

APPLICATION

Study field "Arts" for assessment

Study field	Arts
Title of the higher education institution	<i>Latvijas Kultūras akadēmijas aģentūra "Latvijas Kultūras akadēmijas Latvijas Kultūras koledža"</i>
Registration code	3397302312
Legal address	<i>BRUŅINIEKU IELA 57, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1011</i>
Phone number	67846238
E-mail	lkk@lkk.gov.lv



Self-evaluation report

Study field "Arts"

Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture"

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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 historical beginning of the Latvian College of Culture is the Riga Technical College of Culture and Education Workers founded in 1946, which was reorganized (Latvian Culture School) after regaining independence. Since September 30, 2002, the Latvian College of Culture is a state-founded university under the control of the Ministry of Culture. The Latvian College of Culture was created as a first-level professional higher education institution. By Cabinet of Ministers order No. 476 of September 26, 2011 "On the reorganization of the Latvian College of Culture", from January 1, 2012, the Latvian College of Culture (LCC) continues to exist as an agency of the Latvian Academy of Culture (LAC) – "The Latvian Academy of Culture agency "The Latvian College of Culture at the Latvian Academy of Culture" (hereinafter – the College). The College is located at Bruninieku Street 57, in a building that was not originally built for the needs of an educational institution.

The College is a unique educational institution with a focused orientation on the acquisition of professional skills and abilities in specialties that cover the ecosystem of cultural institutional and creative industries. By implementing an integrated approach to the work environment in the study process, the College prepares specialists who already work in the industry during their studies – both as part of internships and as part of practical lessons integrated in lectures, while learning theoretical principles and conducting applied research relevant to the industry of their studies.

The College is the only higher education institution in Latvia that offers the opportunity to obtain the qualification of a Leader of a dance group corresponding to the short-cycle professional level of higher education, developing specializations in contemporary dance, hip-hop dance, jazz dance and Latvian dance, as well as the only higher education institution in Latvia that prepares specialists in the field of technical production of cultural events and library information specialists. In cooperation with industry associations, the training of specialists needed in the labor market of the industry is planned. The College's historical traditions from the time of the Technical School of Cultural Workers, the trained industry professionals of many generations who are active in the labor market, as well as the College's mission and future development perspective determine the uniqueness of the institution.

The long-term goal of the College is focused on creating an ecosystem of education, research and artistic creativity to ensure the sustainable development of Latvia, as a nation state based on culture and language, the people, the community and the individual capacity for action. Being included in the strategic specialization of the Latvian Academy of Culture, the College focuses on ensuring the results of studies, research and creative work that allow creating, developing, preserving and popularizing national cultural values in the cultural space of Latvia, ensuring openness to cultural diversity, contributing to the development of performing arts and dance industries, audiovisual art, event industry and other cultural industry sectors.

The operational mission of the College is to create a creative, modern, sustainable and inclusive environment for the development of professionals in the cultural sector and the realization of creative ideas in Latvia and the world, providing education integrated with the needs of the labor market in the field of culture for the acquisition of current professions in the cultural sector and the lifelong development of skills.

The vision of the College – the best place for creative and professional higher education in the cultural sector, for the realization and growth of creative ideas, a multifunctional, sustainable and creative cultural space for the study process integrated in the work environment and based on the needs of the industry's labor market, and for the professional development of specialists in the cultural sector.

Three study directions are implemented in the College: "Arts", "Management, Administration and Real Estate Management" and "Information and communication sciences". Each direction has one study program.

2019-2021 in cooperation with the LAC, the project "Effectiveness of the management of the Latvian Academy of Culture and the Latvian College of Culture and modernization of the study process" was implemented (agreement No. 8.2.3.0/18/A/020) in order to improve the management structure of both universities, the adjustment of the content of study programs with industry needs, quality management system and e-solutions. As part of this, a functional audit of the CSE COE institution by independent experts and an international peer-review by Safage Baltia experts were carried out in order to compare the compliance of the College's management and its strategy with the international development trends of foreign higher education institutions of a similar profile institutions and provide recommendations for further improvement.

According to order No. 2.5-1-175 of November 3, 2020, a working group of the Ministry of Culture was established and an evaluation of the College's activities and implemented study programs was carried out.

In 2021, the development of the College strategy for 2021-2027 was completed. It was created on the basis of the aforementioned audit and the conclusions and recommendations of the working group. The goals, priorities and directions of action of the reporting period are determined on the basis of the following planning documents, studies and reports: "Cultural Policy Guidelines for 2022-2027" "Cultural State""", ""Education development guidelines for 2021-2027 "Future skills for future society" ", "Digital transformation guidelines for 2021-2027", "Latvian Recovery and Resilience Mechanism (2021)", "Sustainable development strategy of Latvia until 2030", "National Development Plan for 2021-2027", international strategic planning documents as: "Benchmarking higher education system performance: Conceptual framework Enhancing Higher Education System Performance" (OECD, 2017), "Digital Education Action Plan (2021-2027)" (EU, 2020), " Mapping and analysis of student-centered learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education. Summary" (Klemenčič, M., Pupinis, M., & Kirdulytė, 2019), "Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies" (2020), (ES, 2017), etc.

"Kultūrpolitikas pamatnostādnes 2022.-2027. gadam "Kultūrvalsts"

<https://likumi.lv/ta/id/330444-kulturpolitikas-pamatnostadnes-2021-2027-gadam-kulturvalsts>
(Latvian only)

"Izglītības attīstības pamatnostādnes 2021.-2027. gadam "Nākotnes prasmes nākotnes sabiedrībai" https://nvo.lv/uploads/izm_iap2027_29092020.pdf (Latvian only)

"Digitālās transformācijas pamatnostādnes 2021.-2027.gadam"

<https://www.varam.gov.lv/sites/varam/files/content/files/digitalas-transformacijas-pamatnostadnes-2021-27.pdf> (Latvian only)

"Latvijas Atveseļošanas un noturības mehānisms (2021)"

<https://likumi.lv/ta/id/322858-par-latvijas-atveselosanas-un-noturibas-mehanismu> (Latvian only)

“Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam”

https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf (Latvian only)

‘Nacionālais attīstības plāns 2021.-2027.gadam’

https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81_1.pdf (Latvian only)

Benchmarking higher education system performance: Conceptual framework Enhancing Higher Education System Performance

<https://www.oecd.org/education/benchmarking-higher-education-system-performance-be5514d7-en.htm> (English only)

“Digital Education Action Plan (2021-2027)” (EU, 2020)

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan> (English only)

Mapping and analysis of studentcentred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education. Summary

<https://op.europa.eu/en/publication-detail/-/publication/4cce61a7-6736-11ea-b735-01aa75ed71a1/language-en> (English only)

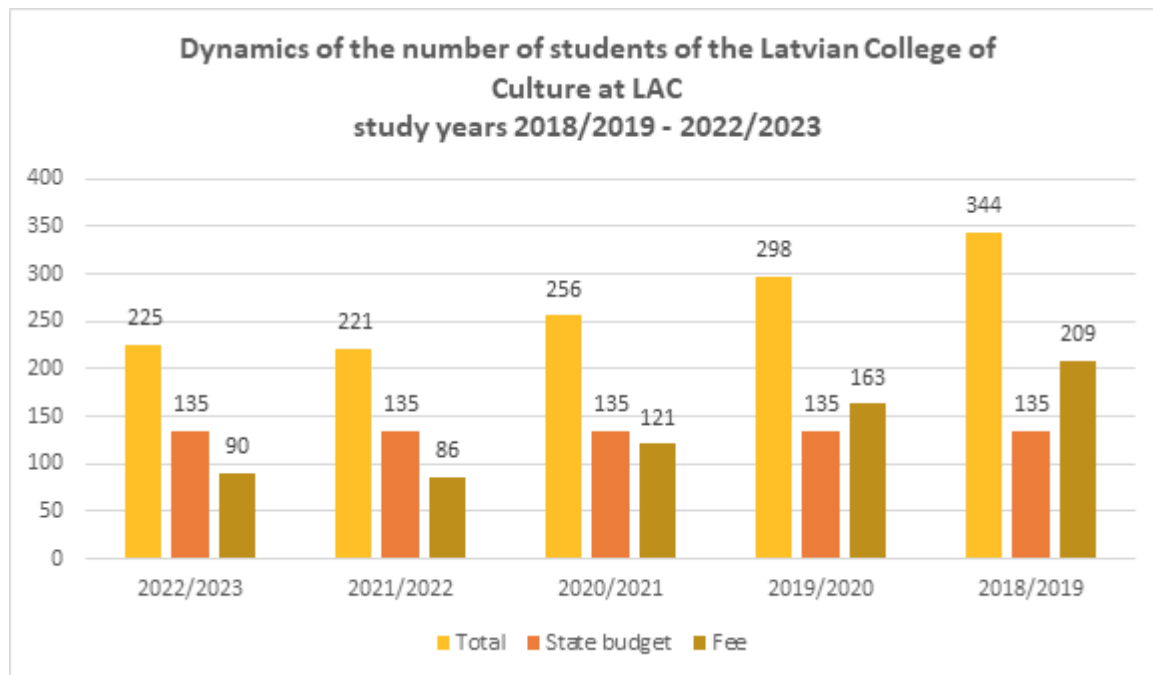
“Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies”

https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf (English only)

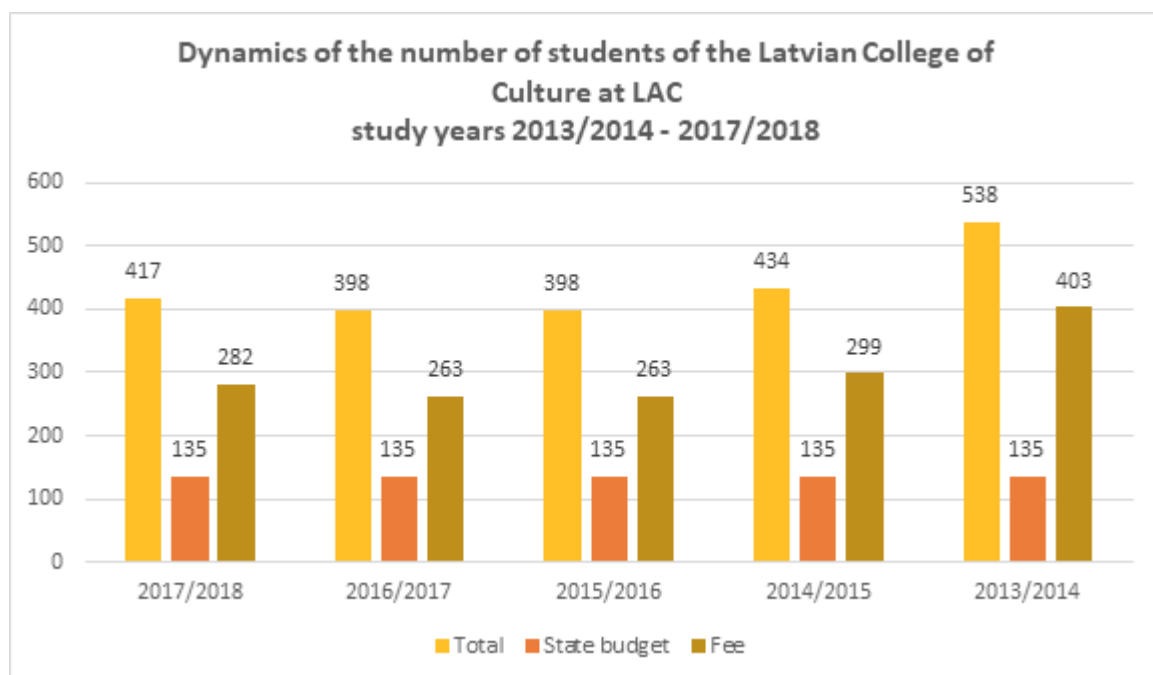
The aim of the College as a professional higher education institution founded by the state and under the supervision of the LAC **is to provide persons with secondary education the opportunity to obtain short-cycle professional higher education and the fifth level of professional qualification**, creating artistic creativity in accordance with the profile of study programs within the framework of a process based on the work environment, as well as to engage in scientific activity and research. The College, in appropriately adapted part-time study programs, offers professionals working in the industry to obtain professional higher education, **as well as to provide opportunities for lifelong education, further education and professional development.**

At the meeting of December 19, 2022, the Council of Latvian Academy of Culture (hereinafter – LAC) approved the College Strategy for 2023-2027, according to which the internal consolidation process of LAC and the College will be implemented by 2026. Accordingly, the College's development strategy will be improved until 2024.

The dynamics of the number of students of Latvian College of Culture at LAC during the period from study year 2018/2019 until study year 2022/2023
Figure 1



The dynamics of the number of students of Latvian College of Culture at LAC during the period from study year 2013/2014 until study year 2018/2019
Figure 2



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.

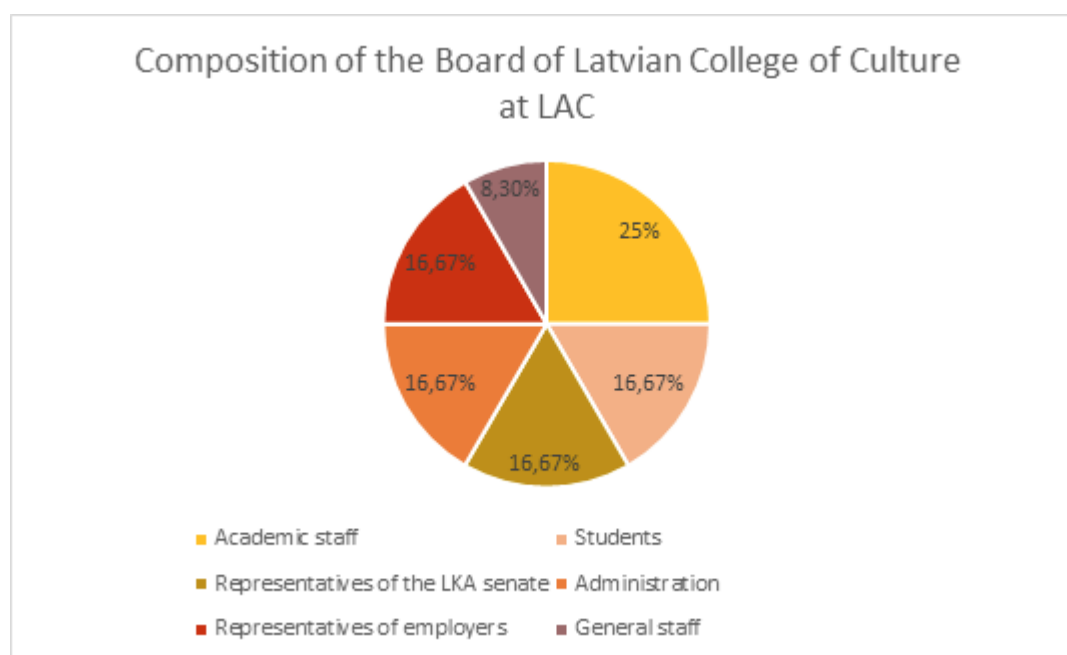
The legal foundations of the College's operation are determined by the Law on Education, the Law on Universities and the Law on Professional Education, the subordinate legal acts issued by the Cabinet, the Ministry of Education and Science and the Ministry of Culture, as well as binding documents of the European Union in the fields of higher education and research.

The operation of the College is regulated by the College Regulations approved by the Senate of the LAC in 2012. According to the regulations, the highest governing body of the College and the decision-making body in strategic, financial and economic matters is LAC.

The representative, management and decision-making body of the College and its staff is the College Board. The College Board consists of twelve members of the College Board: the Director (in accordance with the position held), the deputy director in the course of studies (in accordance with the position held), three personnel representatives elected to academic positions in the College, one representative of the general staff of the College, two representatives of the Student Council in the College, two authorized representatives of the Senate of LAC and two authorized representatives of employers or professional organizations (see Figure 3 for percentage distribution).

The personnel composition of the College Board and the rules of operation of the College Board are approved by the rector of LAC in accordance with these rules.

Composition of the Board of Latvian College of Culture at LAC
Figure 3



The College Board determines the main directions of academic activity, discusses and submits the mid-term operation and development strategy to the Senate of LAC for approval, approves study programs, directs them for licensing and accreditation, approves self-evaluation reports of study programs, coordinates with the Rector of LAC and approves the College's admission rules, with the study process and regulations related to the activities of structural units, approves the rules of the College's Internal Procedures, annual reports and the structure of the College developed by the management, and elects persons to academic and administrative positions in accordance with the procedure developed and approved by the College.

The structure of the College has been established in accordance with the Regulations of the College. (see Annex 1).

The highest official of the College is the Director of the College, who is approved by the Senate of LAC for a period of five years, upon the proposal of the Rector of the LAC. From June 17, 2022, the director of the College is Diāna Čivle, who has been working in the cultural sector since 1997 and is an experienced project manager of various cultural institutions, Latvian and international. Knowing the specifics of various cultural sectors, under the leadership of the Director, the stabilization of the College's financial activity has been achieved, significant changes in improving the quality of study content have been initiated and already implemented.

The supervision of operational tasks in the College is carried out by two deputy directors - the Deputy Director in the course of studies and the Deputy Director in the course of development, international cooperation and scientific research. Iveta Krastiņa performs the duties of Deputy Director in the course of studies. The Deputy Director in the course of studies performs the role of the head of the study direction, evaluating the compliance of study program plans with regulatory documents. Responsibilities, in cooperation with department and program directors, include preparation and submission of changes to regulatory documents to the College Board and LAC decision-making bodies, as well as management of study program licensing and accreditation.

The Deputy Director in the course of development, international cooperation and scientific research plans the necessary actions to be taken for the development and expansion of the College's activities, focusing on the needs and current affairs of the labor market of the industry, is responsible for the planning and implementation of further education and lifelong learning programs, supervises the implementation of the College's international projects, as well as, within the available resources, plans scientific research activities. From August 2022, Brigita Rosenbrika has started working at the College as the Deputy Director in the course of development, international cooperation and scientific research issues, whose experience in the cultural industry and large-scale events at both local and international level is a significant addition to the College's operations.

In order to improve the monitoring of the study process and improve the quality of the content of the study programs, on October 12, 2022, the internal regulatory document "Regulations of the Council of Study Programs" was approved and the work of the Council of Study Programs began. The composition of the Council of Study Programs consists of the Director, Deputy Directors, heads of departments, directors of study programs, the Study Department, one representative of the academic staff and one representative of the Students' Council. The Council of Study Programs, as a collegial decision-making body, ensures and improves coordination in all matters related to the study process. In order to ensure the compliance of the study process and content with the current needs of the labor market, a consultative council of industry experts has been established. This Council will prospectively cover representatives of various labor market segments of the industry in order to generally discuss and listen to recommendations on the directions and levels of education of specialists in the cultural sector in order to ensure an up-to-date response to the needs of the labor market. So far, both experienced professionals and representatives of professional associations have been invited for consultations to discuss and improve specific study courses, to balance the content of specialization courses. The idea of creating such a council arose as a result of such discussions, taking into account that the College is planning the development of the study direction "Arts". Each specialization of the study program "Contemporary Dance" has its own specificity, and the common and different inclusion of all specializations in one balanced study program is the main topic of discussion of the industry expert council regarding the dance industry. The Council will start its work in the fall semester of the academic year 2023/2024.

In accordance with the study directions to be implemented and the programs included in them, the College has established departments managed by heads of departments. A library operates to support students' research activities and information. In order to promote applied research, the

Department of Development, International and Scientific Research Projects has been established from 2022. Support structural units are the Secretariat, Accounting and Material and technical department.

The organizational model and management structure of the College is designed in such a way as to ensure efficient operation by determining the institutional subordination of structural units, as well as their tasks for ensuring the operation of the university. A visualized LAC management structure is available in the annex (see Annex 1). The management of the College is formed in accordance with the principles of good management, ensuring the participation and involvement of academic, administrative staff and student representatives in the formation and adoption of decisions, effective, transparent and high-quality management of operational processes and effective use of resources (human, financial, technical resources).

Annex 2 – List of the main internal laws and regulations of the college.

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

The College's "Quality Management System (hereinafter – QMS) manual" was developed in 2019, based on the recommendations of the functional and existing quality system audit and approved at the meeting of the College Board on October 23, 2019, available:

<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/02/Latvian-College-of-Culture-at-the-LAC-Quality-Management-System-Manual.pdf>

The aim of the College's quality policy is to offer education and research that meets the quality requirements of the times and is open to artistic creativity, striving for excellence.

QMS processes in the College are structured according to the cycle "Plan-do-check-act" (PDCA). Based on this approach, the processes and corresponding goals necessary to achieve the strategic goals are determined, the processes are put into practice, the results achieved are regularly reviewed and analyzed, comparing the achievements with the goals and the necessary improvements are sought by amending the plan, implementation and review processes.

The basis of the QMS manual is the map of the main processes of QMS, where all basic activities and supporting processes, documents regulating the processes and quality indicators are listed. Separate detailed process maps have been developed for the processes of education, research and artistic creativity, management and strategic management, financial management and efficiency, human resources management, development and motivation, infrastructure provision and development, data and information management and study quality assessment. Process regulatory documents and quality indicators are defined for each process.

Responsible for ensuring QMS processes:

- The College Board and the Director of the College in accordance with the Regulations of the Latvian College of Culture at LAC;
- the Deputy Director in the course of studies, the Deputy Director for development, international cooperation and scientific research, the head of the Study Department and the functional managers of the general staff for managing and administering the appropriate

processes in accordance with the documents specified in the process maps, which regulate the procedures to be performed, the results achieved and the regular analysis of quality indicators;

- Council of Study Programs for monitoring the study process and updating the content of study programs according to the needs of the labor market;
- academic, general staff and students on the conformity of the activities carried out within the process to the procedures and the achievement of the set goals.

Main activities for ensuring quality processes in the College:

- 1) analysis of the execution of long-term and short-term strategic plans and self-assessment reports every study year;
- monitoring the relevance of study content to changes in the labor market and current events in the cultural sector;
- reviewing and updating the content of study programs in the Council of Study Programs before the beginning of the current study year;
- updating the descriptions of study courses, taking into account the student surveys conducted in the e-environment about the quality of study course teaching and recommendations;
- monitoring of implementing study courses;
- analysis of the dynamics of the number of students and the employment of graduates (analysis of the reasons for dropping out of studies, jobs and positions held by graduates – work in the cultural sector and compliance of the position with the 5th professional qualification level);

3) control of study results:

- analysis of knowledge, skills and competences together with industry experts after the defense of qualification works;
- monitoring of students' success;
- informing students (seminars before traineeships, Term Paper and Qualification Paper development) about the results to be achieved in study work (traineeships, Term Paper and Qualification Paper) and deadlines for the completion of work;
- a procedure for the pre-defense of the Qualification Paper has been introduced.

4) professional training and development of staff:

- a personnel policy has been developed to promote the motivation of academic and general personnel;
- at the beginning of the study year, the annual training for lecturers to work with the e-study environment takes place and information about the available support is sent;
- methodical support for lecturers in creating study course descriptions and managing study work;
- informational support about news in professional literature and training offers in applied research;
- participation in scientific conferences and international projects;
- participation in mobility programs for exchange of experience, improvement of foreign language skills and promotion of individual cooperation of lecturers;
- the opportunity to participate in further education programs and workshops organized by the College;
- professional qualification improvement courses.

5) support for students:

- support of lecturers of specialization study courses as mentors in the implementation of the practical part of study work;
- informative meetings and individual SMS notifications about changes in the study schedule, deadlines for submitting study papers;
- regular surveys of students and graduates, and provision of feedback to students on survey results;

6) control of the use of financial resources:

- regular control and analysis of revenues and expenses;
- ensuring internal control of financial use.

