a student-centred study process.</i></li> <li><i>3. To provide students with in-depth knowledge and develop an understanding of theories and concepts in management, branding and brand design.</i></li> <li><i>4. To develop students' skills to independently search and analyse information on the latest trends and findings in brand design to conduct research and create new concepts.</i></li> <li><i>5. To develop students' creativity, critical thinking and flexibility in order to be able to learn and operate in changing conditions and to promptly search for innovative solutions to scientific and work problems.</i></li> <li><i>6. To develop students' ability to independently create different brand designs and visual communication using different media.</i></li> <li><i>7. To develop students' ability to create original, innovative design proposals using their own ideas and graphic and photo materials.</i></li> </ol>

Results of the study programme	1. Knows and understands the brand design creation process. 2. Knows modern principles of brand design. 3. Knows research methods in the field of design. 4. Able to create a brand design reflecting the organization's operating philosophy, target audience, market demand. 5. Able to apply modern information technology solutions in creating brand design and visual communication. 6. Is capable of arguably discussing aspects of brand design and visual identity creation. 7. Able to independently organize and conduct design research. 8. Able to reflect in writing and orally present the results of tasks or research. 9. Able to create a design project that includes visual identity, product design, visual communication with the consumer. 10. Able to independently formulate and critically analyse scientific and professional problems in brand design and visual identity creation. 11. Able to generate ideas and develop solutions in brand design, integrating the organization's operating philosophy and applying modern information technology tools.
Final examination upon the completion of the study programme	Master Paper

## Study programme forms

### Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Bachelor degree of Art/ Bachelor degree in Humanities or Second Level Professional Higher Education in Economics or Management Science/Bachelor degree in Natural Sciences in Computer Science or Information Technology with at least 2 years of experience in the Management of the Company or its Structural Unit.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master of Humanities in Design
Qualification to be obtained (in english)	Master of Humanities in Design

### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Full time studies - 2 years - english

Study type and form	Full time studies
---------------------	-------------------



Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	80
Admission requirements (in English)	<i>Bachelor degree of Art/ Bachelor degree in Humanities or Second Level Professional Higher Education in Economics or Management Science/Bachelor degree in Natural Sciences in Computer Science or Information Technology with at least 2 years of experience in the Management of the Company or its Structural Unit. English at least B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Humanities in Design</i>
Qualification to be obtained (in english)	<i>Master of Humanities in Design</i>

### Places of implementation

Place name	City	Address
EKA University of Applied Sciences	RĪGA	LOMONOSOVA IELA 1 k-5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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.**

No changes have been made to the study programme.

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

The master study programme "Brand design" has been created based on the development priorities determined in the EKA development strategy 2023. According to certain priorities and the Education Programme Development Plan 2019-2023 (which is part of the EKA development strategy) it is planned to increase the number of master study programmes, including increasing the number of study programmes that are implemented in a foreign language, as well as to promote the increase in the number of students. The "Brand Design" study programme will be implemented in Latvian and English, thus creating an opportunity to attract foreign students.

EKA has been implementing the study direction "Art" for several years and it has two bachelor study programmes. During this period, the necessary study base has been created, a professional team of teaching staff has been assembled, and collaboration with employers/industry associations has been strengthened, which made it possible to create a master study programme that will promote the further development of the study direction.

**Aim of the study programme:** To provide students with a set of knowledge, skills and competence in design, who are able to create the organization's visual identity and visual communication in accordance with its business philosophy, using modern design solutions.

Study programme tasks:

1. To ensure the study process that meets the requirements of the laws and regulations of the Republic of Latvia and the labour market.
2. Attract qualified teaching staff with academic, scientific and professional experience to ensure a student-centred study process.
3. To provide students with in-depth knowledge and develop an understanding of theories and concepts in management, branding and brand design.
4. To develop students' skills to independently search and analyse information on the latest

trends and findings in brand design to conduct research and create new concepts.