On March 15, 2023, the College Board approved the College's "Quality Management Policy" (https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/05/ENG_QUALITY-MANAGEMENT-POLICY_2023.pdf). Its purpose is to promote the implementation of the College's vision and mission, the achievement of sustainable development priorities and strategic goals, by determining management guidelines and principles for the systematic improvement of the quality of the College's operation, and provides for the regular improvement and development of management elements, promptly responding to changes in the internal and external environment. This applies both to specific quality management tools and procedures, and to the psychological dimension, which refers to shared values, beliefs, expectations and involvement in quality assurance. The psychological dimension of the quality culture emphasizes the need at all levels of the organization to accept and implement in daily practice what is defined in the quality policy.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	The basis of the College's Quality Management System manual is the map of the main processes of the QMS (Annex 3), which lists all the main activities and supporting processes, process-regulating documents and indicators. Approved Quality Management Policy of the College (https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/05/ENG_QUALITY-MANAGEMENT-POLICY_2023.pdf). An evaluation of the effectiveness of the internal quality assurance system is carried out (see chapter 2.2.1.).
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	A collegial institution "Council of Study Programs" was established to monitor the implementation of study programs and the quality of the study process, the development of new programs in accordance with the normative document "Procedure for the development, approval and update of study programs" of the Latvian College of Culture at LAC (see chapter 2.2.2.)
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.	In 2022, the publicly available regulatory document "Examination Regulations" of the Latvian College of Culture at LAC was updated again. (https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Examination_Regulations_2022-1.pdf) The study results to be achieved are determined in the study course descriptions updated in 2023, the content of the Qualification Paper corresponds to the study results to be achieved (see chapter 2.1.5.).

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	In 2020, the "Personnel Policy" was approved. A system has been created for evaluating the qualifications and performance of academic staff and ensuring the quality of work by conducting student surveys and implementing joint exhibitions of students' creative works (see chapters 2.3.5. and 2.3.6.).
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Information on indicators relevant to the study program is collected and analyzed according to the indicators defined in the QMS manual and standards and guidelines for quality assurance in the European higher education space, by performing data analysis (see chapters 3.1.3., 3.1.4., 3.3.3.).
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	In the period from 2013 to 2023, new specializations have been created in the study program corresponding to the study direction - "Latvian dance" and "Jazz dance"; revised and updated study program content; the implementation of the study program specialization "Modern Dance" in English was agreed; part-time studies of the study program specialization "Latvian dance" has been established; Full-time presence studies of the specialization "Latvian dance" has been resumed.

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 study direction "Arts" at the Latvian College of Culture of LAC is implemented in compliance with the strategic goals set in the Latvian National Development Plan 2021-2027 (hereinfter – NDP2027) , the overarching goal set in the Education Policy Guidelines - to provide quality education opportunities to all Latvian residents in order to promote the development and realization of their potential throughout life and to build their ability to change and responsibly manage constant changes in society and the economy; as well as the "Cultural State" priority of the national

cultural policy guidelines - talent regeneration and professional development of cultural workers; as well as the directions and priorities of action determined in the mid-term planning document for the development of the industry developed by the Latvian Dance Council "Dance Industry Strategy 2023-2027" (only in Latvian

(<https://www.km.gov.lv/lv/media/33063/download?attachment>)).

In compliance with the guidelines of the cultural policy and in accordance with the College's operation and development strategy 2021-2027 and its implementation plan, **the strategic goal of the study direction "Art" is to prepare competitive specialists in the cultural sector with balanced skills that meet future needs**, providing competitive and student-centered short-cycle professional higher education in the dance industry and promoting the growth of the persons involved in the education process into enterprising, creative, responsible and competitive members of society. Achieving this goal is done through cooperation with potential employers and ensuring a study process integrated into the work environment, supporting students' creative potential and an individualized study approach. The strategic development of the field of study is planned taking into account the national strategic planning guidelines in economy, culture and education and the focus of the study program on the strategic priorities set in the dance industry: availability of dance offers, public participation in dance processes, sustainable development of the dance industry and cultural education, as well as taking into account dance opportunities for professional development and lifelong learning of those working in the sector.

The strategic goal of the study direction corresponds to the scope of the College, which includes the **essential characteristics of the Latvian education system:**

- **an individualized learning approach**, where the educational offer meets the needs and capabilities of the individual; individual growth, development progress is measured; there are opportunities to plan individual learning and self-development paths; technologies are actively used in providing individualized study solutions;
- **balanced and future-oriented skills acquisition**, which covers both general or interdisciplinary skills (including self-directed learning, civic participation, digital skills, etc.) and specific knowledge and skills relevant and useful for the labor market, which is ensured by effective cooperation between educators and industries for professionals (including research and forecasts of development trends and needs);
- **functional transformation of educational institutions**, becoming "learning organizations" that offer diverse learning opportunities and approaches to diverse audiences - children, young people, adults; high level of professional competence of management, pedagogues and academic staff, strategic operational vision, responsibility and autonomy; active cooperation - both with other educational institutions and with industry companies, non-governmental organizations, industry associations, thus ensuring effective resource management, transfer of knowledge and good practices;
- **an improved education management system**, in which, with the cooperation of interested parties, the activity and development of the industry is strategically planned, taking into account the future needs identified in the studies; educational policy solutions for fast and effective implementation of the best alternatives are evaluated; a performance monitoring system (quality monitoring) is regularly implemented, creating constructive and targeted communication and cooperation with society.

In accordance with the strategic goals set in the cultural policy guidelines, the College has set priorities for the development of the study direction and study program:

- 1) professional development for students, employees, institution;

- 2) digital transformation;
- 3) lifelong learning: background and professional skills;
- 4) inclusive growth in a sustainably oriented environment;
- 5) multifunctional cultural space.

Within the study direction one study program "Dance" (previous title - "Contemporary dance") is implemented. The study program was licensed in 2002 under the name "Dance" in order to provide state and municipal cultural institutions with the necessary employees in the dance industry. In the accreditation of 2009, the name of the study program was changed from "Dance" to "Contemporary Dance", based on the relatively large number of students in the specialization "Contemporary Dance" and the positive evaluations of the students of the specialization by the experienced contemporary dance teacher Olga Žitluhina. The 5th level professional qualification "Leader of a dance group" meets the qualifications required for managers of both municipal and private sector dance troupes, groups and studios. Students have the opportunity to study contemporary dance, hip-hop culture dance, jazz dance and Latvian dance in depth in free choice study courses. As an additional qualification, the graduates have also taken the pedagogy courses "Pedagogical Psychology" and "Educational Methodology", which allow them to work as interest education pedagogues and thus promote the involvement of children of different ages in learning dances of various genres.

The study of education and professional competences of Latvian stage dance collectives and survey data showed that the industry needs an offer of a short-cycle professional higher education study program. In 2021, support was received from the "State Education and Content Center" for the implementation of Latvian dance specialization in the form of part-time studies within the existing study program "Contemporary Dance". In the study year 2023/2024, Latvian dance specialization is also offered in the form of full-time presence studies.

In recent years, the College has paid increased attention to the mutual cooperation of the administrative and academic staff involved in the implementation of the study directions "Management, administration and real estate management" and "Arts", implementing college-wide cultural projects, such as "Ziedoņdarza svetki" in 2019 and the "Culture Manifesto" in 2023. Such projects strengthen students' competencies both in the field of art and creativity, as well as in cultural management. The regularity of the implementation of large interdisciplinary projects was affected by the restrictions of the Covid-19 pandemic in the culture and dance sector.

In order to improve the competences of the students in the direction, in the further development stage it is planned to improve and develop the study process integrated in the work environment. In order to support graduates working in the industry, a range of continuing education and professional development courses and workshops has been created, based not only on College teaching staff, but also on industry professionals. The format of the workshops is chosen to give impetus to new ideas and innovations, inspired by the experience of industry professionals. Within the framework of two academic hours, there is an opportunity to get the stories and practical advice of bright personalities and the creators of the most prominent events in the industry, analysis of examples of events realized by workshop leaders in Latvia and abroad, an outline of the process of implementing a creative idea from the point of view of a specific personality, a presentation of unique visual and technical solutions and author's works. For example, as part of the workshop program of March 2023, the theme of the workshop of the architect and stage designer Didzis Jaunzems was "SCENOGRAPHY ART IN THE AGE OF DIGITALIZATION", while the multimedia artist Artis Dzērve presented the topic "VIDEOSCENOGRAPHY" in his workshop. The workshop program provides an insight into the current trends of the industry, provides an

opportunity for direct communication with industry professionals. Experience so far shows that this offer has attracted the interest of both agencies actively working in the sector and representatives of local government cultural centers. At the same time, these workshops give College students the opportunity to meet industry people and gain additional knowledge for the course content. Workshops give students of the "Dance" study program the opportunity to supplement their knowledge and gain inspiration in the creation of creative works.

In terms of studies, a short-cycle professional higher education study program is implemented with the aim of preparing professionally knowledgeable and skilled leaders of dance groups. Therefore, the study program includes not only the acquisition of knowledge and skills related to the art of dance, but also, within the limits of possibilities, it is offered to learn the entrepreneurial competencies necessary for a head of dance group, which are useful for those who can create their own dance studios, as well as competencies related to information technology, improving skills within the digital transformation characteristic of this time. Since in the future period it is planned to implement internal consolidation with the LAC, ensuring the continuity of education at all study levels, including the coherence of the study programs and sub-programs of a study direction "Arts" of the LAC with the College's programs, a review and adjustment of the program content is planned during the consolidation process. It is also planned to improve the development strategy of the College in connection with the medium-term planning document of the LAC "Strategy of the Latvian Academy of Culture 2023-2027" (hereinafter - LAC Strategy), which was approved on December 19, 2022. In the LAC Strategy, five priorities of development paths and five directions of strategic development are determined, the priorities of which are 1) excellence of studies, research and artistic creation, 2) digital transformation, 3) development of the Tobacco Factory as LAC study, research and artistic creation infrastructure; 4) development and implementation of an effective cooperation model between LAC and the LAC agency "Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture""; 5) effective strategic communication.

The study direction "Arts" corresponds to the directions of strategic development of both the College and LAC.

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 study direction was evaluated in two aspects:

- analysis of the study direction, which is more related to the currently identified strengths and weaknesses;
- analysis of perspectives of the field of study, which identifies factors promoting and inhibiting the further development of the field of study.

The evaluation of the field of study was carried out on the basis of the evaluation of students and lecturers in this field, the results of graduate surveys, as well as employer surveys and the report of

accreditation experts.

Latvian College of Culture at LAC
SWOT analysis for study direction "Arts"
Table 2

Strengths

1. In terms of studies, one study program with 4 specializations is implemented, thus it is possible to offer professionals from various fields according to the needs of the labor market, development trends and requirements.
2. By researching and analyzing the demand for professional competences in the labor market, the study content is regularly updated in cooperation with industry professionals.
3. The program included in the study direction covers the diversity of current dance genres and offers education in current specifics of contemporary dance, which is not available in such a wide spectrum in other universities.
4. The type and form of the studies are adapted to the target audience, offering to improve professional skills and competences for leaders of dance groups already working in the industry.
5. The lecturers of study courses in the field of study are practitioners, professionals in their field.
6. A qualitative study process is ensured, which is characterized by a flexible approach to the study process planning, creative approach to training process, a large number of practical classes in specialization study courses and four internships in the work environment.
7. The study process is well defined results oriented.
8. Good theoretical is available to students range of resources and appropriately equipped audiences.
9. Cooperation with LKA and Jāzeps Vītols Latvian Academy of Music (hereinafter – JVLMA) ensures opportunity for students to continue their studies after college graduation to undergraduate degree.
10. The offer of studies is possible in Latvian and English.
11. Ability of teaching staff to work using digital tools, databases and innovative methods.
12. When implementing Erasmus+ exchange projects, lecturers have the opportunity to improve and supplement their experience in working abroad for students.
13. The ERASMUS+ charter provides for the college mobility for teachers and students.

Weaknesses

1. The limited resources for the renovation of equipment and premises necessary for the provision of the study process hinder the development of the study process.
2. There is no funding tender for improving the material and technical base of the State Culture Capital Foundation (SCCF). funding, because the regulations provide for professional dance support only in the highest academic level in education but not in vocational education.
3. The academic staff payment system and the low salary do not stimulate the scientific research activity of the teaching staff, thus the citation of scientific publications of the College teaching staff is insufficient.
4. Since the College cannot be registered as a scientific one institution as the status of the college does not provide establishment of a scientific research institution in a higher education institution, therefore it is not possible to apply for individual project activities and it is difficult to prove scientific capacity.
5. Part-time workload for teaching staff, which is determined by a wide spectrum of the amount of knowledge to be acquired for various qualifications.
6. Tendency to decrease fee students number.
7. Individual SAM and ERAF activities are not available, as they are planned either for higher education institutions or technical schools, but not for colleges.
8. Limited resources for co-financing or pre-financing for participation in projects.
9. There is a lack of a larger dance hall for practical dance lessons and creativity when working on concert performances, especially during the high occupancy of the White Hall.

Opportunities

1. After successfully updating the content of the study program and attracting Latvian stage dance professionals, promote the increase in the number of students in Latvian dance specialization in person.
2. A more individualized offer for lecturers' and students' opportunities for international mobility.
3. To develop the creative process by improving the material and technical base of the latest technologies and including them in the studio in process.
4. Attracting cooperation partners to the college for the improvement of the material and technical base.
5. Regular professional development courses organization for those already working in the profession, especially in the specialization of Latvian scenic folk dance.
7. To attract graduates known in the industry to popularize the program.
8. Strengthen cooperation with LKA and JVLMA in order to achieve more favorable conditions for the continuation of studies for graduates.
9. When establishing cooperation with the higher education institutions of the college level of the Baltic States, consider possibilities for the development of joint study programs.

Threats

1. Insufficient labor market for young professionals (after the Covid-19 pandemic, employment in the show industry has decreased), which leads to a decrease in the number of students, especially in the Jazz dance specialization.
2. The growing interest of young people in studies outside Latvia.
3. The low of cultural workers and specialists salary and the restrictions of the Covid-19 pandemic on the activity of amateur collectives, which affect the opportunities for those working in the industry to study or choose a profession.
4. State and municipal cultural centers employees' attitude towards innovations and young potential colleagues.
5. Unpredictable change of state policy in higher education and cultural policy - sudden changes due to insufficient funding.
6. Due to the impact of the Covid-19 pandemic, the number of dance groups and studios has decreased, thus students have limited practice and work opportunities.
7. The forced remote study process has reduced the desire of applicants to study and the students' motivation to study, and has increased dropout rates.
8. Unpredictable changes in the country and the world and public misunderstanding of what is happening processes that especially affect the cultural field.
9. A new offer of a similar program in the study program niche - JVLMA short-cycle professional higher education program "Music, dance, art professional orientation and interest education teacher"

Professionals from the cultural sector, representatives of employers and graduates were involved

in the SWOT analysis of the study direction "Arts". The program included in the study direction covers the diversity of current dance genres and offers education in current specifics of contemporary dance, which is not available in such a broad spectrum in other universities. The analysis of the current situation of the study direction shows that the main strengths are related to the study process integrated into the artistic creativity of the study program, including a large number of practical lessons and four study practices, the participation of recognized professionally strong lecturers from various genres of the dance industry included in the study program and involvement in the content of the study program updating, as well as with extensive cooperation with various institutions of the dance industry.

The weaknesses of the study direction are mainly related to the limited resources for updating the material and technical base and ensuring the informative and methodical study base of the study process. This limiting factor is solved thanks to cooperation with employers as providers of study practices, however, it is not possible to solve it only with cooperation, because students need a modern and motivating environment of practical classes for acquiring knowledge and skills. The status of the College limits the acquisition of funds for research, as well as the availability of individual SAM activities, as they are planned either for higher education institutions or technical schools, but not for colleges.

The development plan of the study direction was developed in the fall of 2022, clarified at the beginning of 2023 after the approval of the "Latvian Dance Strategy 2023 - 2027" by the Latvian Dance Council and covers a six-year period. Its development, carried out collegially by the College's administrative and academic staff, is based on the College's long-term development and operation strategy 2021-2027. The development plan takes into account and includes the recommendations of the cooperation partners of the study area.

The following priorities are emphasized for the development of the study direction:

- in cooperation with the professional organizations of the dance industry, promote the inclusion of professions related to the dance industry in the map of the professions of the industry, update the already existing standards of the professions of the industry, participate in the development of new professional standards and continuously improve the content of the study program in accordance with them;
- continue to make even more active use of the opportunity to use Erasmus+ mobilities for student mobility, looking for opportunities to increase the share of incoming mobilities, as well as for lecturers to use Erasmus+ mobilities,
- taking into account the specifics of the study direction "Arts", to create a unified system for the use of the electronic study environment Moodle, when implementing study courses, in order to be able to carry out educational work productively, especially in the form of part-time studies, ensuring a high-quality remote study process,
- cooperation with industry professionals, non-governmental organizations and institutions in the field of creativity and scientific research; activate lecturers' applied research activity; increase the quality of students' studies and Qualification Papers and develop creativity; increase student participation in applied research conferences organized by the College;
- by activating international cooperation and internationalization, expand opportunities for cooperation with foreign higher education institutions according to the field of study, improve the content of the study program in order to attract foreign students;
- strengthen the integration between study areas by implementing joint study projects not only for the specializations of one study area, but at the College level;
- expand professional development programs for lecturers as one of the components of the motivation system;
- to improve the conditions for students to continue their studies in academic and professional

dance programs at the Latvian Academy of Culture and the Jāzeps Vītols Latvian Music Academy, starting their studies at a later stage of study.

The development strategy of the college for the next development period envisages continuing the mutual cooperation of study areas, looking for opportunities for integration.

One of the important priorities of the study direction as of 2021 is the acquisition of technical equipment and technological tools relevant to the artistic creativity of the dance industry in the study process, increasing the proportion of digital skills acquisition in study courses and expanding the amplitude of technological tools and software used in the creative process. This priority and the development of the study direction in general is closely related to the internal consolidation process of the College and the Latvian Academy of Culture, which should be completed already in 2026. Since this process is related to the acquisition of funds from the Recovery and Resilience Facility, it is an opportunity to supplement and improve the situation of technological equipment in the College. As the consolidation process develops, corrections can be made in the development plan of the study direction both in connection with the structure of the study direction and the adjustment of the College and LAC study programs.

Annex 4 Development Plan of the Study Direction

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.

Management of the study direction "Arts" is implemented at several levels:

- The management level of the College includes the College Board, the Director, Deputy Directors: in the course of Studies; in the course of Development, International Cooperation and Scientific Research, and the Council of Study Programs;
- The administrative and support level includes the Department of Studies and Departments of Study Programs.

Annex 5 Management structure of the study direction

Before each study year, a plan of a study year is developed and approved by the College Board, which is updated once a month. The head of the Dance department is responsible for updating the plan. Program directors and heads of specializations are involved in the implementation of the planned developments, which also provide feedback from employers on the compliance of the achieved study results with the needs of the industry's labor market.

In order to improve the quality of the study process, a new collegial decision-making body, the Council of Study Programs, was established in the fall of 2022. The composition of the Council of Study Programs consists of the Director, deputy directors, heads of departments and directors of study programs, the Department of Studies, one representative of the academic staff and one representative of the students' self-government. Heads of specializations can participate or be invited to its work. The Council of Study Programs is chaired by the Director of the College. The

purpose of creating the Council of Study Programs was to promote coordination between study directions and programs, to improve collegial cooperation, preventing single-person decision-making in study process issues.

At its meetings, the Council of Study Programs examines all issues related to the provision of the study process, updates the documents regulating the study process of the College, analyzes information on student success, student satisfaction with the study process and programs, employment of graduates and other information in order to improve the quality of study work, evaluates the effectiveness of the work of the academic staff, the progress of the study courses, decide the issues related to the resources needed for the study process and their costs. The Council of Study Programs regularly reviews the study results to be achieved in the program and individual study courses, evaluates recommendations for the inclusion of new study courses in the study program, approves the candidacies of lecturers necessary for the implementation of study courses, and proposes the development of new study programs. The Study Program Council approves the topics of students' Term Papers and Qualification Papers.

The Deputy Director in the course of Studies performs the role of head of the study direction, evaluating the compliance of study program plans with regulatory documents. Responsibilities, in cooperation with department and program directors, include the preparation and submission of changes to regulatory documents to the College Board and LAC decision-making bodies, as well as the management of licensing and accreditation of study programs. Every semester, the Deputy Director in the course of Studies reviews the workload of the academic staff for the relevant semester and submits it to the Director for approval.

The Head of the Study Department and the senior clerk ensure student registration for studies, matriculation and exmatriculation, administer student affairs and organize the course of the study process in accordance with the study schedule approved by the College Board, ensure high-quality and timely information circulation, informing about academic requirements, obligations and answering students' questions.

The technical staff of the College ensures the technical readiness of study rooms. The progress of the study process, the quality of which requires specific technical provision of premises and/or equipment, is ensured by the technical staff of the College (recording equipment, video cameras, microphones, lights, etc.). The College's technical staff also informs students about the use and storage of equipment and other tools. Evaluating the effectiveness of the work of the administrative and technical staff of the study direction and the quality of the support provided, it is possible to conclude that the work is well organized and generally can be evaluated positively.

The head of the Dance department (at the same time also the director of the study program "Dance") ensures the implementation of the decisions of the Council of Study Programs, the circulation of information to the academic staff of the study program and guest lecturers, the coordination of changes in the content of the study program in the Council of Study Programs and, if necessary, the expertise of employers. Academic staff (including heads of specializations) have a joint WhatsApp group for communication and a shared folder in Google documents for availability of study course descriptions, content coordination and discussion and initiation of changes in organizational documents. Content of each study course of the study direction is supervised and coordinated by the head of the specialization. The "Latvian dance" specialization is regularly developed. Starting with the implementation of the "Latvian Dance" specialization in the form of part-time studies, the position of a part-time study coordinator was created to provide feedback to students for whom lectures are held remotely or on Saturdays, when the College's administrative staff is not available. From the study year 2023/2024, the "Latvian dances" specialization is also implemented in full-time presence form of studies.

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.

Admission requirements are governed by the annual "Admission Rules" approved by the College Board. Admission requirements are determined taking into account the requirements of regulatory acts, as well as the specifics of study program specializations. The requirements are evaluated at the department meeting, based on the statistical data collected by the study program and the results achieved by students in their studies, in consultation with employers. After harmonizing the additional requirements in the Council of Higher Education, the Admission Rules have been approved by the Rector of the Latvian Academy of Culture.

Students are admitted once a year, applying for studies is done electronically by filling out an application on the College's website, attaching copies of documents, or submitting documents in person. Before concluding the study contract, copies of documents are compared with the originals. The list of required documents, working hours of the admission committee and contact information are published in the "Admission" section of the College's website.

Clarifications were made in the admission rules for the 2024/2025 study year, taking into account the changes determined by the regulation of the Cabinet of Ministers of September 3, 2019 no. 416 "Regulations on national general secondary education standards and samples of general secondary education programs" and regulation of the Cabinet of Ministers of June 2, 2020 No. 332 "Rules on the state professional education standard and the state vocational education standard" and the changes in Cabinet of Ministers regulations No. 846 approved on November 21, 2023 "Regulations on requirements, criteria and procedures for admission to study programs and state support for citizens who voluntarily applied for and completed the national defense service". Reflecting students participate in the competition for study places paid for by the state budget. In order to ensure that applicants' evaluations are expressed according to a unified system, the evaluations in centralized exams are assigned the number of points in accordance with the document attached to Annex 1 of the Admission Rules - "Procedure for comparing applicants' learning content evaluations" and appropriate coefficients.

Applicants for studies in the study program "Dance" submit a medical certificate, which is not older than six months from the moment of submission to the College, about the applicant's general state of health. In coordination with the Council of Higher Education, additional entrance examinations have been set, the purpose of which is to clarify the relevance of the applicant's previously acquired skills and knowledge to his/her chosen study program and specialization.

Entrance examinations for the study program "Dance"

Table 3

<i>Qualification and specialization to be obtained</i>	<i>Content of the entrance examination</i>
Qualification " Leader of a dance group" with specialization in Contemporary dance	prepared dance composition in freely chosen style

Qualification " Leader of a dance group" with specialization in Hip-hop culture dance	prepared dance composition in freely chosen style
Qualification " Leader of a dance group" with specialization in Jazz dance	prepared dance composition in freely chosen style
Qualification " Leader of a dance group" with specialization in Latvian dance (full-time studies, part-time studies)	prepared dance composition in a freely chosen style, interview and outline of creative experience

Admission rules:

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/12/Latvian_College_of_Culture_Admision_rules_2024_2025.pdf

Determining additional requirements encourages applicants to review their motivation to study in the dance program and during the tests to make sure that the specialization that best suits their interests and experience has been chosen.