5. To develop students' creativity, critical thinking and flexibility in order to be able to learn and operate in changing conditions and to promptly search for innovative solutions to scientific and work problems
6. To develop students' ability to independently create different brand designs and visual communication using different media.
7. To develop students' ability to create original, innovative design proposals using their own ideas and graphic and photo materials.

Expected outcomes of the study programme:

1. Knows and understands the brand design creation process.
2. Knows modern principles of brand design.
3. Knows research methods in the field of design.
4. Able to create a brand design reflecting the organization's operating philosophy, target audience, market demand.
5. Able to apply modern information technology solutions in creating brand design and visual communication.
6. Is capable of arguably discussing aspects of brand design and visual identity creation.
7. Able to independently organize and conduct design research.
8. Able to reflect in writing and orally present the results of tasks or research.
9. Able to create a design project that includes visual identity, product design, visual communication with the consumer.
10. Able to independently formulate and critically analyse scientific and professional problems in brand design and visual identity creation.
11. Able to generate ideas and develop solutions in brand design, integrating the organization's operating philosophy and applying modern information technology tools.

The aim of the study programme is aimed at preparing specialists who have interdisciplinary knowledge, skills and competences that correspond to the aim of the study direction "Arts": to provide students with a high-quality education that is competitive in the Latvian and European labour markets, to improve research and creative activity skills and abilities, and develop connections with employers in the field of design.

The defined tasks include both ensuring the study process to achieve the aim of the study programme, as well as the development of students' knowledge, skills and competencies. Completing the tasks of the programme allows to achieve the defined expected study results. The admission rules stipulate that the programme can be enrolled with a bachelor degree in both humanities and social sciences.

The programme is interdisciplinary and includes courses in both design and management. The content of the programme includes study courses that ensure the acquisition of the necessary basic knowledge in design for those whose previous education is not related to design, and management knowledge for those students whose previous education is not related to management knowledge.

These courses are designed to enable students to successfully master the programme requirements.

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

*The OECD report "Curriculum Overload – A way forward" states that one of the trends in the content of the study programme is the merging of several disciplines into one study programme, creating interdisciplinary programmes and providing different competences for graduates. Also, in the educational development guidelines for 2021-2027 "Future skills for the future society" (info in Latvian), interdisciplinarity is mentioned as one of the most important trends that must be taken into account when developing and implementing study programmes.*

The study programme is interdisciplinary and includes the development of knowledge and skills in the fields of art, management and information technology. Today, design has become an integral part of business management: „[design is part of the business DNA](#) because there are three design legacies that have organizational components: traditions or practices (applied design methods), approaches (focused on individuals, oriented toward processes, problem resolution or cost minimization) and organizational purposes (visions, missions and strategic objectives)". [Design](#) became one of the strategic factors that determines the company's competitiveness, and also forms [the company's intellectual capital](#).

According to [the Recommendation of the Council of Europe](#) from May 22, 2018 on basic competences in lifelong learning, skills such as creativity, digital skills, critical thinking, the ability to collaborate, etc. are developed within the study programme. This is ensured by study courses and study methods included in the content of the study programme.

The study programme will be implemented using the "blended learning" method, when part of the classes will be held remotely online, using the possibilities of EKA's e-environment. Such an approach is in line with industry trends related to the digitization of education and the development of digital skills.

According to the OECD report Education at a Glance 2019: According to OECD Indicators, employment of graduates who studied in the field of art and humanities in Latvia is 88%, which is higher than the average in OECD countries - 83%. It should be noted that graduates of this field are often self-employed or temporarily employed, which is often not reflected in statistics. Specialists prepared by the study programme will mostly work in the commercial services sector, where according to the Informative Report of the Ministry of Economy of the Republic of Latvia on medium and long-term forecasts of the labour market (2020), a 10% increase in labour demand is predicted in 2027 compared to 2019. The report mentions: "Both in the medium term and in the long term, the demand will grow mainly for highly qualified professionals. This will mainly be determined by the increase in demand for labour in manufacturing and services, especially commercial services. In the long term, the fastest growth in demand is expected in services and manufacturing, as well as in trade and construction." This report highlights that there will be a growing demand for professionals who are tech-savvy and able to perform creative tasks. The new study programme is interdisciplinary (combines management knowledge, information technology, arts), which will ensure the development of such skills and promote the preparation of the necessary specialists.

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

The implementation of the study programme started in 2022. Statistics about number of students is available in Annex 22.

**Table.** Total number of students of "Brand Design"

Year of study	Full-time
2022/ 2023	7

**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 study programme is interdisciplinary and includes study courses related to design, art, marketing and management theories. The content of the programme has been developed taking into account the implementation of study programmes similar to the experience of EU institutions of higher education and recommendations of employers/sectoral professionals and scientific trends. Nowadays brand design includes not only design and marketing, but also management philosophy and values of the company. By successfully completing the study courses included in the study programme, the graduate will be provided with not only professional knowledge, skills and competences, but also the knowledge and skills mentioned in Latvian and international planning documents.

The content of the study programme meets the requirements of regulatory acts and national education standards.

In accordance with the national academic education standard, the compulsory part of the programme includes study courses, which include the study of theoretical knowledge of the chosen field of science (or sub-field) and the approbation of theoretical knowledge in the aspect of current problems of the chosen field of science (or sub-field) in the amount of 28 credit points (standard requirement is no less than 24 credits). It is possible to acquire the course "Labour, environment

and civil protection", if this course was not taken at the previous stage of education.

Subject to admission requirements, the limited electives portion of the programme includes courses that provide design fundamentals for students with a non-design background, and management theories for students with a non-management science or economics background.

The results of the study programme are achieved by providing the necessary knowledge, skills and competences in the study courses (see the table below).

**Table.** Ensuring study programme results within study courses

Learning outcomes of the study programme:	A study course that ensures the achievement of the study outcome
Knows and understands the brand design creation process.	Branding, Brand graphic design, Creating visual identity, Animation
Knows modern principles of brand design.	Brand graphic design, Creating visual identity, Animation
Knows research methods in the field of design.	Organization of scientific research and academic work
Able to create a brand design reflecting the organization's operating philosophy, target audience, market demand	Workshop "Implementation of business strategy in brand design", Management psychology, Marketing strategies and competitive positioning, Brand graphic design, Creating a visual identity
Able to apply modern information technology solutions in brand design and creating visual communication.	Brand graphic design, Creating visual identity, Animation
Is capable of arguably discussing aspects of brand design and visual identity creation.	Intercultural communication, Creating visual identity, Branding
Able to independently organize and conduct design research.	Organization of scientific research and academic work
Able to reflect in writing and orally present the results of tasks or research.	Organization of scientific research and academic work
Able to create a design project that includes visual identity, product design, visual communication with the consumer.	Management of creative projects, Brand graphic design, Creation of visual identity, Management psychology, Intercultural communication

Able to independently formulate and critically analyse scientific and professional problems in brand design and visual identity creation	Brand graphic design, Creating a visual identity, Branding, Organization of scientific research and academic work
Able to generate ideas and develop solutions in brand design, integrating the organization's operating philosophy and applying modern information technology tools.	Brand graphic design, Visual identity creation, Workshop "Implementation of business strategy in brand design", Creative project management

**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).**

Students of the programme develop a master thesis, within the framework of which they conduct research on the field of the study programme. The preparation of a scientific article on the results of the research carried out in the work and presentation at the scientific conference are also part of the development of the Master thesis.

In addition, each study course includes the results of scientific research or artistic creation of the responsible teaching staff or the industry, thus providing the most up-to-date information for students.

**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.**

Taking into account the admission requirements of the study programme, a limited selection of the study programme includes study courses that ensure the acquisition of knowledge in management science or design, depending on previous education. For example, if the student's previous education was related to management science, then the student will have to choose the study course "Fundamentals of Design" in order to gain basic knowledge in design. On the other hand, those students who previously studied in the field of art or design should choose the study course "Theories of Management".