Starting studies at a later stage of studies.

Students have the opportunity to assess and recognize the knowledge, skills and competences acquired outside of formal education or professional experience and the study results achieved in previous education. Until 2019, this process was regulated by the "Procedure for starting studies at a later stage" approved by the College Board. As the regulatory enactments changed, the evaluation and recognition process was carried out based on documents:

- Regulatory document approved at the meeting of the College Board on October 23, 2019 "Procedures for academic recognition of study courses acquired in previous education";
- Regulatory document approved at the meeting of the College Board on April 18, 2019 "Regulations on the evaluation and recognition of competences acquired outside of formal education or acquired in professional experience and study results achieved in previous education at the Latvian College of Culture at LAC".

In 2023, both regulatory documents have been updated and combined into one document "Regulations for evaluation and recognition of competences and knowledge acquired outside formal education of in professional experience and results of studies achieved in previous education".

Recognition of previously obtained formal education is carried out in three cases:

- the student starts studies at the College after studies (completed or incomplete) at another higher education institution;
- the student resumes his studies at the College after a long break, so the studied courses should be compared with the current content of the study program and the results of the study courses;
- the student has returned to the College from Erasmus+ study mobility and a comparison of the credits obtained at the cooperating university with the College's study courses must be made.

In the study program "Dance", not only those students who have obtained secondary education in the given year, but also students who have previously studied at another higher education institution start their studies. Thus, at the beginning of the study year, there are some students who

submit documents (academic report, diploma supplement) for academic recognition of study courses. Mostly, study courses from the block of A or general educational study courses (e.g. Professional foreign language (English), Civil protection, Environmental protection, Project management, Pedagogical psychology, Educational methodology) are recognized, less often - from the block of B or industry study courses (e.g. Acting). The recognition of study courses takes place by evaluating the amount of studied courses in credit points and the achievable study results.

“Recognition of study results achieved in previous education and recognition of knowledge, skills and competences acquired in professional experience and acquired outside of formal education”

Study years 2013/2014 2023/2024

Table 4

Study year	The number of students who have been recognized as achieving study results in their previous education	Number of students for whom recognition of knowledge, skills and competences acquired in professional experience and acquired outside of formal education has been carried out
2013/2014	3	
2014/2015	2	
2015/2016	2	
2016/2017	3	
2017/2018	2	
2018/2019	5	
2019/2020	2	2
2020/2021	2	1
2021/2022	6	1
2022/2023	6	
2023/2024	5	1

Recognition of knowledge, skills and competences acquired in professional experience and acquired outside of formal education is a way to interest employees working in the field of culture with work experience to improve professionally and obtain short-cycle professional higher

education. This opportunity is well received by employers.

Examples:

- *In the spring semester of the study year 2019/2020, the recognition of the competences acquired in professional experience and acquired outside of formal education was carried out for an applicant who had more than fifteen years of work experience as a tutor of the children's dance group "Vēja zirdziņš", three years of experience as a tutor of a folk dance ensemble "Līgo", as well as the experience of the assistant director of the XVI Dance Festival's dance performance "Māras zeme" and the experience as the artistic director of dance performances and concerts. Also, the applicant had won prizes in creative dance competitions and developed choreographies for children's dance performances and concerts. The applicant also previously obtained a professional bachelor's degree in public management from the Latvian Academy of Agriculture and the qualification of head of the external relations unit. The applicant started her studies at a later stage of study in the study program "Dance" in the specialization "Latvian dance" and graduated with the evaluation of the Qualification Paper "excellent".*
- *In the autumn semester of the study year 2023/2024, the recognition of the competences acquired in professional experience and acquired outside of formal education was carried out for an applicant with a bachelor's and master's degree in law from the University of Latvia and more than 15 years of work experience in the Folk Dance Ensemble "Uguntiņa" of the Children's and Youth Center "Rīgas Skolēnu Pils". The applicant has also graduated from the educational program of the folk dance ensemble "Uguntiņa". After the approval of the individual study plan, the studies were started at a later stage of study in the study program "Dance" in Latvian dance specialization in the 3rd semester in the form of part-time studies.*

Regulations for evaluation and recognition of competences and knowledge acquired outside formal education or in professional experience and results of studies achieved in previous education:
https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Recognition_of_competences_acquired_in_professional_experience_outside_formal_education.pdf

Annex 6 A document certifying that the university or college provides students with opportunities to continue their education in another study program or in another university/college (agreement with another accredited university or college) if the implementation of the study program is terminated

Annex 7 A document certifying that the university or college guarantees compensation for losses to the students if the study program is not accredited due to the actions (action or inaction) of the university or college, or the license of the study program is subtracted and the student does not want to continue his studies in another study program;

Annex 8 A standard sample of a study agreement.

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 evaluation of study achievements and study results is based on the principles of student-centered education, in accordance with the requirements specified in the Academic Education Standard. The regulatory document of the College "Examination Regulations" determines the order in which examinations are to be administered and accepted in the study programs of the College, and how students' knowledge is assessed. The type of final exam and evaluation criteria for each study course are specified in the study course description. The study results to be achieved correspond to the knowledge, skills and competences required in the professional activity defined in the Professional Standard "Leader of a Dance Group" and to the 5th qualification level of LQF.

Study results are evaluated according to two indicators: qualitative assessment in percentage and final grade in a 10-point system, and quantitative assessment - the number of credit points according to the scope of the study course. The degree of achievement of study results is assessed on a 10-point scale. Assessment methods and procedures are applied to the specific study course and study program. Evaluation of students' performance takes place in study courses, defence of traineeship, pre-defence and defence of Qualification Papers.

In the study program, the main forms of assessment of students' knowledge are written and oral exams or tests at the end of courses, midterm tests (interim test of a study course lasting two semesters or more), practical classes (discussions, applied games, presentations of independent work, etc.), research project and summaries of independent work, etc. public defenses, which develop students' presentation and argumentation skills. In most all study courses, the final grade is formed cumulatively - evaluation of the work during the semester (practical lessons, reports, presentations, individual written works, tests, etc.), summary work on the material learned in the course, the use of theoretical knowledge in individual case studies and the evaluation of the final exam of the course.

The execution of the student evaluation procedure is supervised and controlled by the head of the department corresponding to the study program/director of the study program, the Deputy Director in the course of studies and the head of the Study Department. In the case of appeals submitted by students, a commission is formed, inviting other lecturers, to assess the adequacy of the claim and an agreement on further action is reached during the mediation process. Students' verbal complaints about biased evaluations are analyzed in departmental meetings, with explanations if necessary.

Practice reports are evaluated by a lecturer with competence corresponding to the student's specialization, and Traineeship conferences are organized.

The progress of the development of the creative dance of the Qualification Paper is evaluated by the commission of lecturers (up to the final examination - concert performance, three lecturers' evaluations are given with feedback to the students). The final assessment is made by the Qualification examination commission, collegially agreed upon after watching the concert performance and the student's presentation about the creative work development process.

It is ensured that the evaluation is fair and consistent, these issues are discussed at departmental meetings and at the Council of Study Programs. Students who have obstacles to learning the program are offered individual solutions as far as possible (for example, passing the exam or taking the exam at a different time). There is no possibility of a student receiving a satisfactory grade if the minimum course requirements are not met. Students see the evaluations in the e-learning environment and/or in the LUIS system.

Examination Regulations:

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Examination_Regulations_20

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

Academic integrity is one of the basic principles of College studies. In the updated Chapter II of the Code of Ethics of the College, "Basic ethical requirements of college students", the desired norms of student behavior are determined, so that there are no suspicions of violations of the principle of academic integrity:

- 1) do not assign works or parts of works prepared by others as yours (fragments, solutions);
- 2) does not allow tests, exams, traineeship reports, Term Paper or projects, and writing or taking other tests instead of other students;
- 3) materials not authorized by the teaching staff are not used in tests;
- 4) does not allow and will take action against plagiarism - the use of other people's ideas, phrases, sentences or fragments of text without proper permission or proper references;
- 5) performs all individual works independently, not allowing plagiarism - expressing the results of another person's creative activity in one's own name.

Students are introduced to the principles of academic integrity in the introductory lectures of the study course according to the chosen specialization: "Contemporary dance", "Hip-hop cultural dance", "Jazz dance" and "Latvian dance". Students are introduced to the code of ethics of the Latvian College of Culture in the study course "Pedagogical Psychology". In the student agreement, point 3.1.9. it is determined that "by signing the contract, the student undertakes to complete all individual work independently during the course of the study program, not allowing plagiarism - the further expression of the results of another person's creative activity (means of expression, ideas, opinions) in his own name. The student is fully responsible for the content of his creative works, the correctness of the information used in them, as well as compliance with ethical and copyright norms". Thus, the College's internal documents define what behavior is considered a violation of academic integrity and what the penalty is for not complying with the study contract. The internal regulatory document Instructions in cases when violations of academic integrity are detected in student works of the Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" describes the conduct, responsibility and decision-making procedure of the Ethics Commission.

The College also carries out preventive actions in the fight against plagiarism, informing students and educating them in conducting academic research and academic writing, as well as encouraging lecturers to use test forms based on the tested creative activity or the application of professional skills, as a result of which the opportunities to pass off another person's work as one's own are limited. When submitting the Qualification Paper, the student certifies with his signature on the documentary page of the thesis that the thesis has been developed independently, all the data, findings and opinions collected in the works of other authors have been given precise bibliographic indications and references.

In order to prevent violations of the principles of academic integrity, the College has concluded a

cooperation agreement with the University of Latvia in 2020 on the use of the Unified computerized plagiarism control system, with the help of which students' Course and Qualification Papers are checked, comparing them with the works of students in partner universities and colleges.

At the initiative of the students or the supervisor, an individual examination of the work drafts can also be carried out, preventively making the necessary improvements in the works. This opportunity has been used by some students who are not sure about avoiding self-plagiarism due to the thematic coincidence of their Term Paper and Qualification Paper.

If an opinion is received during the examination of the officially submitted work that the work contains signs of plagiarism, then an evaluation is carried out according to College procedures and, if necessary, a decision is made by the College's Ethics Commission. In 2020-2023, no signs of plagiarism were detected in the examination of Qualification Papers in the study program "Dance".

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.

In the study direction "Arts" the internal quality assurance system is based on the quality policy developed by the College and the procedures specified in the internal regulatory acts. The effectiveness of the internal quality assurance system of the study area is characterized by the appropriate cycle of the quality system: Plan – Do – Check – Act. Achieving the goals and results of the study programs, continuous improvement, development and operational efficiency of the study direction and corresponding study programs is ensured by a purposeful and data-based planning process, which is subordinated to daily activities, as well as a multi-level evaluation of the achieved results, the results of which are integrated into the planning of future activities, thus providing effective assessment feedback.

The main activities in ensuring the internal quality of the studies are:

- 1) determination of strategic and short-term goals, analysis of their performance and annual self-assessment;
- 2) maintaining the quality of the study content: annual updating of the content of the study program by conducting surveys of students, employers and graduates and analyzing the results of the Qualification Examination and the fulfillment of the achievable results of the study courses;
- 3) analysis of students' achieved results - control of students' success in general and in individual study courses, submission of coursework to the committee, representation and analysis of Qualification Papers with industry experts of the Qualification Examination committee, use of the unified anti-plagiarism control system;
- 4) staff training and development – individual methodical support, methodical seminars, improvement of foreign language skills in international mobility, promotion of cooperation skills and exchange of experience in jointly implemented study projects;
- 5) ensuring the availability and prompt circulation of information - information on the website and

in the studio environment, prompt messages, regular contact with students to ensure feedback;

6) regular clarification of opinions about the study process, student surveys, their analysis and providing feedback to students and teaching staff;

7) student-centered approach and providing support to students – open communication and information availability in the Studies section, support of specialization leaders and lecturers as mentors, gathering events for students, support for Student Council events and a joint creative process;

8) regular improvements to the material and technical support of the study process - development of the e-study environment, improvements to digital tools, monitoring of a creative and motivating environment;

9) improvement of the financial resource planning and control system.

The internal quality assurance system was created in accordance with the College's "Manual of Quality Management System". It describes the main processes, their governing documents and procedures. With their help, unified requirements for all students are determined, duties and rights are defined, and the order in which actions must be taken to achieve a certain goal is described.

Since the development of the manual, and especially in the conditions of the Covid-19 pandemic, when analyzing student dropout rates in the 2nd and 3rd year at the meetings of heads of departments and specializations, it was found that, in addition to the existing regulatory documents, new procedures are needed to improve the study process and study results, as well as study course evaluation experts recommended improving the system of providing feedback to students and also to lecturers after conducting student surveys.

In order to improve the quality of study courses, students are invited to express their assessment in a survey available in the e-study environment, where the lecturer of the study course can get acquainted with the information provided. After evaluating the recommendations and criticism, the lecturer updates the description of his study course by the beginning of the next study year and submits the updated version for consideration by the Council of Study Programs. The Director of the study program collects recommendations for evaluation in the Council of Study Programs. It is planned to create a unified catalogue of College study courses that would be available in the e-study environment.

In order for the students to receive information about the implementation of the recommendations expressed in the surveys, the Deputy Director prepares informational letters for all students in the study work every six months and informs the head of the department about operational decisions.

In order to provide support to students in the process of developing study papers, the head of the department organizes regular meetings, informative letters are created for the process of developing both Traineeship Reports and Qualification Papers, specifying specific deadlines and tasks to be performed. The procedure for pre-defense of the Qualification Papers introduced from 2020 has been justified, as the skills of students to present their work both in creativity and in the practical implementation of the project have improved.

The strength of the College's internal quality system is the relatively short path from the identification of deficiencies to the acceptance of the solution for improving the study processes, but relatively slower changes occur in the area related to the circulation of documents, which is more relevant to the operation of the institution as a whole. In the 2022/2023 study year, an internal document circulation audit has already been carried out in order to update the nomenclature of record keeping, which will improve the circulation of documents also in the direction of studies.

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).

Study program "Dance of the study direction "Arts" has been developed in 2001 in accordance with the regulations of the Cabinet of Ministers of March 20, 2001 "Regulations on the national standard of first-level professional higher education". Analysis of the study program according to Cabinet of Ministers regulations no. 305 "Rules on the standard of state professional higher education" are presented in Chapter 3.1.2. The choice of study courses, content and traineeship tasks are determined according to the "Professional Standard of a Leader of a Dance Group" (https://www.niid.lv/files/prof_standartu_registrs/deju_kolektiva_vaditajs.pdf) The internal procedure is determined by the regulatory document of the College "Procedure for Development, Approval and Update of Study programs" of the Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture". Making changes to an existing program requires the opinion of employers in the industry. The process of making changes is supervised and coordinated by the Council of Study Programs. Before the study program is submitted for approval to the College Board, coordination with the rector of LAC and external expertise is carried out by attracting industry experts.

For example, in January 2021, the changes submitted by the study program "Dance" were considered at the meeting of the College Board:

- *to open a new specialization "Jazz dance", which was supported by the head of "Soul of Dance production" Simona Anaņiča, the deputy chairman of the board of the Latvian contemporary and hip-hop professional dance association Anastasija Jasvina and the head of the "Līgas Libertes dejas teātra" Līga Vološčuka;*
- *to implement the specialization "Latvian dance" in the form of part-time studies, which was supported by the director of the Department of Informal Education of the State Education and Content Center Agra Bērziņa, Dr.paed and the experienced choreographer Rita Spalva expressed their opinion, recommending to attract qualified and industry-recognized pedagogues for the Latvian dance specialization.*

The changes were accepted, and in the study year 2022/2023, 7 part-time students graduated from the specialization "Latvian dance" (0% dropout rate during studies).

The content of the existing study program is regularly reviewed every year, based on the program's self-evaluation reports, appropriate changes are made, for example, in the spring of 2020, in the context of the Covid-19 pandemic, the acquisition of new skills was introduced in the study course "Digital Skills" - dance video filming and assembly to implement creative dance productions of Qualification Papers in accordance with the current epidemiological requirements.

In 2022, as the academic and administrative staff of the College was supplemented by experienced industry professionals after the change of the College's management, the College's cooperation with industry associations and industry professionals became more active, the plan and content of study courses of the study program "Organization of Culture and Art Processes" were evaluated. In

order to bring them closer to the content corresponding to the needs of the industry, the study course "Implementation of event projects ("creative workshops") was developed, which is based on the development and implementation of the full cycle of event projects. As a result, the first Experimental Creativity Festival "Culture Manifesto" was implemented. After the festival, analyzing student cooperation between study areas and study programs, it was concluded that it was not possible to integrate the creative works of students of the study direction "Arts" at the desired level in the course of the festival. In order to promote interdisciplinary cooperation between the programs, in the study year 2023/2024, the students of the study program "Dance" also attend this study course with the aim of integrating the students of the "Dance" study program in the preparation of the already mentioned creative festival "Cultural Manifesto" and through participation in an interdisciplinary project to allow learn the necessary skills not only narrowly - for the preparation of a concert performance, but much broader - by realizing it within the festival program, from the development of the creative concept of the cultural event to its realization, creating the necessary digital content for the media, organizing technical support and learning how to work in a project team. In this study course, the cooperation of the lecturers of both study directions is also implemented. Interdisciplinary events with the cooperation of the study programs "Dance" and "Organization of Culture and Art Processes" were also held in 2018 and 2019 before the changes introduced by the Covid-19 pandemic, but at a lower level of synergy.

In recent years, the content of the study program has focused on digital skills in study courses such as "Visual Communication" and "Digital Skills". Lecturers of other study courses also offer students to present independent work tasks in audiovisual format.

Continuous renewal of the content of the study program, based on the recommendations of professionals in the field and the suggestions expressed in student surveys, allows the College to maintain a constant number of students and graduates, and to ensure the training of qualified specialists, which is confirmed by the percentage of graduates in the work sector. In order to ensure regular and targeted work on the relevance of the study content to the needs of the labor market of the industry, regular consultations with employers of the industry, representatives of various professional associations and former graduates are established.

Procedure for the development, approval and update of study programs of Latvian College of Culture at LAC

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Procedure_for_the_Development_Approval_and_Update_of_Study_Programs_2023.pdf

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.

For students, information on how to make suggestions or claims is available on the College's website. In the section "About the College/Regulatory documents/Internal procedure" is published the regulatory document "Procedure for consideration of proposals and complaints of Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture""

(hereinafter – Procedure for consideration of proposals and complaints).

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Instructions_in_cases_when_violations_of_academic_integrity_are_detected.pdf

Appeals regarding the assessment of study results or the conduct of examinations are considered in accordance with the procedure established by the College Examination Regulations and Regulation for Qualification Examinations. Encouraging students to submit proposals in writing promotes one of the College's values - openness (readiness to take the initiative and be responsible for the achieved result is a basic element of this value). The procedure for consideration of proposals and complaints is organized in such a way that students can express their opinion in a reasoned manner, receive feedback on the problem within 14 days at the latest, and jointly agree on the actions to be taken to resolve the situation.

Example: In 2020, the student of the specialization "Contemporary Dance" submitted an appeal (Reg. in the Study Department, No. 02-32/71) regarding the evaluation of the Qualification Paper and the Qualification Examination. Based on Clause 7 of the College's October 23, 2019 Qualification Exam Procedures, to consider the appeal, the College Director approved the three-member appeal commission, including Iveta Krastiņa, the Deputy Director in the course of Studies, the College's guest lecturers, functional specialists and dance and movement therapists from BKUS "Gailezers" and VSIA National Rehabilitation Center "Vaivari" - Santa Grīnfelde, youth affairs specialists of Rauna municipality and a guest lecturer of the Latvian Academy of Culture - Ilze Zīriņa,. The invited experts familiarized themselves with the video of the creative work and expressed their reasoned opinion on the compliance of the production with the College's requirements:

The opinion of the experts invited to the appeal commission is:

*"In the **compositional work** solution, three applications (sketches) of unrelated dance compositions have been created, which are interconnected technically with a video montage. The ideological connection between the fragments of the compositions cannot be read. It is not clear how they can possibly be attributed or connected with each other and make the work a unified whole. They exist each on their own and each presents a different topic. In the practical part of the work, the creative plan and idea cannot be read. Nor structured and comprehensible, elaborately formulated and presented in the theoretical basis. The first and the other two compositional fragments are created in different aesthetics, the ideological justification of the author of the work is difficult to understand for the aesthetic choices, that is, how the aesthetic choices represent and support the creative intention of the creative work."*

*"**Costume** (including makeup) – directly and primitively carries the role of a thought leader. With this, the choreographer demonstrates the lack of aesthetic sense. It gives the impression that the performance was created based on a fantasy in the head, but the choreographer did not take into account reality, which would allow making corrections and improving the performance. The conclusion must be drawn that - either the choreographer does not see and is not aware of the real fact, or she does not know how to correct mistakes. **Space** as an element is not deliberately used. It's a simple room with black drapes, white walls and a wooden floor. And the performers embrace it without trying to communicate with the space (using planes, a specific place in space, movement paths, distance features, etc.)."*

*"**Musical** material, make-up, costume, space are different in each of the parts, however, these elements exist for their own purpose and are not connected with the movement in the dance. There is no single guideline for the selection of musical material, the musical material sounds like separate soundtracks. In movement, music is primitively illustrated. There is no excuse for the musician present, the character does not relate to it."*

*"There are often unsuccessful solutions in **video framing**, because the hands, head, or other body parts often disappear from the frame during the movements of the dancers, thus making it impossible for the viewer to perceive the work as a whole."*

The experts positively assessed that the student worked both on the musical design of the practical part of the Qualification Paper and on the visual creation of images, however, in accordance with the College Qualification Paper Regulations, the musical presentation of the Qualification Paper and/or the development of the visual image of the dancers are some of the elements that are evaluated, and alone cannot be considered as a basis for awarding qualifications. A letter was sent to the student with an expert's opinion and the decision of the Qualification Examination commission was upheld.

Academic and general staff of the College also have the opportunity to submit suggestions and complaints. In accordance with the procedures of the quality management system, information is collected and analyzed in the Suggestions and Complaints Register and used in the preparation of the self-assessment report. Suggestions can also be submitted anonymously using the Suggestion Box located on the central College Notice Board.

In 2021, the new composition of the Student Council began active activity at the college, therefore, as a preventive measure for making the necessary improvements in the study process and in life, discussions are held with the active self-government and the suggestions received are considered. New student recreation areas have been created in the premises and the recreation corner created in the college yard has been well received.

In the College, there is a procedure that in the introductory lectures of the study courses, the lecturers inform about the content of the study course, the mandatory literature and the requirements for the final examinations. Students' opinions are listened to and in some cases deadlines are clarified or agreements are reached on changes in the development of individual study works. Thus, preventive actions are taken to avoid unnecessary conflict situations by involving students in decision-making. Preventive actions are also ensured by the fact that Students Council and student representatives are involved in the work of both the College Board and the Council of Study programs.

The College continues to streamline internal communication and information flow, increasingly using online solutions. WhatsApp and Facebook communication groups have been created and documents and work plans have been shared for more efficient circulation of information. In the conditions of the Covid 19 pandemic, current information was also sent to students via SMS.

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.

In order to successfully implement the effective administration of the study direction and related activities, the College collects and analyzes the data related to the study process, which helps to plan the changes to be made and the necessary improvements in the implementation of the study course.

Quality management system process maps are created in the "manual of Quality Management

System". Two of them, which are directly related to data collection mechanisms, are the "Process Map of Data and Information Management" and the "Map of Study quality Assessment", which include such types of assessment as applicants' survey, student survey, graduate survey, etc.

The two most important activities, which are carried out in order to make it possible to use the obtained data for the improvement of study directions, are the collection of data on the course of the students' studies, as well as the survey of students and graduates.

All data related to students are registered and stored in the information system of the University of Latvia (hereinafter – LUIS). LUIS contains all information with basic data about applicants and student data, including orders, results, issued diplomas, study fees, etc. Student data is imported and entered into the LUIS database by the head of the Study Department, the senior clerk, the head of the Personnel Department (enters lecturers' data) and the accountant.

If information about students is needed, the data that will be further analyzed and evaluated according to the specific purpose is selected from the LUIS database. Data selection or export is carried out by the head of the Study Department, who then either transfers it to the representative of the structural unit that requested it for data analysis, or performs the necessary data analysis herself. The selection of data is carried out within such terms and as often as required by external and internal regulatory acts or when requested by a representative of the College's structural unit that needs the specific data.

The College regularly collects such information:

- 1) student admission results (once a year, until September 15) – number of applications, number of registered students, compliance with the forecast;
- 2) student progress (once per semester);
- 3) dropout of students - those who are exmatriculated and those who leave during a study break (once per semester);
- 4) evaluation of the quality of teaching staff's work by students (once a semester, at the end of the study course);
- 5) graduate employment (once a year until December 31);
- 6) quantitative and qualitative indicators of students' scientific and creative activity (once a year);
- 7) quantitative and qualitative results of scientific and creative activity of teaching staff (once a year).

The head of the Study Department selects and analyzes student data, ranks them according to various criteria for the needs of the study process, such as the admission of applicants; rotation; grant for scholarships; preparation of the report "University 1"; reports on issued diplomas; selection of data for import into the State Education Information System, etc.

Student performance indicators are an important tool for planning the study process. At the latest one month before the end of the semester, data on unsuccessful students are collected, these data and the situation of each individual student are reviewed by the Council of Study Programs. At the end of the semester, data on unsuccessful and deductible students is collected in order to be able to plan the size of student groups for the next semester, which in turn directly affects the workload of lecturers. Special attention was paid to the selection of data on the course debts of the final year students, in order to be able to organize the settlement of study debts, as well as to ensure successful graduation. Regular and timely individual, student-centered work is carried out with each student who has a study course debt.

At the end of each year, the statistics of the number of students are collected, the dynamics of changes in the number of students are evaluated in order to be able to plan the next year's funding and financial flow. The statistics of the number of students are also used for the preparation of the self-evaluation report of each study program in order to analyze the current situation of the study program and plan the necessary actions to increase the quality of the study process.

Annex 9 Analysis of survey results of students, graduates and employers

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

Information about the study direction and the study program implemented within it is published on the College's website <https://kulturaskoledza.lv/>

The information available on the website is regularly updated. Iveta Krastiņa, Deputy Director in the course of studies, is responsible for the compliance of the documents available on the website, and the head of the Secretariat is responsible for posting information on the website. Departments of Studies are responsible for the compliance of information in the official registers.

Leader of a dance group -

<https://kulturaskoledza.lv/en/study-programmes/contemporary-dance-programme/>

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.

Financial sources for ensuring the study process are budget grants, tuition fees, Erasmus+ projects and additional funds from projects approved by the State Cultural Capital Fund. Taking into account the requirements set in the national academic education standards, as well as state budget grants and tuition fee revenues, study program cost calculations are developed.

The revenues of the Latvian College of Culture consist of:

state funding

grant from the state basic budget

College revenue from fee-based services and project funding

- income from educational services (fee studies, continuing education courses in the form of direct payments and co-financing)
- income from organizing courses and seminars
- income from renting premises
- revenues from EU structural funds, initiative programs and local public funding
- financial resources allocated by cooperation partners to support certain target programs

The director and accounting specialists, in cooperation with the structural units, plan the institution's budget and the renewal, replacement or addition of the necessary material and technical resources, as well as set priorities for the promotion of infrastructure development, looking for optimal, efficient and sustainable solutions. The use of the budget is targeted and rational. The financial planning and execution of the college is supervised by the LKA rector and finance director.

The sources of financial support for the college study program "Dance" are state funding and student self-financing. The calculation of the necessary financial security for the implementation of the study program has been carried out, in which the costs are classified as follows:

1. Remuneration of academic and administrative staff;
2. Scholarships;
3. Costs of services (costs of communication services, information systems, etc.);
4. Costs of materials, energy resources and inventory (costs of building maintenance, costs of purchasing teaching aids and materials, costs of purchasing books and magazines, costs of equipment and inventory);
5. Marketing costs.

The College's total budget revenue for ensuring the study process in 2022 is EUR 581,997, of which 82.57% or EUR 480,594.20 comes from the state budget and 17.42% or EUR 101,410 from own revenues. 36% of the College's total budget is earmarked for the "Dance" study program.

Study program expenditure structure:

1. Remuneration of academic and administrative staff (including taxes) – 56%
2. Costs of services (costs of communication services, costs of information systems, utility payments, etc.). – 30.78%;
3. Costs of materials and inventory (costs of building maintenance, costs of purchasing teaching aids and materials, costs of purchasing books and magazines, costs of equipment and inventory - 3.32%;
4. Other taxes and fees of budgetary institutions (real estate tax, etc.) – 0.38%;
5. Amortization of fixed assets – 6.83%
6. Marketing costs – 2,69%.

When calculating the actual average expenses of one study place in 2022, it was concluded that the cost of one study place in the program of the study direction "Dance" from the places financed from the state budget is sufficient, because the coefficient of 4.5 is applied to the study programs of the study direction "Art". The amount of study fees for correspondence students (1500 EUR) does not cover the actual average costs per student, even though the study fees were increased in 2022. The amount of costs is balanced using state budget funds. The small number of part-time students allows the redistribution of these funds, without affecting the quality of the study process of the program in the short term, however, in the long term, the amount of tuition fees must be evaluated

and its increase planned. The increase in utility payments, which has an impact on the funding of the study program, is also a cause for concern. This limits the opportunities to invest in the improvement of the material and technical base and the development of technology.

Funding for research and artistic creativity is used from the funds of the Erasmus+ Education, Training, Youth and Sport Program in Europe. The amount of funding available for these purposes in 2022 was EUR 32,092, of which marketing costs were also covered in the 2021/2022 academic year. In order to obtain additional funds for the realization of artistic creative projects, opportunities are being sought by submitting projects to the State Cultural Capital Fund, the Riga City Council project competition, etc. funds.

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

The study direction is implemented in the premises of the Latvian College of Culture in Riga, Bruņinieku Street 57. The total area of the College premises is 3084.9 m², which includes 23 lecture halls, an event hall (White Hall) with a stage and the possibility to gather 120 students for lectures, a library, a photo and sound recording studio, a music studio, dance halls, conference rooms, administration rooms, teachers' rooms, dressing rooms, utility rooms and basement. The College's two auditoriums are fully equipped to enable the online study process or to record lessons and create a database of distance learning materials. Two computer classrooms (15 fully equipped workstations in each computer classroom) are intended for working with various digital technologies using music processing programs Vegas and Sound Forge for the study program, as the necessary software for processing photographs and video materials is available.

To ensure the study process, the classrooms are equipped with the necessary material and technical equipment - audio (sound system connected to a computer processor), video (televisions or projectors connected to a computer processor and sound system, computer equipment (monitors, processors), magnetic (separate auditoriums) or classic blackboards.

The event hall was renovated in 2019 as a Creative Laboratory for event production. It is equipped with a 32-channel digital console and sound system. The stage is equipped with moving LED lights (spot and wash), which can be fully controlled from the balcony with a remote control, as well as with normal dimmable lights. Three specially equipped computers for light design lessons and 2 remote controls are also available for the learning process. Contemporary dance specialization classes are held in this hall.

The Hip-hop hall is available for hip-hop specialization dancers, the Improvisation hall for Jazz dance specialization, Classical dance and Latvian dance can be learned in the Classical hall. At the end of the 2022/2023 study year, when organizing a concert performance - a Qualification concert for the Latvian dance specialization, it had to be determined that the stage of the College event hall is too small for Latvian stage folk dance productions with 8 couples, so the support of employers was used and the concert performance took place in the Bergu Cultural Center. The stage of the event hall with its equipment is suitable for contemporary, hip-hop culture and jazz dance creative dance productions, but additional improvements would be needed to be able to organize dance performances in the hall.

For the learning process, the photo studio has 3 cameras with different lenses, different types of lighting equipment, including wireless lights on tripods. Great variety with light softboxes, photography backgrounds in different colors.

In 2022, improvements were made to the quality of the study environment - renovation of the rooms in the music studio, photo studio, created and well-furnished lecturers' room, cosmetic repairs in the 2nd floor hallway, arrangement and cleaning work in the basement and the rooms of College, organizing accumulations of unnecessary and unusable things written off over the years . Cosmetic improvements have been made in the dance halls, mirrors have been replaced. However, the general condition of the building and the premises are physically worn out, the furnishings and environment are morally outdated. The most difficult situation is with the building's heating system during the winter period, which requires capital improvements. In autumn 2023, the damaged place in the heating system was identified and repairs were carried out.

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

The College library is included in the Library Register of the Ministry of Culture (BLB1656), the library was accredited on November 28, 2019 and was granted the status of a library of local importance for five years.

Two reading rooms with open access collections are available in the College library for students of the study program "Dance", the total area of the premises is 141 m². In the library, students and lecturers have 28 workplaces for study and research, as well as eight free-access computer workplaces. In the library premises, it is possible to use wireless Internet, work with your portable devices, as well as print, copy, scan and bind documents. A big investment in the work of the library is the new printer/copying/scanning equipment purchased in 2018, which provides the opportunity to quickly and qualitatively scan documents, as well as make color prints. From the fall of 2021, the MS Project program for project planning is available in the library. The library is open six days a week, according to the needs of the students of the study direction "Dance".

The library offers the following services to students and lecturers of the field of study, in accordance with the terms of use of the LKA Latvian College of Culture library approved on July 24, 2019:

- availability of printed and digital information resources, ordering resources from other libraries, electronic delivery of documents to users;
- consultations and training in thematic information search, information search and retrieval services,
- consultations on academic writing style, principles of academic honesty, use of references, design of study papers,
- eight free-access computer workstations and wireless Internet in the library's reading room,

- printing, copying, scanning and binding of documents (paid services).

The College library acts as a support center for the use of the Moodle and Zoom platforms of the e-study environment, providing lessons and consultations to the students and lecturers of the study program "Dance". The library conducts classes for the 3rd year students of the study program in improving information literacy skills, provides consultations on observing the principles of academic honesty in study work, and checks study and final theses in the Unified computerized plagiarism control system.

The study and research resources intended for the implementation of the course of study are offered both in the College library and in cooperation with the Latvian Academy of Culture, the Latvian National Library, the University of Latvia library and other libraries. The library's collection, facilities and premises are fully accessible to students and lecturers of the study program "Dance". Assessment of the library's material and technical condition - premises, equipment, conditions comply with the tasks of the Library and the regulations of the MK No. 395 "Material and technical basic norms of libraries".

The College library offers information resources for both general education study courses and branch and specialization study courses, offering a total of 7,887 information resources (as of 31.12.2022) – books, industry journals, CDs and DVDs, e-books in Latvian, English and Russian languages, of them, according to the thematic coverage of the study program "Dance", 484 printed information resources are available (described in subsection 3.1.1). Cooperation and collection coordination with other libraries is essential in the provision of information resources. Students studying in the study program "Dance" have the opportunity to fully use the library resources of the Latvian Academy of Culture. The cooperation with the Latvian National Library is also very important for the availability of industry professional resources.

In the period from 2020 to 2023, the collection of the College library was supplemented with new information resources - monographs published abroad, for example: H. Doil "The essential guide to jazz dance"; R. Copeland, M. Cohen "What is dance?"; G. McFee "Understanding dance"; M. Meyer 'Pina Bausch: dance, dance, otherwise we are lost', "Fifty contemporary choreographers"; R. Spalva "Dejas kompozīcija"; K. Martinsone-Škapare "Rakstirdejas", "Klasiskā deja: mācību grāmata un metodiskais materiāls".

The "Lursoft newspaper library" database is available in the College library - a collection of information on Latvian newspaper publications on the Internet (database usage statistics in 2022: 144 information searches). Within the framework of cooperation, students and lecturers have the opportunity to use the libraries of the Latvian Academy of Culture, the Latvian National Library, etc. library e-resource databases for study and research. The full range of foreign online databases is available in the premises of the National Library of Latvia, but the most important databases can also be used remotely. By authorizing with the access data provided by the Latvian National Library or the Latvian Academy of Culture, students can fully use the most important databases for the study program, for example EBSCO databases, Sage Journals, Taylor&Francis Journals, VLeBooks e-book platform, ScienceDirect, Cambridge Journals Online, Encyclopædia Britannica Academic Edition, Gale Reference Complete and JSTOR/ArtStor databases.

Information about the information resources in the library collection is available electronically in the library catalog. Students and lecturers of the field of study have the opportunity to use remote service (reserving/ordering books and extending the term of books). For communication with the library, it is possible to use the library's informative e-mail, with the help of which inquiries and information services are provided. Information about new acquisitions, developments and events in the college library is regularly published on the college's website and social networks, as well as sent to students by e-mail.

Supplementing the collection of information resources available in the College library is carried out in accordance with the provisions of the College's internal regulatory act "Library collection collection policy". The replenishment of the stock takes place based on the lecturers' expressed need for resources to ensure the study process, as well as the students' suggestions. Requests for stock replenishment are evaluated by the Stock Collection Commission, which consists of heads of college departments, whose responsibility is the development and control of the content of college study programs (see point 1.2, appendix 28). The college library regularly invites lecturers to plan new study literature, informs about the latest books published in the industry and useful study information resources - e-books, industry professional magazines, online publications.

The collection of the library as a whole meets the requirements for the implementation of the studies, as 24 information resources are provided per student (corresponding to the content coverage of the study direction "Arts"), which is in accordance with the requirements for the local collections mentioned in the regulations of the Ministry of Culture No. 355. The analysis of the theoretical parts of the Qualification Papers and the sources and literature used in other study papers and the lecturers' feedback show that the methodological and information provision for students is sufficient. In student surveys, the collection of the library has been evaluated as adequate for study needs, although the need to supplement the industry's professional literature in English has been emphasized, which has been determined as a priority of the library both during the reporting period and in the future.

Based on the student proposal, from 2020 the library creates and provides access to the Term and Qualification Paper repository, which includes the best student works (with a rating of "very good" or higher), the authors of which have given their consent to make the work public. At the beginning of 2023, a database containing the publications of college lecturers was created and is offered (<https://ieej.lv/juXbq>).

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.

Due to the impact of the Covid 19 pandemic, the emergency situation from November 9, 2020 to February 7, 2021 accelerated the implementation of new information and communication technology solutions for studies.

The use of the e-study environment was already offered to lecturers in the study year 2016/2017, but did not receive a response because it was difficult to administer. In the study year 2019/2020, within the framework of the ESF project "Effectiveness of management of the Latvian Academy of Culture and the Latvian College of Culture and modernization of the study process" (No. 8.2.3.0/18/A/020), the modernization of the e-study environment was carried out, training was organized for lecturers on how to use e-learning environment.

Already in September 2020, a methodology was developed for lecturers on how to use the e-study environment Moodle in the study process, and the head of the College library became a support person for the use of Moodle. The large proportion of practical lessons in the field study courses of the study program "Dance" can be considered as one of the factors why the initial response to the use of the e-study environment was not too high, because the usual Google documents and WhatsApp groups were used to coordinate the study process, but gradually also after the students

due to the request to provide feedback on the works submitted for evaluation, the use of Moodle's capabilities became active. If in the fall of 2020, 3 study courses were taught in the e-study environment, then in September 2022, the e-study environment was already used in 12 study courses. As the methodology continues to be improved for those study courses based on practical lessons, it is planned to use the e-study environment for all study courses in the 2023/2024 academic year.

To ensure remote studies, it is possible to use MS-Teams licenses financed by the Ministry of Education, and when conducting a survey of lecturers in the fall of 2020 to ensure a high-quality study process in lectures with a large proportion of demonstrations, the College also pays for four Zoom licenses (the lecturers of the study program "Dance" evaluated the capabilities of the MS-Team program to perform online movement demonstrations). By combining the e-study environment and online platforms, after the declaration of the state of emergency on October 11, 2021 the pre-defense of the Qualification Papers, the theoretical part of the Qualification Examination, and the defense of the Qualification Papers were organized remotely. The lecturers, through mutual exchange of experience and the support of the technical staff of the College, learned the necessary skills for working with technologies and programs for remote work.

From the fall of 2021, studies in the Latvian dance specialization are offered in part-time form. On Fridays, remote lectures are organized in theoretical study courses, and on Saturdays, lectures are held face-to-face - mostly practical lessons. Students appreciate such a distribution of lectures.

By joining the unified computerized plagiarism control system of Latvian universities, the examination of compliance with the principles of academic honesty is carried out for Qualification Papers.

As a hybrid event, on May 6, 2022, the conversation festival "Rēbuss" was organized, having previously conducted surveys to develop discussion topics. Invited participants participated in the discussions in person, but the festival was streamed online, attracting an average audience of more than 300 viewers. The conversation festival was an interdisciplinary student project, the technical support of which was realized by the students of the event study program "Management of Art Institutions", the students of the technical production specialization of the events, the creative concept by the students of the Performing Arts specialization, and the performances between the topics and speakers by the students of the study program "Dance" .

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

The academic staff of the College is elected in an open competition in accordance with the procedure established by the Law on Universities and in accordance with the regulatory document "Regulations on academic and administrative positions" adopted by the College Board and approved by the Senate of LAC. Based on this regulation, the number of full-time academic staff positions in the College is determined to ensure the requirements of the Higher Education Law, respecting the amount of state funding allocated by the Ministry of Culture. Vacant academic positions are announced in an open competition by publishing a notice in the newspaper "Latvijas vēstnesis" and on the College's website.

A person who has a doctor's degree, publications relevant to the sub-field of science, and who is

able to manage scientific research or the process of artistic creativity and carry out educational work can apply for the position of professor. A person who has a master's degree or a doctorate degree, scientific publications relevant to the field of science or published teaching materials and who is able to regularly deliver lecture courses, conduct seminars and practical classes can apply for the position of lecturer.

According to Article 39 of the Law on Higher Education Institutions, in accordance with the need to acquire practical skills and knowledge, a person with higher education without a scientific doctorate degree can hold the position of professor or lecturer in profile subjects of professional study programs, if he has sufficient practical work experience corresponding to the subject. Lecturers who do not have a scientific and academic degree need five years of practical work experience corresponding to the subject.

Academic staff - lecturers, professors in the College are elected by the College Board. The documents of applicants for academic positions are submitted to the College Board for evaluation and election of the most suitable candidate. Board members examine and evaluate the documents submitted by the candidate for the position, conduct discussions with the candidate for the position about his motivation to apply for a job at the College and his work experience. Board members select and elect the best and most suitable candidate for a six-year term. The Director of the College concludes the employment contract with the elected candidate for a certain period of time - six years.

Academic staff elections are held at the next meeting of the College Board, which takes place after a period of one month from the date of the announcement of the competition. The regulation, updated in 2023, determines that elections at the meeting of the Board take place by open voting.

If there is a vacant or temporarily vacant professor or lecturer position in the College, the College Board may decide not to announce a competition, but to hire a visiting professor or visiting lecturer for a period of up to two years, who have exactly the same rights and duties and remuneration as elected professors and lecturers.

In the 2019/2020 study year, Edmunds Veizāns and Katrīne Martinsone-Škapare were elected professors in the study program, and in the 2021/2022 study year, Inga Raudinga, Ksenija Simanova, Kristina Tumakova, Olga Spridzāne, Jānis Jansons were elected as lecturers. In the 2022/2023 study year, Diana Čivle was elected as a professor, Inese Pudža as a lecturer. Gita Senka (two years), Rita Spalva (1 year) were temporarily hired as professors. In the 2023/2024 study year, Liene Ķince, Līga Indriksone and Reinis Rešetins have been temporarily hired as lecturers.

Latvian College of Culture at the LAC Regulations of Academic and Administrative Positions:
https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Regulations_for_Academic_and_Administrative_Positions.pdf

2.3.6. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualifications (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.

The evaluation of the qualification and quality of work of the academic staff of the college is based on the activity of the teaching staff in three groups of indicators - study work, scientific research activity and artistic creative activity. The evaluation takes place 1) cyclically - before the election to the academic post and at the end of the election period; 2) annually.

The teaching staff of the College consists of academically educated professionals in their field, who regularly improve their qualifications at various conferences, seminars, professional development courses and who are invited as guest lecturers and experts at events organized by other institutions.

Professional experience of College teaching staff.

Table 5

Lecturer	Study courses	Professional experience in the industry
Edmunds Veizāns	"Preparation of Projects" "Pedagogical psychology" "Educational methodology" "Management Methodology of a Dance Group"	Director of the Veizana dance school Member of the Latvian Dance Council Board member of the Latvian Modern and Hip-Hop Professional Dance Association Freelance methodologist of Ministry of Education and Culture in the field of upbringing and education system International contemporary dance judge
Katrīne Martinsone-Škapare	"Classical dance" "Physiological Capabilities and Development of the Body" "Stage Dance of Foreign Nations" "Latvian Annual Traditions and Honours"	Choreographer of the children's and youth dance collective "Vēja zirdziņš". Classical dance teacher at Latvian Gymnastics Federation coach N. Sidrova's art gymnastics school The leader of workshops in the stage dance of foreign nations Jury member at international dance festivals and competitions Member of the Latvian Professional Ballet Association
Inga Raudinga	"Creation of Motion Art" "Dance Composition"	Choreographer, movement consultant for Latvian theater performances and TV shows "Dance Theater" teacher in Riga 122nd preschool

Ksenija Simanova	"Contemporary Dance" "Positioning the Body" "The art of improvisation (theory and methodology)" "Implementation of projects (creative workshops)"	Dance teacher in the M. Chekhovs children and youth studio of the Riga Russian Theater "Izaicinājums" and the dance studio "Buras" Choreographer and movement consultant for the performances of M.Chekhovs Riga Russian Theater Dancer's experience in international contemporary dance festivals
Kristina Tumakova	"Dance Styles of Hip-hop culture" "Modern Fashion Dance" "Modern show dance" "Implementation of projects (creative workshops)"	Instructor and choreographer of hip-hop cultural dance styles at Veizana Dance School and dance studio "Ritms" Member of the jury of the hip-hop culture dance competition
Olga Spridzāne	"Jazz Dance" "Implementation of projects (creative workshops)"	Organizer of the "Jazz Dance Fusion" festival Jazz dance instructor at the dance studio "Rhythm" Dancer coordinator and tutor, choreographer for the "Virus Art" production group
Diāna Čivle	"Implementation of projects (creative workshops)"	JSC Agency Rīga 800 – deputy general director, organization of Riga eight hundred year events; Director of the Culture Department of Riga City Council (8 years of experience); Board member of the Riga 2014 Foundation and curator of the artistic council of the Riga European Capital of Culture project; World Choir Olympiad producer in 2014, European Choir Olympiad project manager in 2017, Eurovision Choir event producer in 2017 in Riga and 2019 in Gothenburg; Riga festival organizer and artistic director (2003-2008, 2011); Author and producer of the idea of the "Staro Rīga" light festival (2008-2020); Artistic director of the event "Latvijas goda aplis" (2018); Deputy head of the Song and Dance Festival working group in 2003 and 2008; Producer of the dance concert "Mūžīgais dzinējs" and project manager of the dance concert "Balts" (2023)

College teaching staff contribute to their growth in several ways:

1) by getting involved in EC Lifelong Learning programs, ERASMUS+ mobility programs and other projects, within the framework of which you get to know the traditions and current affairs of the study process in universities of other countries, exchange experience and knowledge and establish contacts with far-reaching importance in the creation of new international projects. In the period

from the 2013/2014 study year to the 2023/2024 study year, 6 members of teaching staff have participated in 13 Erasmus+ mobilities.

In the 2013/2014 study year, professor Edmunds Veizāns visited the dance studio "Harmonic" in CNIL Paris (France), got acquainted with contemporary dance teaching methods and conducted his workshops in hip-hop cultural dance.

In the 2014/2015 study year, professor Ilze Zīriņa got an insight into the content of the dance program of the private high school during her teaching mobility at the Vilnius University of Applied Sciences in Vilnius (Lithuania).

In the 2016/2017 study year, Gita Senka Apolon Kuteladze Tbilisi State Academy of Art Tbilisi (Georgia) got acquainted with the offer and content of study programs at the partner university, I will explore the possibilities of cooperation in the study course "Visual Communication" and "Project Management".