These courses are placed in the first semester, so that both groups of students in the programme

can then take specialized study courses.

The study programme is implemented by organizing online lectures for students using the video lecture system, as well as face-to-face classes in the premises of the university. During the lectures, students are actively involved in discussions, answering questions, asking questions, expressing their opinion, as well as demonstrating the results of completed practical tasks.

Taking into account the level and type of the programme, more attention is paid in the study programme to the development of research skills, by assigning students relevant independent works, organizing seminars and discussions.

Each student must conduct research, the results of which must be compiled in a scientific article and presented at the International Student Conference.

Within the framework of the programme, students are provided with opportunities to learn part of the study programme abroad, using the international mobility opportunities of the Erasmus+ programme. Within the art direction, opportunities have been provided to master part of the study programme in Estonia, Lithuania, Italy, Spain, Germany, Slovenia, and Turkey. The list of partners is expanded every year.

Independent studies are a mandatory part of the study process of the university, incl. independent work of the student within the framework of the study course, the amount of which corresponds to the credit points of the study course. This includes reading compulsory and additional literature, taking regular exams, preparing for classes, seminars and final exams, according to the description of the study course.

The realization of the study programme takes place creatively, using various methods (both languages) that allow to ensure the achievement of study results and promote the organization of a student-centred study process, such as lectures, independent work, group work, discussions, practical lessons, seminars, project method, problem solving, design thinking, etc. methods.

The university uses a uniform approach to the assessment of students' knowledge, therefore the assessment principles are the same.

The basic principles of educational evaluation are described in the Study Regulations.

The criterion for evaluating study results is a mark in a 10-point system. Teaching staff use several forms to assess knowledge, e.g.: tests, essays, independent work, development and presentation of projects and other creative works, development and defence of group work, participation in scientific research work or artistic creativity under the guidance of lecturers, performance of tests, exams.

The study results achieved by the students are evaluated not only in the final test of the study course - the exam, but also in intermediate tests. If the student has not fulfilled the study course requirements and intermediate exams, then the teacher has the right not to allow the student to take the final exam until the requirements are met.

The evaluation criteria are described in the description of each study course, which are available in the EKA e-environment. Teaching staff, when starting work with students in the auditorium, introduce students to the requirements of the study course and the knowledge and skills evaluation system.

Academic and administrative staff keep track of student knowledge assessment requirements and results. After the final exam of the relevant study course and/or module or the end of the academic year, the results and methods of student evaluation are discussed in the Council of Studies, which serve as a basis for improving the study process.



Adherence to the principles of student-centred teaching in the study programme (some examples):

- Classes are organized both in person and online. Online classes are recorded so that the student can listen to unclear moments later or, if the student misses the start of the lecture, s/ he can watch the time he missed.
- Availability of lecture materials in the e-environment, which provides study opportunities at any time and place.
- Teaching staff use a variety of teaching and assessment methods.
- Students are involved in scientific and creative activities under the guidance of teaching staff.
- The descriptions of the study courses indicate both mandatory literature and additional literature and sources of information.
- The study course descriptions contain information about how much time the student should devote to independent studies, including reading.
- Study course descriptions define course completion requirements and evaluation criteria. Study course descriptions are posted in the e-environment and are available to students.
- Interactive digital "Student's Guide", which contains all internal regulatory documents, forms and infographics necessary for studies.
- Possibility to follow the progress of studies on the EKA website in the "My data" section.
- The "My EKA" app is available, where the student can see the list of classes, announcements and current events.
- The university has the opportunity to recognize the study results achieved in previous education or professional experience.
- The EKA Code of Ethics and Academic Integrity is in force, according to which students and teaching staff must treat each other with respect.
- Provided methodological support in using the library, developing master theses and studying study courses.