In the 2018/2019 study year, professor Ilze Zīriņa visited Riveria, the North Karelian Education and Training Consortium, improving her knowledge of techniques and methodology of body positioning and development.

In the 2020/2021 study year, 2 college lecturers participated in 1 outgoing mobility, gaining new experience at the partner university. It was possible for the academic staff of the college to gain new insights from the representatives of 2 cooperating universities, who gave lectures at the college at the international scientific conference "Quo vadis? Opportunities and challenges in the cultural space of the 21st century".

In the 2021/2022 academic year, professor Gita Senka participated in the experience exchange program in the digitization of intangible cultural heritage at Burgas Free University (Bulgaria).

In the 2022/2023 study year, Olga Spridzāne implemented 2 Erasmus+ teaching mobility at a cooperation university in Estonia - Viljandi Academy of Culture of Tallinn University and used the opportunity to familiarize herself with the professional bachelor's study program in performance art offered by the university.

College teaching staff have recognized that the mobility experience has given them additional motivation for work, as well as inspiration for new, creative ideas. In this study year, three more incoming Erasmus+ mobilities were implemented in the College, during which the lectures organized were a great opportunity for College students and teachers to gain new insights, learn from examples of good practice in foreign countries, as well as broaden their horizons.

2) participating in professional development events, which are organized in cooperation with other universities and institutions;

In the 2013/2014 study year, it was offered to study the professional qualification improvement program for teachers "Pedagogy, psychology and didactics of the subject" in cooperation with the Rēzekne University Lifelong Learning Center.

In the 2019/2020 study year, lecturers of 3 study areas had the opportunity to improve their skills in the seminar organized by the University of Warsaw, to use the updated Moodle platform in the study process and to attend seminars on the principles of academic honesty and the use of the unified anti-plagiarism computerized system.

In the 2020/2021 academic year, 3 lecturers of the field of study participated in the seminar

"Fundamentals of scientific work" organized by the Association of Latvian Colleges, which was led by the director of the College of Law, Tālvāldis Jundzis.

In the 2021/2022 academic year, 2 college lecturers participated in the seminar "Conflict Management" organized by the Association of Latvian Colleges in cooperation with the College of Business Management.

In the 2022/2023 academic year, the academic staff had the opportunity to participate in the seminar organized by the National Library of Latvia, the University of Latvia and Rīga Stradiņš University on the recent events in the field of academic integrity in Latvia.

3) by participating in seminars, open lectures, courses, workshops organized by the College and outside the College.

In the 2016/2017 study year, several different types of training and experience exchange events took place in the College, in which College teaching staff also participated, for example, the "Team based learning" training approach seminar led by Bar-Ilan University professors as part of the TEMPUS program; EC 2013 executive director, JCI vice-resident 2016 Kevin Hin (Monte Carlo) training "How to organize a successful international event", workshops for college lecturers "Innovation in education" in cooperation with the Institute of Ideas and Innovation, in 2018 cooperation with Bar-Ilan University continued and lecturers had the opportunity to participate in guest lecturer Nomy Dickman's lectures "Team Based Learning". What is it and why should we use it in education? How TBL promotes critical thinking while solving problems in teams?" and guest lecturer Tatiana Levija's lecture "Sharing experience in teaching methods and in writing good tests and teaching surveys and other methods of assessment of students and teachers".

In the 2017/2018 study year, seminars were organized with the aim of improving employees' knowledge in various fields - both in didactics, psychology and industry specifics, such as "Application of modern teaching methods in the study process", "Burnout syndrome", "Drama therapy" ", "Motivation and creating a positive study environment".

In the 2019/2020 academic year, it was possible to improve English language skills for 4 lecturers in the field of study within the framework of the ESF project "Effectiveness of management of the Latvian Academy of Culture and the Latvian College of Culture and modernization of the study process" (project No. 8.2.3.0/18/A/020). 12 representatives of the academic and general staff attended the practical training on the quality management system at the university organized by Zygon Consulting.

In the 2022/2023 academic year, academic staff have the opportunity to participate in further education programs and workshops organized by the College in 2022/2023. during the study year, academic staff have the opportunity to participate in further education programs and workshops organized by the College:

- *Creative skills in the application of computer graphics in digital communication*
- *Short course in event production*
- *Business models for the implementation of creative projects*
- *Risk management and safety plan at events*
- *Visualization in a virtual environment*
- *Workshops of event industry professionals*

The quality of the academic staff's work is evaluated based on the student results achieved in the learning process, the information provided by student surveys, and the College's management actively participating in various activities organized by the lecturers - exhibitions, creative events,

presentations of final examinations of the study course, defending course and qualification papers. Discussions are held with the new lecturers to ensure support in creating the content of study courses and choosing teaching methods. Lecturers are provided with feedback on students' assessment of the study process and support in learning new methods.

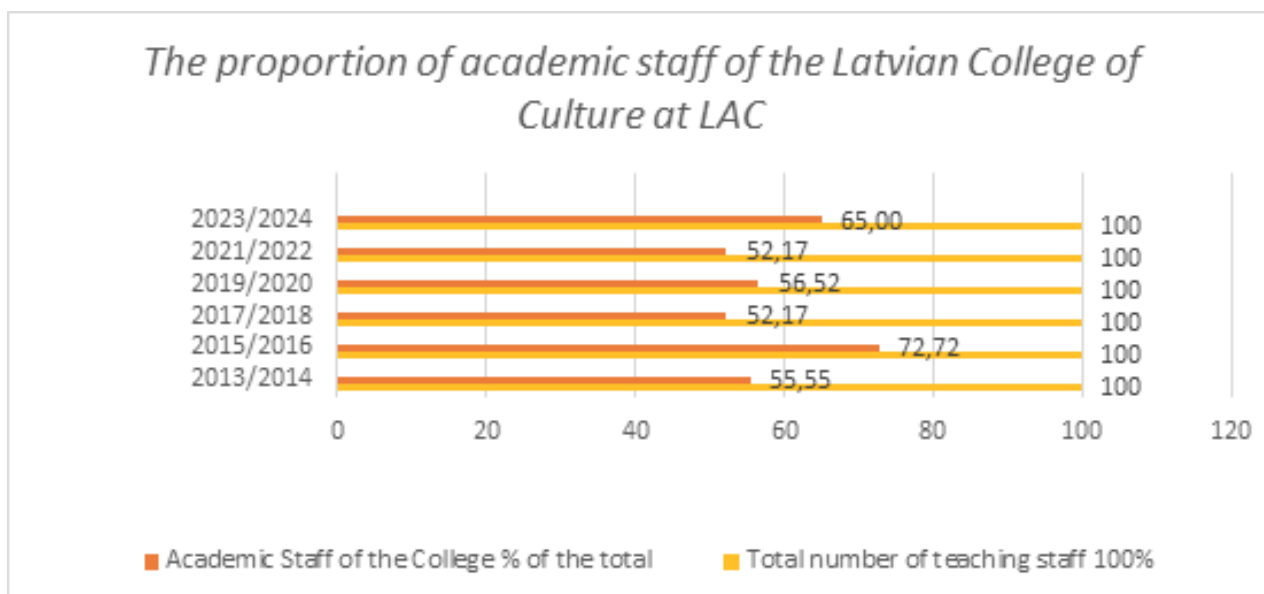
2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

The composition of teaching staff of the study direction "Arts" consists of the academic staff of the College and guest lecturers. In the 2023/2024 study year, 13 lecturers (9 lecturers and 4 professors) have been elected as academics and 7 lecturers have been invited as guest lecturers. Compared to the composition of lecturers in the previous accreditation, the number of both academic staff and guest lecturers has increased (in the 2013/2014 study year, 5 lecturers elected and approved for vacancies, 4 guest lecturers), because the study program has more study courses of limited choice (specializations), Latvian dance have been updated the content of specialization studies, taking into account the recommendations of Latvian stage folk dance experts and the implementation of Latvian dance specialization in the form of part-time studies. The academic staff teaches several study courses (see Table 8). In accordance with the professional education program, specialists working in the industry (see chapter 2.3.5), who have already established a long-term cooperation with the College, have been invited as lecturers of industry study courses. Since one study program is implemented in the study direction, the number of contact hours is small, and the academic staff and guest lecturers work part-time. The amount of academic work in accordance with the chapter 2.3.5. of Cabinet of Ministers regulations of December 11, 2018 "Regulations for the opening and accreditation of study fields" (i.e. not including the implementation of the free choice part of the study program, practices and final exams) at least 50% of the study program is carried out by the academic staff of the College (2013/2014 study year - 55.55%, 2023/2024 study year - 65%) . The principle of formation of the academic staff of the College is to attract lecturers who can teach either two study courses or one study course in at least two study programs as academic staff. The number of academic staff during the reporting period has been affected by two factors:

- changes in the content of the study program - by increasing the number and amount of credit points of study courses directly corresponding to the study direction "Arts", the employment of academic staff of other study programs in general education study courses will decrease;
- As a result of the Covid-19 pandemic, the employment legal relations of lecturers, who work in creative professions as their main job, were temporarily interrupted in order to be able to apply for state benefits.

The total number of teaching staff in the study program has increased after the implementation of the Latvian dance specialization in the form of part-time studies, because students already working in the dance industry have a high level of claims to the qualifications and experience of the lecturer, so new lecturers with relevant experience for the study course were invited.

*The proportion of academic staff of the Latvian College of Culture at LAC
in the study program "DANCE"
Figure 4*



In order to enrich the content of study programs and ensure the integration of practice-based knowledge and experience of artistic creativity in it, academic personnel from the cultural and creative sector - industry professionals - are actively involved in the implementation of study courses. The academic staff consists of a relatively large number of guest lecturers, which is determined by the profile of the professional higher education implemented by the College and the approach of the study process integrated into the working environment, which requires the attraction of industry professionals. This makes it possible to ensure the inclusion of current industry trends in the study content and the opportunity to acquire knowledge in a real work environment.

Evaluating the personnel, the composition of the academic staff is relatively stable and experienced, as 8 lecturers, i.e. 61.5% of the academic staff have been working at the College for more than five years. When starting the implementation of Latvian dance specialization in the form of part-time studies, the description of the study course "Latvian stage folk dance" was developed by a well-known choreographer in the dance industry, rehearser of the Folk Dance Ensemble "Līgo" and head of the dance festival Guna Trukšāne as a guest lecturer of this study course and head of Latvian dance specialization (until 2022). In 2023/2024, the study course will be taught by the choreographer, assistant to the dance festival director and FDE "Dzintariņš" tutor Līga Indriksone and the new choreographer Marta Helena Vanaga.

The procedure for ensuring the qualification and work quality of the academic staff can be evaluated as effective, however, the low salary of the academic staff reduces motivation and forces them to make choices in favor of higher paid job offers. The involvement of industry professionals, which is very necessary to ensure the quality of the content of professional higher education, is difficult to realize, because the remuneration for teaching is not competitive. This results in relatively low competition for individual academic positions, which weakens the role of qualification and work quality assessment in promoting growth and development.

Annex 10 Basic information about the teaching staff involved in the implementation of the study direction;

Annex 11 Biographies of teaching staff (Curriculum Vitae in Europass form);

Annex 12 A confirmation signed by the university/college rector, director, head of study program or study direction that the knowledge of the national language of the teaching staff involved in the implementation of the study program corresponding to the study direction complies with the regulations on the extent of knowledge of the national language and the procedure for testing the

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.).

The administrative and technical staff of the College administration perform tasks within the scope of their competence to achieve the goals set by the College and ensure a high-quality study process in the study program. Support for students at the College is based on a student-centered education approach. Support activities are created with the aim of providing an empathetic and inclusive study environment, developing and improving the range of career development services, creating the opportunity to realize creative challenges, as well as ensuring participation in decision-making and quality management processes.

Support in the study process

The head of the department and the director of the study program provide support to the students in any issues related to their studies. Contacts and appointment times can be found on the website. During the implementation of the study program, each student can use the support options offered by the College:

- information contained in the website (<https://kulturaskoledza.lv/>): news, study program description, study plan, list of lectures, etc.;
- by using an individual password, students have the opportunity to find out their results in LAIS, watch video lectures on Moodle or another online platform chosen by the lecturer, the opportunity to ask questions to the lecturer of a certain study course and receive a professional answer is ensured;
- implement feedback, evaluating the quality of the study process in the College, providing suggestions, recommendations for improving work, noting achievements and weaknesses.

In the course of the implementation of the study program, the students are also provided with an individual approach: by prior agreement with the lecturer, individual consultations, it is possible to ask questions about the study program, the study process, etc. both in person and electronically, receive lecture handouts in electronic form. Information sources are freely available in the library, including for issuance for use outside the library.

When starting the implementation of the study program “Latvian dance” specialization in the form of part-time studies, professor Katrīne Martinsone-Škapare became the coordinator of the program for part-time students. Especially when studying the first year in the conditions of the Covid-19 pandemic, it was necessary to plan and reschedule lectures in a timely manner, taking into account the epidemiological regulations, supportive communication in crisis situations that were formed after the introduction of mandatory vaccination and the conduct of lectures both remotely and in person. Carefully planned lectures, work with lecturers and students, prompt implementation of changes and informing students and lecturers allowed the future leaders of Latvian stage folk dance collectives to successfully combine basic work, leading a dance collective and studies, and this is the merit of Katrīnes Martinsone-Škapares. Likewise, the concert performance of the Qualification Papers, created jointly with other lecturers of the specialization, “Dejas solī stāstu

viju", which was well received by the members of the national examination commission.

Students have access to a support system for working at home: the ability to follow lectures online and communicate with the head of the study program and lecturers of study subjects online, as well as other Moodle options. Phone numbers and e-mail addresses of the study program director and lecturers are available to students, direct communication on the WhatsApp platform is gaining more and more popularity, as well as the creation of groups for quick communication and the use of Google documents for coordinating activities and document circulation.

The issue of room availability for individual training sessions is very important for students in the study program "Dance". The availability of rooms is coordinated by the Department of Studies. Especially in the conditions of the Covid-19 pandemic, students used individual lessons in the college premises very intensively.

Support in the study process is also provided by specialization supervisors and lecturers. Since creative activities and artistic creativity play a large role in the study process of the College, the desire for an individual approach to the study process and the realization of specific study works is identified in student surveys, therefore the creation of a system of student mentors is being evaluated in perspective. During the consolidation process of LAC and the College, the integration of the College into the Mentoring program created by LAC will be evaluated.

Career support for students is continuously developed. Career support mechanisms differ in different specializations, it is determined by the specifics of the corresponding labor market. The College has developed a flexible practice model adapted to specializations. Although the study plan has indicated the times of practice, the student can choose and implement the time of the practice individually, at a time that is convenient for him/her. The head of the department informs students about practice and job offers. Practices are a form of support in career development, as students in practices often continue working after graduation. It must be recognized that in the current economic conditions, practices are also a risk, as there have been cases where students stay to work at practice places without continuing their studies. Places of practice (and later also employers) include cultural and creative sector institutions (public and private) of Latvia - artistic collectives of cultural centers, youth centers and private dance studios and schools, dance groups.

Although the College does not have an educational psychologist, **psychological support** is provided to students in various ways:

- 1) Doctor of Pedagogy Edmunds Veizāns in his study courses "Pedagogical Psychology" and "Educational Methodology" provides time for listening to students' current problems and searching for solutions. Among the problems are questions about the organization of the study process, decision-making in practical matters, about the creative process in the development of Qualification Papers;
- 2) in the defense of the practice, students are given the opportunity to share their pedagogical experience during the practice and offer problem situations for the exchange of experience. The defense of practice is moderated and solutions to situations are offered by the director of the study program Edmunds Veizāns (25 to 30 students once a semester);
- 3) During the Covid-19 pandemic, students were offered individual consultations on epidemiological requirements, vaccinations, the opportunity to individually use the college premises to improve mental health by dancing, the process of defending the Qualification Paper adapted to health problems (10 students in the 2019/2020 study year, 12 students in the 2020/2021 study year);
- 4) at the beginning of the Russian invasion of Ukraine, a support lecture was organized for students on security issues and possible risks of intercultural communication (in 2022, 14 students from the

study program "Dance" participated);

5) individual discussions with the staff of the Study Department about psychological difficulties during the study process (2 - 6 students per year).

2.4. Scientific Research and Artistic Creation

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

The activity of scientific and applied research and artistic creativity in the study direction "Arts" is organized in accordance with the strategic goal of the College - to prepare competitive specialists in the cultural sector with balanced and future-oriented skills, ensuring an integrated study process in the working environment and supporting the creative potential of students.

In the study direction "Arts", as in the College in general, scientific research is financially constrained. Since the College is not registered as a scientific institution, it cannot apply for individual project activities and funding for scientific activity, however, the academic staff of the College participates in national and international scientific and creative projects, seminars and conferences, the scientific and applied research activities of the teaching staff result in publications. In the future, it is planned to work on the study and study of the funding system for scientific research, in order to have the opportunity to stimulate the scientific research activity of teaching staff.

In accordance with the development priorities of the College and the aim of the study direction, the College implements education integrated in the work environment of the cultural and art field, therefore the emphasis is placed on applied research and the process of artistic creativity, which is implemented on two levels - 1) applied research and creative projects of students, 2) applied research of lecturers and creative projects.

The priority directions of applied research are formulated according to current events in the study direction, as well as the research and creative interests of academic staff and students. The content of the study program is regularly updated, taking into account the needs of the cultural sector, in cooperation with professional organizations and industry experts. The study program "Dance" has a large proportion of artistic creativity, which provides students with an in-depth understanding of the development and organization of creative and artistic processes.

The College has set priorities for the development of the study direction and study program, in accordance with the set strategic goals, and based on this, the priority goals of applied research and artistic creativity have also been set:

- digitization, or digital transformation, with an emphasis on digitalization in creative processes, for example, the use of appropriate technical equipment for sounding dance performances and events, lighting direction, learning digital marketing and communication during the study process;
- implementation of open science principles related to digital transformation, which provides

- access to diverse digital infrastructures and tools both nationally and internationally;
- improvement of digital skills and data management competence of academic and administrative staff, for example, seminars are regularly organized for teaching staff to improve Moodle skills;
- the impact of the use of digital devices and software on the environment, for which the academic staff together with the students conducts research within the framework of the Good DEEDs project (www.gooddeeds.eu);
- researching the problematic issues of the professional activity of a multifunctional cultural space, culture and art, and developing a program of professional further education and professional development courses and workshops based on the results of this research, in order to provide support to graduates working in the industry.
- improvement of the professional further education program, including workshops for academic staff to develop research skills, learn the process of applied research and writing scientific papers.
- Participation of the administrative and academic staff of the College in the process of developing and mapping industry profession standards.

In the learning process, the lecturers of the program encourage students' involvement in practical research and artistic creation projects, because the study program provides that students conduct research both in the process of learning study courses and in the process of developing Qualification Papers, studying statistical data in the field of culture and dance, problematic issues of the professional activity of the industry, current trends, conducting surveys

The academic staff of the College are industry specialists who participate in the implementation of creative projects in Latvia and internationally. The content of the study program is regularly updated, respecting the needs of the industry, in cooperation with professional organizations and industry experts, and the topics of practical research and directions of artistic creativity are also updated accordingly. Based on a well-defined and result-oriented study process, students are involved in at least four creative projects, which allow theoretical knowledge and the results of applied research to be tested in practice already during studies, thus ensuring that the applied research activity and the process of artistic creation correspond to the strategy and goals of the study direction.

Following the strategic goals of LAC in the context of the planned internal consolidation, the goal set by the College for the future period is to strengthen the synergy of scientific and artistic activities, to identify and in-depth practical research of the researched problematic issues of artistic research and professional activities of the dance industry. The College has set itself the task of further involving students in applied research projects in the future, thereby promoting a research-based student education process.

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.

One of the strategic goals of the College's course of study is the **acquisition of balanced skills that meet future needs**, covering both general or general skills and specific knowledge and skills relevant and useful for the labor market, which is ensured by effective cooperation between academic staff and industry professionals, studies of dance industry development trends, needs

and issues.

Involvement of students in applied research is implemented in the study process. Students learn basic knowledge about research in the introductory lectures of the study course corresponding to the chosen specialization. The acquired theoretical knowledge is practically tested by applying it in creative works – developing Qualification Papers under the guidance of academic staff and industry professionals, thereby realizing the synergy of applied research and artistic creativity in the study process.

Leading experts in the dance industry and LAC lecturers participate in the defense of Qualification Papers, who evaluate students' applied research skills and creative dance projects, provide professional opinions and recommendations. In this process, the connection of students with the working environment of the industry is strengthened.

The academic staff of the College is actively involved in both Latvian and international projects and involves students in them as well.

Examples:

2017-2019 Latvian College of Culture implemented Erasmus+ project no. KA2 2016-1-CZ01-KA201-024012 'REFUGEES', in which partners from Greece, Iceland, Italy, Germany and the Czech Republic collaborated to conduct a study on the impact of the refugee crisis on cultural processes in Europe. As part of the project, the contemporary dance show "One million steps" was created under the leadership of study program professor Ilze Zīriņa, which reflected the findings of the research about the feelings of refugees in a foreign land and culture in the language of art. The dance performance was shown at the final conference of the project in Prague.

Docent Katrīne Martinsone-Škapare has supplemented her methodical material ``Raksturdejas'' developed in 2004 with the latest knowledge and it was reissued in 2022. She is invited to conduct *workshops* in non-national stage dance in various professional development programs.

In 2022, the College participated in the implementation of the EU-funded project "Good DEEDs", which is dedicated to the environmental impact of the use of digital devices and software (more information is available on the project's website: www.gooddeeds.eu) Project activities:

- the academic staff of the College developed teaching methodical material and conducted lectures for students to teach theoretical and practical principles;
- students were practically involved in the evaluation of the digital energy efficiency of the work processes of cultural organizations by calculating the digital CO2 footprint;
- students developed a presentation of the conducted research and create cognitive material that is important for the cultural sector.

For example, the visiting docent of the college Eriks Leitis together with the lecturer of the study direction "Information and Communication Science" Daina Valeini involved the students in the "Good DEEDs" project to conduct research on the CO2 footprint in various organizations. Several cultural sector organizations were involved in the activities as cooperation partners: State Cultural Capital Fund, Jurmala Theater, Art Center "Noass", photo studio "Yeko Photo Studio", Veizāna Dance School. Since the project activities are relevant to the results and competences to be obtained in the Environmental Protection study course, they were integrated into the implementation of the course and were practically carried out in March - April 2023 for full-time 1st year students of the study program "Organization of Culture and Art Processes" and are planned in the study program "Dance" in 2024. Students will carry out practical research and present the results of the research, which will be presented to the institutions of the dance industry.

In 2022, the College was involved in the implementation of the State Employment Agency (NVA)

measure for higher education institutions "Development of skills necessary for work" (in Latvian: Darbam nepieciešamo iemaņu attīstība) (Latvian only <https://www.nva.gov.lv/lv/darbs-nevalstiskaja-sektora-bezdarbniekiem>), which provides an excellent opportunity to involve students who study in person and are registered as unemployed with the NVA in academic, research or administrative work. College students and lecturers have been involved in this project.

Another important creative project launched in 2022 is the EU Solidarity project "Together we are strong 2023" implemented by College students. The students developed this project in the study courses "Project Management" and "Cultural Events Production", and will implement it by applying the theoretical knowledge learned in the study courses. The project will hold eight events, during which several creative industries will be examined: photography, acting, digital content, performing arts, technical production, music management, as well as hip-hop and contemporary dance and their impact on youth culture, giving young people the basic knowledge and inspiration to learn the profession you are interested in. The events will be complemented by creative workshops that will allow young people to apply the newly acquired knowledge in practice. The goal of the project "Together we are strong 2023" is to expand young people's horizons about study opportunities in creative industries. Project implementers will provide young people with resources and basic knowledge to implement their ideas, as well as create a creative space where young people can meet like-minded people and develop their competence. The target audience of the project is young people aged 15-19, especially young people from socially disadvantaged backgrounds (orphanages, low-income families, target groups recommended by social services). The first of the eight events have already been successfully implemented, showing great response from the target audience and satisfaction among the project implementers for the opportunity to test in practice the applied research skills learned in the study course and apply theoretical knowledge.