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

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

**3.2.6. Analysis and assessment of the topics of the final theses of the students, their**

**relevance in the respective field, including the labour market, and the marks of the final theses.**

Due to the fact that the first students were enrolled in the programme in 2022/2023, the final works have not yet been developed.

### **3.3. Resources and Provision of the Study Programme**

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

The resources of the study programme are described in Part II, Chapter 3 p. 2.3.1.-2.3.3.

Specific provision and resources for the study programme:

- Design laboratory (3D printer, computers with special software, interactive projector). The laboratory has been used for professional courses, as well as to perform practical tasks;
- graphic plane-tables used for sketches;
- photo/ video studio with SLR cameras and lenses, various backgrounds, lights and an iMac computer. The studio has been used to create digital content.
- Informative resources: books in art and design, marketing and management 1410 titles (510 in Latvian and 900 in English; 2245 copies); databases containing scientific publications and books on finance and design, marketing and management and ICT: [EBSCO](#), [Oapen](#) (e-books), [SpringerOpen Journals](#), [Directory of Open Access Journals](#), [Jurn](#), [Open Access at Routledge and Taylor&Francis](#) (e-books and journals), [Sage Journals Online](#).

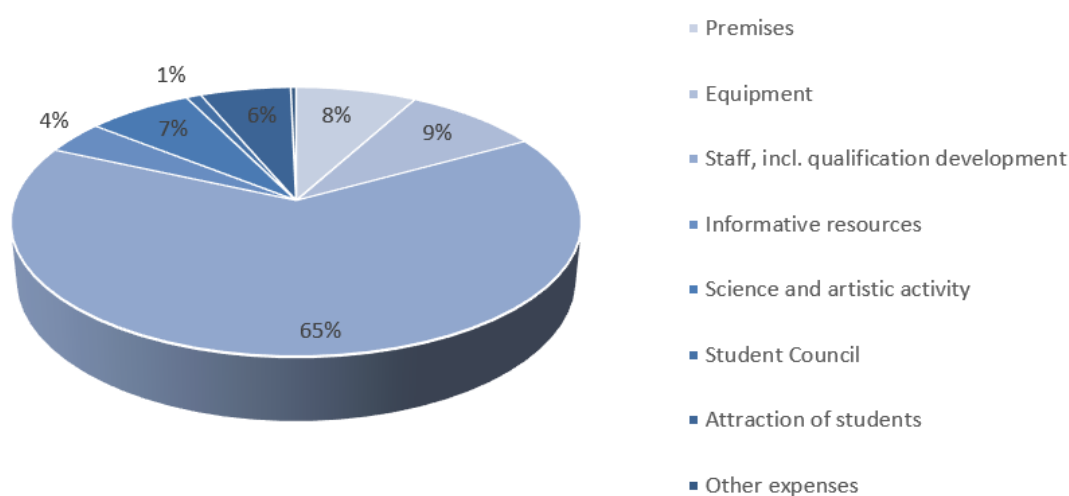
**3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).**

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

each language, type and form of the study programme implementation).

The revenue part of the university budget consists of: tuition fees, financing of international projects, financing of the Erasmus+ programme, revenues from the implementation of lifelong learning programmes (funding of ESF projects, free listeners' courses) and revenues from the fulfilment of orders from organizations (e.g., employee training, video game development, etc.) and funding from other EU structural funds. According to the financial reports, the university has sufficient financial resources and a stable financial situation to implement the study programme.

University accounting data and cost assessment were used in the calculation of study place costs in accordance with MK Regulations No. 994 "Procedure in which universities and colleges are financed from state budget funds" from December 12, 2006. Accreditation costs and contingency costs are not included in such calculations.



**Figure.** Distribution of costs of the study place of the study programme "Brand Design".

Study programme "Brand Design" study place costs in the beginning of 2022 amounted to 3052.04 Euro per year, without taking into account a possible coefficient.

They include both the provision of the study process, as well as the provision of scientific and artistic creativity (see the picture above).