"Kopā esam spēks 2023" Social Networks:

Facebook: <https://www.facebook.com/profile.php?id=100089213064367>

Instagram:

https://www.instagram.com/together_strong2023/?fbclid=IwAR27GuQA-icVzGXLSNXbKc9h-IF3wAjDk5Xm9Zo1c-Yue8W-PneliT-oYs

The process of artistic creation is present in the entire study program, and it results in the students' creative dance productions, which are implemented every year as part of Qualification Papers. Well received by dance specialists, they qualitatively complement the range of events in the cultural sector. The most outstanding Qualification Papers realized in the last five years should be noted: "Šodien tevi noskatīju" (Latvian dance), "Es neesmu kautrīga, es esmu klusa" (contemporary dance), "Skaņas radīts" (modern dance), "Forma" (contemporary dance), "Ir pieņemts" (contemporary dance), "Troksnī savas domas nedzirdēsi" (contemporary dance), "Meln arī ir krāsa" (contemporary dance), "Pazudušais" (contemporary dance) and (best works of 2023). In 2023, the creative dances "Tautiešam roku devu", "Kykova dzagyuze obeļu soda" and "Es iestādu turku pupu" were recognized as the best Latvian dances.

In the College's study program, a special place is reserved for the process of artistic creation on Creative Workshops, when College lecturers together with students in creative workshops develop original events in a full-cycle process, from event idea to their implementation. In the 2022/2023 study year, the process of artistic creativity of the students of the 1st year course "Implementation of Cultural Events" or Creative Wednesdays resulted in the development of the concept of a new annual College brand event "Cultural Manifesto" and the submission of a project application to the SCCF project competition and the Riga City Council cultural project competition.

The academic staff implements the connection of the process of artistic creation with study courses in the cycle of workshops "Trends of creating contemporary cultural events in Latvia and the world", which was submitted to SCCF and received financial support for the implementation of the first workshop already in April 2023. The College of Culture will involve not only the students of the College in the creative process of the workshops of outstanding cultural figures from abroad and Latvia, but gave the professionals of the cultural field the opportunity to supplement their practical skills and knowledge on how to create unique and original cultural events using innovative methods.

In order to promote the development of the artistic creation process, the College has implemented several workshops of cultural professionals recognized in Latvia and internationally, such as the workshop of director Juris Jonelis "World trends in stage art", the workshop of producer Gundega Skudriņa "Designing events", the workshop of lighting artist Normunds Bļasāns "Light stagings in cultural events" and others.

In order to promote the improvement of digital skills and data management competence, in September and October 2023, the College, in cooperation with the State Education Development Agency, organized training within the framework of the 9th round of the European Social Fund project "Improving the professional competence of employed persons", (<https://www.macibaspieaugusajiem.lv/par-projektu> latvian only), implementing lecture courses "Computer graphics", "Creating content in digital media" and "Visualization in a virtual environment".

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

The use of opportunities for **international scientific cooperation** is one of the preconditions for the development of the College, thereby contributing to the creation of a new knowledge base, the improvement of innovation capabilities, the improvement of the university's international reputation and the implementation of a strategy-based internationalization policy in general.

The main benefits of the international cooperation process implemented by the College are the expansion of the horizons of students and academic staff, creating the availability of global human capital, expansion of innovation resources, expansion of opportunities for international cooperation in the fields of education and research.

The process of international scientific cooperation, which refers to the study direction, is implemented through active participation in EU and EEA educational and research programs and projects, activities defined in bilateral cooperation agreements, student and teacher exchange programs, as well as through participation in international academic and professional cooperation networks. The products developed in the projects implemented in the framework of international cooperation in recent years are related to the improvement of the quality management of an effective and modern higher education institution, in particular, regarding the study direction and the study courses included in it, the support of the cross-border education policy of the Eastern regions, the development and implementation of modern technologies and products and tools of the STEAM sector.

A prerequisite for the creation of new knowledge is the identification of international cooperation partners and the provision of knowledge exchange. Within the framework of promoting the internationalization of the College, regarding the study direction under consideration, cooperation with existing international partners is continued, as well as new contacts are made, promoting the mobility of students and academic staff, involving foreign academic staff and supporting the involvement of College staff in both teaching and scientific research activities, thereby promoting the international reputation of the university.

The College's long-term foreign cooperation partners include:

- Burgas Free University (Bulgaria), the largest and one of the first private universities of applied sciences in Bulgaria, in cooperation with which several ERASMUS+ innovation and personnel mobility projects have been implemented;
- Mathematical Institute of the Bulgarian Academy of Sciences (BAS) - cooperation since 2015 within the framework of the bilateral scientist exchange program agreement, scientific research partner, in cooperation with which several scientific research initiatives on STEM, digitization of cultural services and provision of education in the e-environment have been established. The academic staff of the College participates in at least one scientific conference organized by BAS every year and publishes research in the cited publication Digital Presentation and Preservation of Cultural and Scientific Heritage;
- EU-Track (Italy) - a research institute operating in the field of implementing educational innovations, is a partner in the projects implemented by the College on the topics of STEM and the development of virtual business games;

Among the college's most active long-term international project partners are:

Bar Ilan University (Izraēla), Gordon Community college (Izraēla), Düzce University (Turcija), Sokhumi Universitāte (Gruzija), Universidad Portucalense (Portugāle), Tallinas Universitāte (Igaunija), WSG Univeristy Bydgoszcz (Polija), kultūras asociācija- institūts Speha Fresia (Itālija), Burgas Universitāte, Bulgārija, University of Thessaly (Grieķija), pētnieciskā organizācija EU-Track, Itālija Tallinnas Universitāte (Igaunija) Duzce Universitāte (Turcija)

In 2022, within the framework of ERASMUS+ cooperation initiative projects, cooperation was started with the University of Islas Baleares (Balearic Islands, Spain), Universidade de Vigo (Spain), Virtual Campus Ltd. (Portugal), University of Cyprus (Cyprus), Municipality of Lousada (Portugal)

Within the framework of the ERASMUS+ project, the College has long-term cooperation with several European universities in the field of staff and student mobility: American College (Cyprus); SMK University of Applied Sciences (Lithuania); Alanya Alaaddin Keykubat University (Turkey); Bar Ilan University (Israel); Vilnius College of Technologies and Design (Lithuania); University of Foggia (Italy); Vilnius University (Lithuania); Art and Design Institute (Czech Republic); Vilnius University of Applied Sciences (Lithuania); Lithuania Business University of Applied Sciences (Lithuania); Klaipeda University (Lithuania); University of Tartu (Estonia); Tallinn University (Estonia); University of Tartu Viljandi Culture Academy (Estonia); Šiauliai State University of Applied Sciences (Lithuania); Lithuania Business University of Applied Sciences (Lithuania); Vilnius College of Technologies and Design (Lithuania); Vilnius Gediminas technical university (VILNIUS TECH) (Lithuania); The University of Malta (Malta); Polytechnic Institute of Guarda (Portugal); The WSG University in Bydgoszcz (Poland); University Institute of Maia (Portugal); High school DANTZERTI (Spānija).

In 2022, the College set the task of creating an international cooperation network **in the field of artistic creativity**. The first cooperation project developed by the academic staff is the workshop "Trends of creating contemporary cultural events in Latvia and the world", which is planned as a long-term creative cultural event.

The first workshop was held in April 2023 by Noemi Sanchez, a dance and movement teacher from Bilbao (Basque Higher School of Drama and Dance) and Tiia-Mari Mäkinen - a Finnish theater professional with extensive experience in movement and mask theatre.

It is planned to invite internationally recognized acting and stage movement instructors from "The Fighting Monkey Team" to the next workshops.

In order to implement the much-needed international cooperation in the field of artistic creativity, funding is needed, which the academic staff of the College currently attracts by developing projects and submitting them to SCCF, Riga City Council and other competitions for funding cultural events.

The joint projects and researches in the scientific and/or applied research of international cooperation as well as their connection with the College study process are described and indicated in Annex 13. Engagement of academic staff of the study direction „Arts“ in applied research and artistic creation.

The College continues cooperation in the field of scientific research with long-standing cooperation partners and will work to attract new foreign cooperation partners both in the field of scientific and applied research, and in the field of artistic creativity, as well as in cooperation projects and conferences, as well as in the creation of new study courses.

The college continues cooperation with the Bulgarian Academy of Sciences, participating in the conference DIPP 2023 (Digital Presentation and Preservation of Cultural and Scientific Heritage), presenting the study "Digital resources of university libraries for cultural studies and research". According to the bilateral agreement, exchange visits of scientists will be carried out, and in October 2023, a new cooperation project has been submitted for the activities of the next two years on the topic "Digital applications for art and culture education". art and culture in digital format, giving the opportunity to interpret, research and creatively incorporate it into new forms of art and culture (new art projects, including media products and performances).

Within the framework of the cooperation project, a research process will be implemented on the topic "Digitalization of art and cultural objects for educational purposes" for the creation of semantically based models to improve the use of large-scale digital cultural resources using digital ecosystems for research.

Conducted initial research on the topic: "Fostering the Creative Use of Intangible Cultural Heritage Digitization Skills for Improvement of Intercultural Awareness", as well as submitted a project to the ERASMUS+ professional education sector competition.

Preliminary research on the topic "DigiSTEAM - Inspiring Students in STEAM through Digital Storytelling" was carried out, as well as the project was submitted to the ERASMUS+ school education sector competition.

It is intended to increase the volume of international artistic creativity projects by attracting foreign cultural specialists to projects and continuing education program courses.

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

The lecturers of the study program are professionals in the field of culture and art and have participated in both Latvian and international scientific and applied research projects, scientific and cultural conferences and seminars with presentations and papers, implemented creative projects and cultural events of various scales both locally and internationally. However, the current activity of the College in scientific and/or applied research is not considered active, it is limited by the lack of funding, as well as the lack of targeted and planned activities to promote the scientific activity of lecturers in the previous period.

The College supports the implementation of project results in the study process, providing the opportunity to use innovative forms of study for approbation of new methods. The potential of scientific activity is evaluated and the individual work of lecturers in research is supported within the limits of financial possibilities.

During the reporting period, the teaching staff of the College participated in 11 conferences, 4 Latvian and 9 international projects, presented 10 papers at the conferences, and published 14 scientific publications. The academic staff of the college participated in 49 artistic creative activities, 15 creative workshops and professional development lectures.

When developing the internal consolidation plan of LAC and the College, it is intended to strengthen cooperation in the development of scientific activity and the formation of unified research teams, ensuring the systematic involvement of the academic staff of both universities in research activities, promoting innovative methodological approaches to the study of the industry's labor market and defining the needs for the development of current professional development education programs within the study direction. Cooperation is planned in improving the internationalization of the study process, in the implementation of scientific activities and research activities on a national and international scale. The internal consolidation of the two universities is planned to be implemented from 2023-2026 under the 5th component "Economic transformation and productivity reform" of the EU Recovery and Resilience Mechanism Plan 5.2. reform and investment direction "Ensuring a change in the management model of higher education institutions" 5.2.1. reforms "Excellence and management reform of higher education and science" 5.2.1.1.i. investments "Research, development and consolidation grants" within the second round "Consolidation and management change implementation grants" project.

Examples:

Involvement of College lecturers in scientific and/or applied research, which refers to the study direction::

In 2022, professor Katrīne Martinsone-Škapare published the supplemented methodical material for dance teachers "Raksturdejas" (Martinsone-Škapare, K. (2022). Raksturdejas. Rīga, Jusanprint. Since 2018 she is the author of the National Encyclopedia section "Raksturdeja" (Martinsone-Škapare, K. (2022) Raksturdeja. Retrieved from: <https://enciklopedija.lv/skirklis/4826>.

Professor Edmunds Veizāns studies the process of youth value formation and the interaction between hip-hop culture dance classes, publishing the findings.

Veizans, E. Hip-hop-culture for the development of the personality of the adolescent in the aspect of the UNESCO hip-hop declaration of peace. The article was published in the scientific journal of the National Academy of Choreography of Kazakhstan "ARTS ACADEMY", in 2018, ISSN 2523-4684.

Professor Inga Gaile, using the experience gained both at the College and outside the College, published methodical material for the design of musical productions. Gaile, I. (2016). "How to make a musical production". Rīga: RAKA. ISBN 978-9984-46-362-9.

In 2023, lecturer Gita Senka participated in the 13th international conference DIPP (Digital

Presentation and Preservation of Cultural and Scientific Heritage), presenting research published in the conference publication: Margaret Dimitrova, Maxim Goynov, Konstantin Rangochev, Detelin Luchev, Gita Senka - "Encyclopaedia Slavica Sanctorum" Ten Years Later: Main Trends and Questions, Proceedings of the Thirteenth International Conference Digital Presentation and Preservation of Cultural and Scientific Heritage – DiPP2023, Burgas, Bulgaria, September 07–10, 2023 (Volume XIII)

Lecturer Daina Valeine participated in the conference with the research Daina Valeine – "Academic Institutional Repositories for Studies, Research and Preservation of Scientific Heritage in Latvia" Publication: Proceedings of the Thirteenth International Conference Digital Presentation and Preservation of Cultural and Scientific Heritage – DiPP2023, Burgas, Bulgaria, September 07–10, 2023 (Volume XIII)

Artistic creative activities:

The academic staff of the College has actively implemented creative projects:

Professor Edmunds Veizāns has been the producer, project manager and choreographer of 9 performances of modern dance and hip-hop cultural dance styles during the reporting period, nominated for the "Dance Award" 2017/2018 for his creative activity (in the category "Contribution to the art of dance").

Professor Katrīne Martinsone-Škapare created choreographies for 14 dance performances for the children's dance collective "Vēja zirdziņš" during the reporting period.

Lecturer Inga Raudinga has been a choreographer for 7 theater performances and concert performances from 2018 to 2023. Nominated for the "Spēlmaņu Nakts" Award in the season of 2021/2022 as a choreographer for the play in Latvian National Theater "Ferdinand and Louise".

Lecturer Olga Spridzāne is the head of the project "Jazz Fussion" and choreographer for the productions of the group "Virus Art".

Lecturer Ksenija Simanova has been involved in the festival "Environmental Dance" both as a choreographer and a dancer, involving College graduates in projects, and is the choreographer for play of M. Chekhov's Riga Russian Theater "The Count of Monte Cristo".

Professional development lectures and creative workshops:

Lecturer Olga Spridzāne has conducted two workshops in jazz dance for students of Viljandi Academy of Culture and Arts in Estonia.

Professor Katrīne Martinsone-Škapare leads workshops in non-national dance in the professional development courses for dance educators organized by the State Educational Content Center and Latvian stage folk dance lessons in the professional development courses "Latvian Dance School" organized by the State National Culture Center.

Professor's Diāna Čivle workshop "How not to get stuck in the past." Event Content in the Age of Hybrid Events". In cooperation with LNCC, the Association of Cultural Workers of Latvia and the College of Culture, professional development courses "Management of change in a cultural organization" have been organized.

Gita Senka's workshops "From idea to project - attracting funding for cultural projects" in the College's further education program; workshops "Using the digitization platform of intangible cultural heritage", "Using the platform for learning STEM skills of applied games and design thinking" and "Using the platform for digitizing ritual recipes".

Participation in projects:

The academic staff of the college actively participates in international projects. Lecturer Gita Senka has participated in 6 international projects – “DigiCult - Digital Preservation and Presentation of European Intangible Heritage”, “COLLECTIONCARE- Innovative and affordable service for the Preventive Conservation monitoring of individual Cultural Artefacts during display, storage, handling and transport”, “TEAM-STAR- Digital and STEM Careers”, “EURICA- European Ritual Cuisine-Digital Preservation and Presentation”, “ NATURE- Serious Games for Natural Resource Management “ and “Dynamic Digital Skills for Agility and Resilience in Medical and Allied Professions”

Annex 14 Engagement of academic staff in applied research and artistic creation

Annex 15 List of teaching staff publications in applied research

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

The lecturers of the program promote the involvement of students in practical research and development projects. The study program envisages that students conduct research within the framework of Qualification Papers, studying specific topics of the cultural field and statistical data and informational materials related to the dance industry, classical aspects of dance choreography and creative dances in innovative productions. Program lecturers work individually with students, motivating their participation in various applied research activities.

In 2022, students developed the EU Solidarity project "Together we are strong 2023". Students independently developed a project in their study courses and submitted it to a funding competition, where they obtained EU funding for the implementation of the project. In the process of implementing the project, the students organize eight events.

In October 2022, the final seminar of the Erasmus+ project "CyberPhish" held at the College on the currently relevant topic - safe use of the online environment in the learning process and daily communication in the digital environment.

One of the new initiatives, in search of innovative approaches in the organization of the study process, is the involvement of all College students and academic staff in the creation of a joint College branding event. The idea of the experimental creativity festival CULTURE MANIFEST project was created within the study course "Implementation of Projects", and its authors are all 1st-year students. CULTURE MANIFEST is an experimental initiative of budding professionals in the field of culture, a co-creation project that is horizontally integrated into the College study process. CULTURE MANIFEST is an experimental festival of creativity, the program of which consists of events created by students, which are realized in the College and in various places in Riga. Every year, within the framework of study courses and Qualification Papers, students implement the practical part and create new choreographies, which are the basis of the written Qualification Papers. Until now, these events have taken place at different times and places, however, as separate, mostly small-scale events, they remain unnoticed. Each of these events demonstrates the untamed creativity of young art professionals, the breath of the times, innovative approaches and solutions, which turn into cultural events under the guidance of their pedagogues, experienced

professionals. It not only creates such events that can be demonstrated to a wider audience, but also outlines the development directions of the industry, includes creativity and innovations in various cultural fields. By combining these events and supplementing them with experimental ideas of innovative cultural formats created within the framework of "Creative Workshops", a new cultural event, CULTURE MANIFESTS, is created, which is the result of an initiative of College students, which is intended to be established as an annual College event. Both the overall project and individual program events are student-created. College educators and industry professionals, according to the specifics of the events, are mentors in the course of preparation and progress, while simultaneously conducting research work, developing and improving the study process. This process of co-creation not only unites the students in a common cross-course and cross-disciplinary creative process, but also promotes the communication of the academic staff and the coordination of study content.

In the period from 2013 to 2023, 11 students' artistic creation projects have been implemented: the dance performances "Pa ceļam uz mājām" (2014); "Stories of the park" (2014) in the project "Ziedoņdarza stāsti" as part of the program of the project "The European Capital of Culture – Riga2014"; "Tirgus" (2016, 2017); "Pareizs ir Nepareizs" (2018); "Saderam, ka saderam" (2019) "Stihijas" (2019); dance performance of creative concept "Esperanto"; the concert performances of the Qualification Papers: "Klātbūtne" (2018), "Tavas kājas, manas kājas" (2019), and the Latvian stage dance concert performance "Dejas solī stāstu viju" (2023). The dance performance "Pareizs in Nepareizs" was nominated for the Dance Award in 2019.

The academic staff of the College has plans and **arrangements for the active involvement of students in the process of artistic creativity** for the future period as well. In April 2023, the College implemented the SCCF-supported project "Workshop cycle "Trends of creating contemporary cultural events in Latvia and the world"", for the involvement of students in the process of artistic creativity, with the aim of promoting the formation of new knowledge and experience in the long term, the acquisition of practical knowledge according to the current creative demands in the cultural sector and technological knowledge and skills. Workshops in which Noemi Sanchez, dance and movement teacher from Bilbao (Basque Higher School of Drama and Dance) and Tiia-Mari Mäkinen - Finnish theater professional with extensive experience in movement and mask theater created a positive resonance among the participants, encouraging the students to use the acquired skills in the creative process.

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.

Currently, the situation in the labor market of Latvia and the common European Union raises the demand for lifelong learning and raising of professional qualifications, which is increasingly supported by both the state and employers. In accordance with the National Development Plan of Latvia 2021-2027, one of the tasks in the field of professional education, which the College plans to strengthen in the future period, is to strengthen the prestige of professional education, professional education institutions as centers of excellence and innovation, flexible study offer, including the implementation of a modular approach, cooperation with employers, as well as the availability of adult education.

The availability of lifelong learning programs is an important factor that promotes the understanding of education as a constant process throughout life among specialists on the labor market. From the point of view of economic development, it significantly contributes to the transition to a knowledge-based economy with high added value, which is especially relevant for industries that have faced restrictions and losses due to the impact of the COVID-19 crisis.

In the autumn of 2022, the College started active activities in the development and implementation of the program of professional further education courses. Several professional further education courses were developed and implemented both in person in the College premises and online to give the opportunity to participate to both students and professionals in the field of culture from all over Latvia. Several further education courses have been successfully implemented. Workshops of cultural professionals are successfully implemented.

Taking into account the educational innovation trends defined both in Latvia and in Europe: inclusion and diversity; digital transformation; environment and prevention of climate change; participation in democratic processes, the College introduces content in its study and research process that corresponds to both the inclusion of society and the building of tolerance towards different social groups (the project "TOGETHER IS STRENGTH 2023") and digital transformation (the creation of digitization tools and e-study platforms in projects EURICA, TEAM_STAR, creation and implementation of 3D applied games in the study process (TEAM_STAR and NATURE projects), as well as prevention of environmental and climate change (NATURE project with the introduction of training content for responsible use of natural resources in cultural events).

The planned innovations are also the development of study content based on the micro-credit system and mutual recognition (a project in the development stage), which would promote the strengthening of the professional capacity of creative persons by realizing a topical offer of lifelong learning content oriented to the sector and sub-sectors, guided by market demand.

In 2022, several further education courses were developed on topics relevant to the culture and events industry, which were successfully implemented, such as „Short course in production“, „Event manager. Time. Environment. Space.“ and others. In addition to the further education program courses, an online course was also implemented in person on the topic of event security, which is currently very relevant in the industry, in order to give cultural event organizers from all over Latvia the opportunity to participate.

Workshops for event professionals have become a new tradition at the College to bring together cultural event organizers to participate in a creative exchange of ideas and thoughts. Students have a great opportunity to participate in this creative process and make direct contacts with industry professionals. The workshop "World trends in stage art" by director Juris Jonelis, the workshop "Designing events" by producer Gundega Skudriņa, the workshop "Light stagings in cultural events" by lighting artist Normunds Bļasāns and others aroused great interest.

In the academic year 2023/2024, it is planned to continue both further education courses and workshops for professionals in the cultural sector, such as "Event composition and dramaturgy of a concert program", "Digital marketing", "Music as a means of artistic expression" and many others.

The College's **innovative approach to the implementation of the study process** is based on the following guidelines:

- integrating the process of artistic creation into the study process.

Students are motivated to get involved in the full-cycle process of event creation, from concept development to event implementation.

"Creative Workshops" innovative approach to learning study courses, application of theoretical

knowledge in practice already in the study process.

- Implementation of the results of the creative work of the dance program in cultural and art projects. The result of the students' Qualification Papers is a creative project that will take its place in the program of creative projects and events. (College's annual brand event Festival of Experimental Creativity "Culture Manifesto").

Realization of innovations in the process of artistic creativity, attracting event industry professionals and creative industry companies to ensure and realize the study process in the work environment within the framework of an integrated study process.

During the last two years, innovations have been intensively implemented in the study program, moving to a technology-enriched study process, which can be considered a natural form of education that corresponds to the processes of modern society and the information environment. Digital innovations in the study process have been implemented in several directions:

- the use of online digital tools, smartboards for learning activities in lectures, for promoting student involvement and evaluating acquired competencies;
- integration of professional software, tools in the study process;
- Use of TEAMS and Zoom platforms for remote delivery of lectures, meetings and communication with students;
- The use of the e-study environment Moodle for ensuring the availability of study materials, conducting and evaluating independent work, test tests, and communication with students.

Innovative competences for planning and management of cultural projects and events in the digital environment are integrated into the study content - online events, creation of digital media, digital communication in social networks.

In the fall of 2022, the College has started a planned transition to digital practice management, provided by the e-platform: <https://www.edy365.com/> (Latvian only). It is a modern and up-to-date e-platform, which at the beginning of 2023 has more than 5,000 linked practice places altogether.

2.5. Cooperation and Internationalisation

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

The College's successful cooperation with Latvian universities, employers and employers' organizations, as well as with local governments and non-governmental organizations, gives the opportunity to achieve the goals of the study direction. The main criteria for the selection of

cooperation partners are the cooperation partner's reputation, the cooperation partner's professional experience and active activity in the cultural sector, as well as compliance with the specifics of the study direction.

An important role in the involvement of employers is played by the activity of the College in industry associations - the Latvian Chamber of Commerce and Industry, the Latvian Producers' Union of Latvian Event Producers Associations, the Association of Technical Support Companies of the Latvian Event Industry and other industry associations. Successful cooperation with the Latvian Modern Dance Association (LMDA) <http://www.lmda.lv/> and the Latvian Modern and Hip-Hop Professional Dance Association (LMHPDA) <https://www.facebook.com/dancePRO.lv/> is particularly important for the study program "Dance" in the study direction "Arts".

The tasks of cooperation with LMDA are the identification and coordination of the calendar of dance competitions and contests held in Latvia and abroad, representation of Latvian dancers in the World and European championships of the international dance organization - IDO (International Dance Organization) <https://www.ido-dance.com/>, determining the rating of dancers, educating the jury and judges, conducting examinations and certification, implementation of joint further education courses, integration of the competencies required by dance industry specialists into the content of the College study program.

On August 20, 2020, the Latvian contemporary and hip-hop professional dance association was established with the active involvement of the College's teaching staff and graduates of the study program "Dance". Already on October 18, it submitted an open letter to the Minister of Education and Science of the Republic of Latvia Ilga Šuplinska, Minister of Health Ilze Viņķela and Minister of Culture Nauris Puntulis regarding the amendments to the regulatory acts that limit the organization of group lessons in person. On February 6, 2021, the Latvian Modern and Hip-Hop Professional Dance Association, on behalf of the dance industry, submits proposals for revising the rules of dance classes under the epidemiological restrictions of the Covid-19 pandemic, and the director of the study program, Edmunds Veizāns, participates in the discussion at the Ministry of Culture. One of the requirements was to allow the preparation of Qualification Papers in person for graduation courses in the field of dance for all university dance study programs (both professional and academic). A compromise was reached on the hybrid model both in the study process and in the state tests.

On October 27, 2020, members of the Latvian Contemporary and Hip-Hop Professional Dance Association and professionals in the contemporary dance industry Aleksandrs Ivanovs (Alex Snicker), Anastasija Jasvina, Simona Ananiča and Līga Volučukas participated in a discussion on the development of contemporary dance at the College's scientific and practical conference "Quo vadis? Opportunities and challenges in the cultural space of the 21st century" (Latvian only <https://kulturaskoledza.lv/blog/2020/11/05/norisinasies-konference-quo-vadis-iespejas-un-izaicinajumi-21-gadsimta-kulturtelpa/>).

The College actively participates in the work of the Association of Latvian Colleges and in working groups organized by ministries, for example, in the working group of professional standards experts. Since the fall of 2022, the College has been actively working in the working group established by the Ministry of Culture of Latvia for the development of a solution for the consolidation of the agency of the Latvian Academy of Culture "Latvijas Akadēmijas Kultūras Kolēža" with the Latvian Academy of Culture.

The teaching staff of the study area has been involved in various institutions of the dance industry. The director of the study program, Edmunds Veizāns, is a member of the Dance Council created by the Ministry of Culture and has participated in the planning of the long-term dance development program, national cultural events and the development of the Latvian Dance Strategy 2023-2027.

Lecturer Olga Spridzāne cooperates with the Choreographers' Association and offers jazz dance masterclasses as part of the events organized by it. Katrīne Martinsone-Škapare is a member of the Latvian Professional Ballet Association.

The main directions and forms of cooperation with employers and employers' organizations are:

- student participation in creative activities organized by employers' organizations;
- participation of representatives of employers' organizations - industry professionals in the improvement of study directions and study programs;
- provision of internships for students;
- organization of guest lectures, creative workshops and workshops;
- participation in continuing education program courses and workshops;
- participation in state final examinations, management and review of Qualification Papers.

The College has established close and successful cooperation with many cultural institutions, municipal cultural centers, dance groups and dance studios.

In the long term, cooperation takes place with the Latvian National Cultural Center - dance experts and the board of directors, in order to participate in the coordination of current issues of professional dance education.

Cooperation also takes place with the contemporary dance expert commission of the State Education Content Center (VISC) of the Ministry of Education and Science - long-term planning of the development of contemporary dance and participation in schoolchildren's song and dance festivals. In 2018, VISC conducted a survey on the professional education of dance pedagogues of interest education institutions and general education institutions in the field of dance art and choreography. The survey received information about the professional education of 453 dance collective managers in the field of dance art, which is about 84% of those working in the industry. The summary of results showed that:

higher professional education in the field of dance art and choreography is 20.5%, average professional education in the field of dance art is 6.8%, 19% of respondents have neither professional education nor valid course certificates. With the support of VISC, in 2021, the opportunity to learn the specialization of the study program in Latvian dance was offered to managers of dance groups employed in the industry in a full-time correspondence form. The college also offers to learn the study courses "Pedagogical Psychology" and "Educational Methodology" as a student.

Workshops and guest lectures by industry professionals are regularly included in the college study process. During the reporting period, well-known professionals in Latvia, Europe and America such as Aigars Larionovs, Baiba Klints, Linda Paulauska, Aksels Šelders, Andris Bukolovskis, Anastasija Oleščukas, Edīte Ābeltiņa, Liene Bēniņa, Annika Andersone, Arina Buboviča have participated in workshops and guest lectures for students.

The further education program developed and implemented by the College, which was created for the professional development of those working in the industry, is also available to the academic staff and students of the College, in order to, in accordance with the purpose of the study direction, promote the acquisition of balanced and future-oriented skills that cover both general or intermediate skills and the labor market relevant and useful specific knowledge and skills provided by effective cooperation with industry professionals.

It is very important for students to have the participation of industry professionals in state tests, in the management and review of Qualification Papers, but especially in the evaluation of qualification presentations, in order to have the opportunity to listen to recommendations and obtain an

objective professional assessment of their work in accordance with current industry trends. During the review period of the chairman of the professional Qualification Examination commission, she is a choreographer, dancer, director of the international contemporary dance festival "Laiks dejot", professor of the Latvian Academy of Culture and director of the bachelor's study program "Art of contemporary dance" for the study program specializations contemporary dance, hip-hop cultural dance and jazz dance. , teacher of the Riga Choreography School, member of the board of the association "Party", member of the Latvian Dance Council Olga Žitluhina. In 2023, experts of Latvian scenic folk dance were invited to the commission of the professional Qualification Examination for Latvian dance specialization: choreographer, head of the Dance Festival, artistic director of the folk dance ensemble "Ritenītis" of the Garkalne District Culture House and the middle-generation dance collective "Greizie rati", Dejas Zelta Fund expert Ilze Mažāne and choreographer, chief director of the Dance Festival and Honorary Chief Director Indra Filipsons and doctor of pedagogic sciences, choreographer, Honorary Chief Director of the Dance Festival, member of the Latvian Stage Dance Industry Advisory Council Rita Spalva as the chairperson of the professional Qualification Examination commission.

Annex 16 List of cooperation agreements with other institutions, incl. for providing practice

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 strategic goal of the study direction is to prepare competitive specialists in the dance industry with skills corresponding to future needs, therefore the cooperation of academic staff and students with foreign universities, employer organizations and non-governmental organizations in the fields of artistic creation and applied research contributes to the implementation of the priorities set for the development of the study program and the compliance of the achievable study results for industry development and labor market needs.

The experience of the academic staff, gained in cooperation with foreign partners in the field of artistic creativity, is an important driving force for achieving the strategic goal of the College's study direction - competitively preparing specialists in the field of culture. In 2018, professor Ilze Zīriņa got acquainted with Riveria (North Karelian Municipal Education and training consortium) teaching methods in contemporary dance classes in Finland, and in 2019, participating in the international Erasmus+ project no. KA2 2016-1-CZ01-KA201-024012 "Refugees" was able to improve professionally by cooperating with partners from Greece, Iceland, Italy, Germany and the Czech Republic during the project, preparing the contemporary dance performance "One Million Steps" international exhibition. ESCAPE is not just key on your computer" to be opened at the Prague City Museum, where various sides of the life situations of refugees and asylum seekers are demonstrated with the help of paintings, installations and video artworks.

The College has signed a cooperation agreement with Anahuac University in Mexico, whose teacher Anna Kirse gave guest lectures to the students of the LKK dance department, while teacher Gita

Senka led a workshop of creative projects at the Universidad del Caribe, Mexico in 2018. In 2019, a cooperation project was concluded with the Universidad de la Republica Uruguay (Uruguay) and the content of the dance program was agreed with the Faculty of Arts for the exchange opportunities of students and teachers, and as part of the mobility of teachers, negotiations were started on student practice at the Auditorio Nacional Adela Reta, however, in connection with the pandemic period and the subsequent dramatic increase in air service prices, the implementation of mobilities is limited.

Lecturer Jānis Jansons, visiting the Norwegian non-governmental organization MD Musikkontoret Brak, got acquainted with the methodology of the Norwegian cultural education process and the approach to student motivation and promotion of excellence in creative processes with the aim of implementing examples of good practice in the College study process and continuing cooperation in the implementation of new projects. Improving the study process with new student motivation methods contributes to the achievement of better study results.

Cooperation with foreign partners in the field of artistic creativity motivates the academic staff to develop joint cooperation projects, involving students in this process as well, who have the opportunity to participate in current and innovative cultural processes in a multifunctional cultural space under the guidance of mentors.

In the 2018/2019 study year, two students from the Kazakhstan Academy of Choreography studied in the study program as listeners, while the director of the study program, Edmund Veizāns, made contacts with the teaching staff of the university. As the international scientific leader in the 2021/2022 study year, Edmunds Veizāns advised a doctoral student of the Kazakhstan Academy of Choreography, whose thesis topic was "Modification of the concepts and forms of "Emergency art" in the theatrical and choreographic art of Kazakhstan".

Cooperation projects with foreign cooperation partners in the field of digitization are linked to the study process, as the results of the projects are approved in the study course and then included in the study course content. Together with cooperation partners from the Latvian Ethnographic Open-Air Museum in Latvia and the Burgas Free University in Bulgaria, museum docent Gita Senka got involved in the international Erasmus + project Digicult ("Digital Presentation and Preservation and of Intangible of Cultural Heritage"), within the framework of which she not only analyzed the education available in Latvia and training opportunities in the preservation and digitization of intangible cultural heritage, the factors affecting the process, but also gained insight into the experience of other countries. As one of the objects of intangible cultural heritage research, not only ethnographic dance was identified, but also its influence on modern dance, revealing its character as a unique mirror of the prevailing mood in society.

International scientific conferences are a part of the study process, giving students the opportunity to improve their applied research skills and promote professional networking, thus implementing the strategic goal of the College's study program - to prepare competitive specialists in the dance industry with balanced skills that meet future needs.

For example, in the international project TEAM-STAR cooperation partners are several universities from different countries, therefore it gives an opportunity to get to know the education systems of other countries and adopt examples of good practice, especially the use of various digital tools in the study process.

The topics and project results of the cooperation projects are related to the improvement of digital literacy among both students and academic staff, the development of products supporting the sustainable development of the industry for implementation in the study content, the actualization of the issues of a cohesive and civically active society, as well as trends in the responsible use of natural resources in the context of artistic creativity. As a result, study programs are supplemented

with a sustainable product development component, which promotes students' understanding of sustainable development and skills in the design of their future products and services. By creating projects that invite cultures, including dance specialists, to use natural resources in a sustainable and creative way and to create dance projects that address issues of ecology and sustainability, students are given the opportunity to encounter the awareness of the modern situation and the conformity of their creative works to the mood of the audience.

The criteria for the selection of international cooperation partners for the initiation of cooperation are compliance with the specifics of the activity of the study field and the reputation of the cooperation partner. In cooperation with foreign higher education institutions, the priority criteria are scientific and applied research directions, creative activities and methodical measures, with participation in scientific and applied research activities, artistic creativity, projects, conferences and organization of methodical measures being determined as the main directions of cooperation.

The strategy for attracting new cooperation partners is compliance with the implementation of the development directions of the college, opportunities for the exchange or transfer of experience, especially in areas that are not within the framework of the college's previous experience, such as the development and implementation of digital services, the integration of understanding of current international business processes in the field of culture into the study process.

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.

By implementing the activities of the Erasmus+ projects KA103 and KA107, the mobility of students and academic staff to foreign cooperation universities and institutions is realized. The attraction of foreign students is realized through cooperation universities. Evaluating the number of student mobilities in specific programs, we can conclude that students in the "Dance" study program more often use Erasmus+ practice opportunities and recent graduates' practice opportunities. This could be explained by the duration of the study program - 2 years, within which, in the context of the Erasmus+ mobility implementation rules, the opportunity to go on exchange studies at a cooperation higher education institution abroad is quite limited. However, in the period from study year 2013/2014, students of the study program have taken the opportunity and implemented 10 practice or practice mobility of recent graduates. 1 student is currently (at the time of submitting the report) implementing an exchange study mobility at a cooperating university in Spain.

Evaluating the number of student mobilities in specific programs, the "Dance" study program currently has the largest number of foreign students attracted to the college compared to other programs, this could be explained by the fact that during the reporting period, the study program has attracted students with its uniqueness specifically in the field of modern dance and it especially with the specialization "hip-hop cultural dance". In the 2018/2019 study year, 4 female students from Kazakhstan studied as listeners in the study program in the fall semester.

In 2019, permission was received for the implementation of the study program in English in the specialization Modern dance (from the fall of 2021 Hip-hop culture dance), in the 2020/2021 study year, 1 student from Iran applied for studies and since he had knowledge of the Latvian language, he is bilingual (both in Latvian and in English) completed the first year of study and was transferred

to the 2nd year. Unfortunately, after the academic break, the student was not issued a visa and had to stop his studies. The following year, two more applicants showed interest in studying in English, but they were unable to obtain visas and travel restrictions began due to the Covid-19 pandemic. In general, there is a greater proportion of outbound mobility in the use of opportunities for both studies and internships and internships for recent graduates. Incoming students make more use of internship opportunities. During the Covid-19 pandemic, neither outgoing nor incoming mobilities took place, which can be explained by the specific restrictions in the dance industry, therefore the most important thing now is to restore the previous active participation of students in Erasmus + mobilities.

Students of the field of study who have used the opportunities provided by Erasmus+ highly value the opportunity given to them and admit that this experience was very valuable for their overall growth and professional development. The main objectives of the college, involving students in Erasmus+ mobilities:

- improve student achievement;
- improve students' employment and career opportunities;
- improve students' self-initiative and self-assessment;
- improve students' foreign language and digital competences;
- activate student participation in society;
- improve students' cooperation with people of different backgrounds and backgrounds;
- improve students' understanding of EU values;
- to increase students' motivation to continue their education at further levels of education, using opportunities also abroad.

Success stories of College graduates are promoted by inviting them to conduct workshops in their specialization. One of them is Aigars Larionovs, a 2014 graduate of the College who in 2020 earned a master's degree in dance choreography from Florida State University.

Teaching staff of the study program who participated in Erasmus+ mobility confirm that they have improved their professional knowledge and skills during mobility. The teachers also highly valued the opportunity provided by Erasmus+ to get acquainted with the educational system of other countries, learn from examples of good practice and expand their circle of professional contacts. This in turn provides opportunities for further collaborations and joint projects. The college provides all the necessary support and assistance in the implementation of teacher mobility. College lecturers are motivated to participate in Erasmus+ mobilities with the aim of:

- improve pedagogical competences;
- promote understanding of the different practices, policies and education systems of different countries;
- increase opportunities to drive change in terms of modernization and international openness;
- deepen understanding of societal diversity, such as social, ethnic, linguistic, gender and cultural diversity;
- improve foreign language and digital competences;
- increase motivation and satisfaction in your daily work.

To some extent, the inbound mobility is influenced by the mismatch between our educational qualification level and the inbound mobility level, which mainly corresponds to the bachelor's level.

In accordance with the specifics of the industry, many professionals working in the industry are involved in the college, in fact mobility can be applied only to part of the academic staff.

Annex 17 Statistical data on foreign students and teaching staff in the reporting period;

Annex 18 Statistical data on the outgoing and incoming mobility of students during the reporting period;

Annex 19 Statistical data on the incoming and outgoing mobility of teaching staff

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.

The study direction "Arts" was accredited on June 19, 2013 until June 18, 2019. The study program "Contemporary dance" received a rating of "good". On March 27, 2019, a new accreditation sheet was issued to the study direction "Arts", because the parameter for the study program "Contemporary dance" was changed - the language of implementation (Latvian and English) and the deadline for accreditation of study direction until December 31, 2022. According to the law of June 3, 2021, "Amendments to the Law on Higher Education Institutions", which entered into force on June 23, 2020, the accreditation schedule for study areas was clarified. The deadline for accreditation for the study direction "Arts" is December 31, 2023.

During the reporting period, the College has been guided by the recommendations given in the evaluation process of the expert panel, and their implementation has had a beneficial effect on the study process and has improved the quality of studies in the field of study and in the College as a whole.

Two factors that have significantly affected the College's performance since the previous assessment should be taken into account:

1. The College's financial situation - to fulfill the deferred tax payment schedule of the previous period, a maximum austerity regime was introduced, which particularly affected the improvement of the College's material and technical base and study environment, research and creativity, as well as marketing activities. Funding for ensuring the aforementioned processes was insufficient, other management processes were financed to a minimal extent. This has also had an impact on the College's image and reputation. From April 2023, the College's financial situation is stable, without the impact of payments from the previous period.
2. The special circumstances of the years of the Covid pandemic have left an imprint on the study process, which was impossible to realize fully in terms of studies in the working environment due to the long-term downtime of the industry. The consequences of the pandemic have affected both student dropout and enrollment results, as well as the students' psychological and emotional state and motivation. To some extent, this can also be extended to faculty and staff.

During the reporting period, the management of the College changed and the academic staff was supplemented by several experienced industry professionals. This creates a positive impact both on

the study course and the content of the study program as a whole, which is updated and improved, and on the overall climate in the College, on future goals and ambitions, making the College an active multifunctional cultural space for young specialists and professionals in the cultural sector. Such directions of development are important for ensuring a study process integrated in the work environment, which is especially important for the only state college with a professional orientation in the field of culture in Latvia. To ensure this, it is necessary to create a favorable and creative environment for the involvement of professionals with up-to-date knowledge and experience, especially in specializations related to technologies used in cultural processes.

Based on the recommendations of accreditation experts, significant improvements have been made:

- Improving the planning and content of study courses according to the interests of students;
- Expanding opportunities for professional development of academic staff and promoting motivation, using opportunities for international mobility;
- Implementation of ERDF, ESF and ERASMUS+ projects important for college infrastructure and development;
- Room reconstruction and cosmetic repairs according to financial possibilities (recommendations in this area are considered partially fulfilled, as improvements must be continued so that the College really becomes a modern, technology-compliant multifunctional cultural space.

The College is facing a new challenge, developing the internal consolidation plan of the Latvian Academy of Culture and the College and its implementation in the period from 2023-2026. This will have an impact on both the strategic development and financial situation of the College. The funds planned for the consolidation process from the funding of the Recovery Fund will provide an opportunity to improve the management of the university, in accordance with the set priorities:

1. Implementation of structural changes:

(1) Ensuring effective management, incl. optimizing the administration of both institutions and creating an integrated financial and personnel management, communication and development vision, while maintaining the College as a brand already recognized by all, which provides short-cycle professional higher education study programs.

(2) Digitization of management, implementation of the internal document circulation system supported by the Ministry of Culture (DocLogic vs Namejs).

- «Primarily digital» principle
- Digitized resource sharing management (transition to a unified Latvian Academic Information System (LAIS) implemented, which ideally integrates the e-study environment Moodle (currently 2 separate systems)
- Electronic quality control systems
- Improving digital skills

(Promotion of digital culture, digitalization change management, employee training, employee motivation measures, etc.)

(3) Unified professional development system for academic and administrative staff of the Academy and College (result-oriented reward and motivation system)

2. Improving the study process:

- (1) Alignment of Academy and College study programs and development and opening of new programs - ensured succession and "covering" of various segments of the labor market
- (2) Improving and supplementing the digital e-study environment Moodle with new functions, integrating digital skills in the study process
- (3) The use of digital technologies in the development of new services and innovative cultural products
- (4) Mapping and purchase of technical equipment necessary for the improvement of the creative process.

3. Development of research, development projects, continuing education and professional development programs.

- (1) Cooperation between the Academy and the College in research, development and strengthening of the research capacity of the Academy and the College.
- (2) Unified concept of offering continuing education and professional development programs.

Annex 20 Implementation of Recommendations Review of the implementation of the recommendations on the received recommendations, both pre-accreditation and licensing and/or change assessment procedures and/or procedures for including the study program in the accreditation sheet of the study direction

2.6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the study programmes in the respective study field or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme on the accreditation form of the study field (if applicable).
(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	ANNEX 2 List of main regulatory acts.pdf	2.PIELIKUMS_Galveno normativo aktu saraksts.pdf
The management structure of the higher education institution/ college	ANNEX 1 College Governance Structure 2022.pdf	1.PIELIKUMS_Koleģijas struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	ANNEX 4 Development plan of study direction.pdf	4.PIELIKUMS_STUDIJU_VIRZIENA_MAKSLAS_ATTISTIBAS_PLANS_2027_GADAM.pdf
The management structure of the study field	ANNEX 5 Management of study direction.pdf	5.PIELIKUMS_Studiju virzienu pārvaldība.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Sadarbības Līgums_LKA_LKK.pdf	Sadarbības_Līgums_LKA_LKK.pdf
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	ANNEX 7 For compensation of loss.pdf	7.PIELIKUMS_Par zaudējumu kompensāciju.pdf
Standard sample of study agreement	ANNEX 8 Study Agreement.pdf	8.PIELIKUMS_Studiju līguma tipveida paraugs.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	ANNEX 9 Analysis of Surveys of students graduates and employers.pdf	9. PIELIKUMS Studējošo, absolventu un darba devēju aptauju rezultāti_2023.pdf
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	ANNEX 10 List of teachig staff.pdf	10.PIELIKUMS_Studiju programmas Deja mācītāpēku saraksts_2023.pdf
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	ANNEX 11 Lecturer Biographies.pdf	11.PIELIKUMS_Mācītāpēku Biogrāfijas.pdf
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	ANNEX 12 On the proficiency of knowledge of the national language.pdf	12.PIELIKUMS_Par valsts valodas zināšanu atbilstību.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
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.	ANNEX 14 Engagement of academic staff in applied research and artistic creation.pdf	14.PIELIKUMS_Kvantitatīvo datu apkopojums par studiju virzienam atbilstošām zinātniskās un/vai mākslinieciskās jaunrades aktivitātēm pārskata periodā .pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	ANNEX 15 List of teaching staff publications in applied research.pdf	15.PIELIKUMS_Mācītāpēku publikāciju, patentu, mākslinieciskās jaunrades darbu saraksts par pārskata periodu.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	ANNEX 16 List of coopearion agreements.pdf	16.PIELIKUMS_Sadarbības līgumu saraksts_individualie prakses līgumi_.pdf
Statistical data on the teaching staff and the students from abroad	ANNEX 17 Statistical data on foreign students and teaching staff in the reporting period.pdf	17.PIELIKUMS Statistiskās dati par ārvalstu studējošajiem un mācītāpēkiem pārskata periodā.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	ANNEX 18 Statistical data on the outgoing and incoming mobility of students during the reporting period.pdf	ANNEX 18 Statistical data on the outgoing and incoming mobility of students during the reporting period.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	ANNEX 19 Statistical data on the incoming and outgoing mobility of teaching staff.pdf	19.PIELIKUMS Statistiskās dati par mācītāpēku ienākšo un izejošo mobilitāti.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and/ or 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.	ANNEX 20 Implementation of Recommendations.pdf	20.PIELIKUMS_Akreditācija_Rekomendācijas_izpilde.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Application for the Assessment of the Study Direction _2023.edoc	Iesniegums studiju virzienu novērtēšanai_2023.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
13.PIELIKUMS_Starptautiskās sadarbības zinātniskajā unvai lietišķajā pētniecībā.pdf	13.PIELIKUMS_Starptautiskās sadarbības zinātniskajā unvai lietišķajā pētniecībā.pdf
ANNEX 13 Linking joint projects of international cooperation in scientific and or applied research.pdf	ANNEX 13 Linking joint projects of international cooperation in scientific and or applied research.pdf
3.PIELIKUMS_KVS galveno procesu karte.pdf	3.PIELIKUMS_KVS galveno procesu karte.pdf
ANNEX 3 Key Quality Management System process map.pdf	ANNEX 3 Key Quality Management System process map.pdf
32. PIELIKUMS AIP Atzinums.pdf	32. PIELIKUMS AIP Atzinums.pdf
Studentu praktiskie darbi_tiešsaistes links	Students' practical works_video link.docx
Budget structure of the study programme "Dance" of the study field "Arts" (ENG)	ENG_LKA Latvijas Kultūras koledžas budžeta Skaidrojums DEJA.docx
Budžeta struktūras skaidrojums (LV)	LKA Latvijas Kultūras koledžas budžeta Skaidrojums DEJA.docx