The tuition fee in the study programme in the first year of study was set at 3300 Euro per year, which was a special price for the new programme. Taking into account the potential student dropout, additional investments are required in the development of the study programme, accreditation costs and other factors, the study fee will be increased at least up to 3,600 Euros per year after the first year of study. The required number of students in the first year of study is twenty people. Currently, taking into account inflation, study costs have increased significantly, but in order to promote the attraction of students, the Board made a decision to maintain the planned price, thus investing in the future development of the programme.

According to the costs of study programme necessary number of students for programme profitability is 25 students.

### 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 qualifications of the teaching staff involved in the study programme "Brand Design" meet the requirements of regulatory acts and the implementation of the strategic goals and tasks of the EKA University of Applied Sciences, because:

- 17 teachers are involved in the implementation of the study programme, 10 or 59% of whom have EKA as a main workplace and 7 guest lecturers, or 41%;
- 10 doctors of science (including 8 EKA teaching staff) and 7 teachers with a master degree;
- 6 professors and associate professors (of which 5 are employed at EKA) are involved in the implementation of the study programme;

Teaching staff attached to study courses of the study programme have academic and professional experience. Considering that the study programme is interdisciplinary, teaching staff with experience in management science and marketing and teaching staff with experience in design are involved in its implementation. The diverse experience and education of the teaching staff allows to ensure the results of the study programme, which are related to the above-mentioned areas. For example, the achievement of the study result "Able to create a brand design, reflecting the organization's operating philosophy, target audience, market demand" is ensured in several study courses, including the workshop "Implementation of business strategy in brand design". This workshop is led by two teachers, O. Lentjušenkova, who has a doctoral degree in economics and more than 15 years of experience as a manager, and K. Milča, who has an education in the field of art and several years of experience in creating visual identity.

The academic staff have necessary language knowledge for teaching students in Latvian and English.

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

During the reporting period, instead of Dr.art Aija Freimane, the course "Fundamentals of Design" will be taught by PhD Efe Duyan, because A. Freimane changed her residence outside of Latvia. There is no significant impact on quality of the study process, because qualification of new member of academ staff is the same.

No other changes have occurred since the reporting period.

**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).**

Teaching staff of the study program cooperate in preparing study course descriptions, creating e-courses in the e-environment, working in research directions and projects effectively. For example, if several teachers conduct one study course for different groups, then they coordinate the course content, course acquisition requirements, bibliographic sources and description of independent work, as well as placement of materials in the e-environment. To create an e-course in e-environment (Moodle), it is necessary to follow the course template, which is specially designed for cases where the course is conducted by several teachers. The teaching staff also collaborates in managing and evaluating students' creative projects.

The teaching staff also collaborate in projects, for example, the ESF project "Automation tools for creative industries AutoRade" No. 8.2.3.0/22/A/004 teaching staff jointly develop digital study courses.

Teaching staff are united in research directions, in which, under the guidance of the coordinator of the research direction, they work together on researching the identified issues and gathering their results, preparing publications and reports. In order to promote the collaboration of teaching staff in the organized qualification improvement events, international events and also informal events, the execution of common tasks is organized.

Taking into account the number of students in the first year of implementation, the proportion of students/teaching staff in the study programme is as follows: on average 0.5 students per teacher.

# 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	20_Annex_Diploms_BD.zip	20_pielikums_Diploms_BD.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	22_Annex_Statistics_students_BD.docx	22_pielikums_Statistika_studejosie_BD.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	23_Annex_Compliance_state_ed_standard_BD.docx	23_pielikums_Atbalstiba_valsts_standarts_BD.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	25_Annex_mapping_BD.xlsx	25_pielikums_kartejums_BD.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	27_Annex_Study_plan_BD.docx	27_pielikums_Studiju_plans_BD.docx
Descriptions of the study courses/ modules	26_Annex_SKA_BD_ENG.zip	26_pielikums_SKA_BD_LV.zip
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)	28_Annex_Professors_BD.docx	28_pielikums_Apliecinajums_professori_BD.edoc