Contemporary Dance (41212)

Study field	Arts
ProcedureStudyProgram.Name	<i>Contemporary Dance</i>
Education classification code	41212
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	Edmunds
Surname of the study programme director	Veizāns
E-mail of the study programme director	edmunds.veizans@lkk.gov.lv
Title of the study programme director	Dr.paed.
Phone of the study programme director	29262327
Goal of the study programme	<i>The program prepares modernly educated, professionally competent and competitive dance team leaders for work in state and municipal institutions, private institutions, who are motivated to engage in innovative creativity and activities related to the preservation of cultural heritage, choosing and using modern technologies, being able to continue their education in the first cycle of professional higher education in programs</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide students with comprehensive and specialized knowledge of facts, theories, methodologies and technologies, regulatory acts and development trends relevant to the dance industry and movement art.</i> <i>2. To create an understanding of the principles of dance group and creative project management, repertoire selection, modern pedagogical work and safe working environment.</i> <i>3. To strengthen the skills to independently use theoretical knowledge by planning and managing the activities and creative projects of the dance industry, dance groups and interest groups in accordance with the duties of the profession.</i> <i>4. To develop the skills to reasonably find explanations and discuss with members of dance groups, cooperation partners and society about various aspects of the dance industry and artistic creativity, respecting the interests of the organization.</i> <i>5. To improve the skills of organizing the work of oneself, a dance group, an interest group or a creative project work group in changing socio-economic conditions and to use information technology to perform work duties and create digital content.</i> <i>6. To develop students' abilities to independently formulate, describe and analyze practical problems related to the responsibilities of a dance team leader and creative projects and to make decisions to solve them.</i> <i>7. To motivate students to plan professional development and engage in lifelong learning in connection with the development trends of the dance industry, in cooperation with other cultural and educational institutions.</i>

Results of the study programme	<p>1. Manages comprehensive and specialized knowledge of facts, theories, methodologies and technologies relevant to the dance industry and movement art, knows the regulatory acts and development trends that regulate the industry.</p> <p>2. Understands the principles of dance group and creative project management, repertoire selection, modern pedagogical work and safe working environment.</p> <p>3. Able to use theoretical knowledge independently when planning and managing the activities and creative projects of the dance industry, dance groups and interest groups in accordance with the duties of the profession.</p> <p>4. Able to find reasoned explanations and discuss with members of dance groups, cooperation partners and society about various aspects of the dance industry and artistic creation, respecting the interests of the organization.</p> <p>5. Able to organize their work, that of a dance group, an interest group or a creative project working group in changing socio-economic conditions and use information technology to perform work duties and create digital content.</p> <p>6. Able to independently formulate, describe and analyze practical problems related to the responsibilities of a dance team leader and creative projects and make decisions to solve them.</p> <p>7. Motivated to plan professional development and engage in lifelong learning in connection with the development trends of the dance industry, in cooperation with other cultural and educational institutions.</p>
Final examination upon the completion of the study programme	Qualification Examination (theory) and Qualification Paper (creative work and its production)

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)	120
Admission requirements (in English)	Secondary education and entrance examination
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	—
Qualification to be obtained (in english)	Leader of a dance group

Places of implementation

Place name	City	Address
Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture"	RĪGA	BRUŅINIEKU IELA 57, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1011

Full time correspondence studies - 2 years - latvian

Study type and form	Full time correspondence studies
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Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education and entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	—
Qualification to be obtained (in english)	<i>Leader of a dance group</i>

Places of implementation

Place name	City	Address
Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture"	RĪGA	BRUŅINIEKU IELA 57, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1011

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.

Duration and amount of implementation **of the short-cycle professional higher education study program "Dance":**

4 semesters, 120 CP (120 ECTS) – full-time studies;

4 semesters, 120 CP (120 ECTS) – part-time studies.

In the 2023/2024 study year, the study program is implemented in Latvian.

The requirements set for starting study programs corresponding to the study direction: previously acquired secondary education, which corresponds to the level of general secondary education established in the Republic of Latvia, for a competition for study places paid for by the state budget in full-time presence studies - results of centralized exams and additional successfully passed entrance exams - prepared dance composition in a freely chosen style. In part-time studies - previously acquired secondary education that corresponds to the level of general secondary education established in the Republic of Latvia, prepared dance composition in a freely chosen style, interview and outline of creative experience Part-time studies are fee-based studies, so the additional entrance exam determines the applicant's previous professional experience in leading a dance team and creative portfolio in creating dance productions and creating creative dances, as the content of part-time studies is focused on the improvement of professional skills acquired through experience in accordance with the professional standard. For full-time students, a larger share of practical lessons is intended for the acquisition of basic skills in Latvian dance.

The diploma to be obtained: first-level professional higher education diploma

Qualification to be obtained – leader of a dance group

The study program was accredited in 2002 under the name "Dance", as the leaders of dance groups for Latvian stage folk dance groups were prepared. The content of the program was coordinated with the professional standard "Leader of Dance Group" approved on November 14, 2002. As the genre of contemporary dance in Latvia developed, the content of the study program was improved accordingly, including the limited choice study course "Contemporary dance" in the amount of 11 credits, the field study courses "Positioning the Body", "Stretching" (now "Physiological Capabilities and Development of the Body"), "Improvisation. Theory and methodology" and "Dance improvisation". Under the leadership of professor Ilze Zīriņa, contemporary dance performances were staged in cooperation with ZI TempDance (a group of contemporary dance dancers created by I. Zīriņa, where graduates and students of the College dance) and international cooperation in this field was also established. According to the limited choice study courses in Contemporary dance and Latvian dance, in the 2012/2013 study year there were two specializations - contemporary dance and Latvian dance. During the accreditation of the study direction and study program in 2013, following the recommendations of the accreditation experts, the name of the study program was changed to "Contemporary dance". The changes

affected the number of students in the Latvian dance specialization and the admission of students was temporarily stopped.

In the 2013/2014 study year, a new limited-choice study course "Hip-hop culture dance styles" (9 credits) was offered and, accordingly, a new specialization "Contemporary dance". In the first years, experienced dancers of various styles of hip-hop culture, such as Baiba Klints and Linda Paulauska, graduated from this specialization. However, in the long term, the name of the specialization "Modern Dance" often misled applicants about the style of dance to be learned.

Modern dance is a concept too broad that does not accurately describe the content of the specialization. Modern dance includes various dance styles, it is not a dance genre with a specific dance technique. There is an additional difficulty with the translation of the term into English, as it is translated as "Contemporary dance", which coincides with the translation of the name of the study program. The correct name of the specialization in English would be "Street Dance", so the name of the specialization study course was chosen as the most appropriate - "Hip-hop cultural dance styles".

In 2017, admission to the Latvian dance specialization was renewed.

When communicating with foreign cooperation partners, it was the offer of dance styles of hip-hop culture that created the greatest interest as a unique opportunity. In the fall semester of the 2018/2019 academic year, two students from the Kazakhstan Academy of Arts studied courses directly related to hip-hop cultural dance styles as listeners and organically integrated into student activities, communicating in English and learning Latvian in a study course specially designed for foreign students. The possibility of implementing the modern dance specialization of the study program in English was explored and offered to foreign students as the target audience, highlighting the Baltic states, Finland and also the former CIS countries - Kazakhstan, Ukraine, Uzbekistan, etc. An application and the necessary documentation for making changes in the parameters of the study program were prepared, and in March 2019, a new study direction accreditation sheet was received with the right to implement the study program "Contemporary dance" in the specialization "Modern dance" in Latvian and English.

Discussions about the name of the specialization "Contemporary Dance" continued and in 2020, the College Council approved the new name of the specialization "Hip-Hop Culture Dance". At the beginning of 2021, a limited choice study course plan for the specialization "Jazz Dance" was reviewed and approved with the experienced jazz dance performer, tutor and choreographer Olga Spridzane as the head of the specialization. Taking into account the recommendations from dance experts in the working group of the Ministry of Culture, when in 2020 the study programs implemented by the College and their connection with the labor market were evaluated, in the fall of 2021, the implementation of the Latvian dance specialization was offered in the form of part-time studies, with studies organized on Fridays and Saturdays.

Compared to the 2013/2014 year, the number of offered limited elective study courses has doubled, thus within the framework of this study evaluation procedure, it is planned to change two of the parameters of the study program - the name of the study program and the language of implementation. The planned new name of the study program - "Dance". Since the implementation of the specialization "Contemporary Dance" in English is not possible under the influence of various objective factors, it has been decided to implement the study program only in Latvian, offering studies in bilingual mode to possible foreign interested parties. There are no plans to change the study direction, program code and other parameters.

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 strategic goal of the study direction "Arts" is to prepare competitive specialists in the dance industry with balanced skills that meet the needs of the future, promoting the growth of those involved in the educational process into enterprising, creative, responsible and competitive members of society.

The implementation of the study direction is regulated by the Law on Universities; In the regulations of the Cabinet of Ministers No. 305 of June 13, 2023. The requirements for the content of short-cycle professional higher education study programs set by the "Rules on the Standard of State Professional Higher Education" and the requirements for the College as a higher professional education institution set by the Law on Professional Education.

The aim of the College study program "Dance" (previously "Contemporary dance") is to prepare modernly educated, professionally competent and competitive dance team leaders for work in state and municipal institutions, private institutions, who are motivated to engage in innovative creativity and activities related to the preservation of cultural heritage .

The first two digits of the code of the study program (41 212) - 41, correspond to the short-cycle professional higher education study program. The third digit of the code - 2, indicates the thematic group of the study program - "Humanities and art", while the combination of the third and fourth digit - 21, corresponds to the thematic area "Arts" and directly indicates the study program belongs to the study direction "Arts", but the combination of the third, fourth and fifth digits - 212 to the group of educational programs "Music and performing arts", determining the orientation of the content of the study program.

In accordance with the purpose of the study program and the level 5 knowledge, skills and competences of the Latvian Qualifications Framework (LQF), the tasks and achievable study results are determined. The leader of the dance group who has obtained the short-cycle higher professional education and professional qualification:

1. Manages comprehensive and specialized knowledge of facts, theories, methodologies and technologies relevant to the dance industry and movement art, knows the regulatory acts and development trends that regulate the industry.
2. Understands the principles of dance group and creative project management, repertoire selection, modern pedagogical work and a safe work environment.
3. Able to use theoretical knowledge independently, performing work planning and management of dance industry activities and creative projects, dance groups and interest groups in accordance with the duties of the profession.
4. Able to find reasoned explanations and discuss with members of dance groups, cooperation partners and society about various aspects of the dance industry and artistic creativity, respecting the interests of the organization.
5. Able to organize the work of oneself, a dance group, an interest group or a creative project working group in changing socio-economic conditions and use information technology to

perform work duties and create digital content.

6. Able to independently formulate, describe and analyze practical problems related to the responsibilities of a dance team leader and creative projects and make decisions to solve them.
7. Motivated to plan professional development and engage in lifelong learning in connection with the development trends of the dance industry, in cooperation with other cultural and educational institutions

The relevance of the study program to the study direction is confirmed by the general and industry study courses included in the program, which promote a deeper understanding of dance art in various genres and styles, provide practical knowledge and skills in artistic creativity and in dance productions. In the general educational study course "History of Dance" theoretical knowledge about the development of the art of dance is obtained, in the specialization "Latvian Dance" the development of Latvian stage folk dance is studied in more depth. In the study course "The Art of Improvisation (Theory and Methodology)" a provides an idea of artistic freedom in the creative process. In the industry study courses "Creation of Motion Art" (in specialization "Latvian dance" "Principles of Composition in Latvian Stage Folk Dance") and "Dance composition", students gain an understanding of the elements of dance and the creative process, practice under the guidance of a lecturer as a mentor, creating combinations of their own dance elements. Limited optional study courses "Contemporary dance", "Hip-hop culture dance styles", "Jazz dance" and "Latvian Stage Folk Dance" over the course of four semesters ensures not only the acquisition of the appropriate terminology, but also the acquisition and strengthening of practical skills (basic steps, movements, dance technique), which culminate in a creative work - a production or a dance - at the final stage of the studies.

The name of the study program "Dance" indicates the field of art in which the studies take place. The aforementioned limited elective industry study courses provide an opportunity to learn one of the dance genres in depth. Free elective study courses provide an insight into other dance genres. The title corresponds to the qualification to be obtained in the study program "leader of a dance group".

It is the professional training of dance team leaders that has historically been the domain of the College as a professional educational institution since its very beginnings as the Riga Technical College of Culture and Education Workers (later the Latvian School of Culture). The professional standard "Dance team leader" approved on November 14, 2002 precisely defines the knowledge and skills necessary for the leader of a dance group to be able to competently work both as a tutor in the group's training sessions, to choose a repertoire, and to create productions and also one's own choreography as creative works. The study courses included in the study program are arranged in such a way that the acquired theoretical knowledge can be strengthened in practice by attending classes led by specialists in the field and by practicing on your own.

After studying the study program "Dance", the leader of the dance group can:

1. **dancing** in the dance style of your chosen specialization, as well as knowing several dance styles;
2. creatively **invent dances** and apply **compositional techniques** in creating and staging a dance;
3. **communicate** with **children** and young people of different ages, taking into account age characteristics, physical fitness and perception characteristics, both in person and on social networks;
4. **communicate with parents of dancers** both in person and on social networks and argue their operating principles, techniques and methods;

5. **write a dance curriculum**, defend and obtain the necessary licenses for the legal performance of this activity from all necessary instances: municipalities, the State Revenue Service, the Education Quality Management Service, copyright agencies, the State Labor Inspectorate, the State Inspectorate for the Protection of Children's Rights, obtain a pedagogy B certificate, etc.) ;
6. **organize** and purposefully **plan the group's activities**: artistic, content and financial activities in the short and long term, as well as submit projects and attract funding;
7. assemble music for dance performances;
8. **to know musical** material and rhythm, to write down and **count correctly, teaching** it to dancers;
9. manage different music playback formats and **handle technical devices** and **modern IT** to play music, shoot videos and manage a group on social networks;
10. apply **various methods of conducting training lessons**, teaching methods, management methods, pedagogical and psychological methods;
11. **conduct all parts of the training class**: warm-up, teaching dance technique, teaching combinations, setting up choreography, repeating, cleaning, warming up, stretching, physical endurance training, various rituals, etc.;
12. knows **stage lighting and the basics of light design** in creating a dance and knows how to determine the requirements for lighting.

In order to carry out an in-depth evaluation of the applicants' interests and to evaluate the appropriate choice of specialization already at the time of admission, full-time study applicants prepare and present to the Entrance Examination Commission - a dance composition in a freely chosen style. Reflectors receive feedback on their performance, questions are asked to better understand the interests of the potential student. Applicants for part-time studies present their dance composition in the Latvian scenic folk dance during the entrance exams and use the presentation of their creative experience, as the target audience of the part-time study program is already working in the industry without formal education in dance. The purpose of the additional entrance exams is to find out the extent of the applicant's previously acquired skills and knowledge and their relevance to his chosen study program and the professional qualification to be obtained. The additional entrance exam was coordinated with the Council of Higher Education on December 9, 2022.

The program was established in 2002 in order to provide dance groups of municipal cultural institutions with the necessary employees. The 5th level professional qualification "leader of a dance group" corresponds to the qualifications required for employees of cultural centers. In the context of the approval of the "Cultural Centers Law", the employment statistics of the graduates of the study program show that the awarded qualification allows the graduates to successfully work as leaders of dance groups or teachers of vocational interest education, as the study program includes the study courses "Pedagogical Psychology" and "Education methodology" for the development of pedagogical competences.

As additional qualifications, graduates have taken the study courses "Project Management" and "Management Methodology of a Dance Group", graduates have a greater chance to apply for a wider range of vacancies also in the private sector in dance studios of various genres as tutors, choreographers or to create their own dance studio or group. The knowledge and skills acquired in the study courses "Creation of Motion Art" and "Dance Composition" and opportunities for practice in the study course "Basics of Performing Arts" (from the study year 2023/2024 " Implementation of projects in performing art "Creative workshops") allows to create own original productions as choreographers, improve understanding of the inclusion of choreography in events and continue education in the study program "Contemporary Dance Art" at the Latvian Academy of Culture.

The duration of studies in the short-cycle professional higher education study program is four semesters or two years, i.e. 120 credit points (120 ECTS) in both full-time and part-time form. Therefore, the study program fully corresponds to the short-cycle professional higher education program and marks the main advantage of this study program - compared to the three-year academic bachelor's study programs, it is possible to obtain a professional qualification in a short time and be competitive in the labor market. The short duration of the study program in the form of part-time studies requires students to have previous experience in the field of Latvian stage folk dance as a dancer or tutor, as the focus is directly on acquiring the knowledge, skills and competencies necessary for a team leader. The intensive implementation of the part-time study program within two years has been well received by the students, as it allows them to obtain professional qualifications in such a short time, saving the necessary funding for the studies as well, since the studies are covered by the students' funds.

Annex 21 A sample of the diploma and its supplement to be issued for completing the study program;

Annex 9 A standard sample of a study contract.

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

The economic and social justification of the study program is based on a regular study of the labor market of the dance industry and an analysis of the employment of College graduates. College graduates are a significant addition to the industry's labor market in the entire sector - both in the state and local governments, as well as in the private sector. The necessity of the study program is confirmed by the fact that, especially after the impact of the pandemic on the industry's labor market, College graduates can provide the much-needed labor force that has left the industry, in various dance groups and studios.

From 2018, the Ministry of Education monitors the employment of university graduates, collecting available employment data one year and two years after graduation. Information about the employment of College graduates is available in the study "Working trends of graduates of higher education institutions in 2019". The analysis carried out in 2019 on the careers of the graduates of the College in 2017 and 2018 shows that 83.33% of the graduates are employed.

In order to find out more quickly the integration of graduates of the Latvian College of Culture into the labor market, i.e. employment indicators and the further course of higher education studies, the College regularly conducts a survey of graduates.

In the study department, a database with graduate contacts has been created. Surveys are organized:

- at the end of each calendar year, in order to find out the employment and continuation of education of the graduates of the given calendar year in bachelor's study programs;

The graduate survey is organized by the head of the Dance Department. In order to ensure a larger number of respondents, electronic questionnaires are not sent to graduate e-mails, but individual interviews are conducted, within the framework of which three basic questions are asked, which allow obtaining information about: 1) the graduate's workplace, position; 2) studies after graduating from College and 3) plans to continue studies in the near future. According to the obtained information, information is collected on whether the graduates work in the dance industry or in

another industry and whether after studying at the College they continue their education in another higher education institution. The obtained data are analyzed in the self-assessment report, in the methodical meetings of the department's lecturers.

- in-depth employment research within a specific project or interviews with graduates.

After graduating from the College, cooperation with former students continues, with lecturers implementing joint dance projects, inviting them to share their experience in workshops or conversation festivals, or students meeting graduates at internships as dance team leaders or tutors. Focus interviews with graduates ("success stories") are used to promote the study program. The information obtained in the interviews is analyzed in order to evaluate the level of professional skills acquisition of the graduates and professional career development paths in a real work environment, to make corrections in the content of the study program, improvement of teaching and assessment methods.

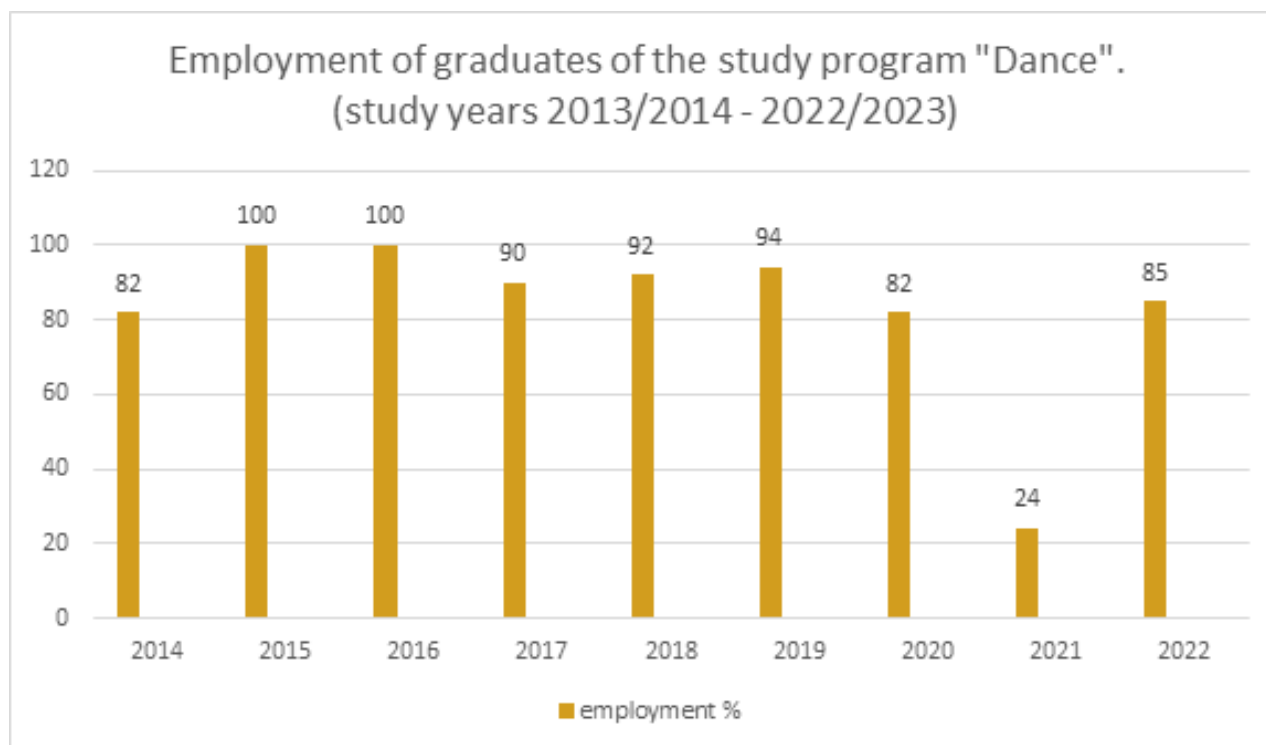
Between 2014 and 2023, 169 students of the study program "Dance" have graduated from the College. Graduate surveys conducted in the reporting period from 2014 to 2019 show high employment of graduates, an average of 92%, which is a very good indicator for professional higher education (82% of graduates from 2014 are employed, and graduates from 2015 and 2016 - all 100%).

In January 2021, the 2020 graduate survey data clearly demonstrates the impact of the Covid-19 pandemic on employment processes in the dance industry. Of the survey participants, only 24% were employed, while 38% indicated that they were not working at the time of the survey. 24% of respondents stated that they continue their studies. Graduates of contemporary dance and hip-hop culture dance are mainly employed in private dance studios, the activity of which was most affected by the epidemiological restrictions of the Covid-19 pandemic.

In 2022, 13 students graduated from the college. 11 graduates took part in the graduate survey, there is no information about two persons. All those who provided information are employed, 9 (i.e. 69.2%) work in the dance industry in dance studios as choreographers, dance instructors and group leaders, 2 (i.e. 15.38%) are employed in equivalent work in another industry. 1 graduate continues her studies at RSU.

Percentage of employment of graduates of the study program "Dance".

Figure 5



In general, it should be concluded that the relatively small number of students in the study program does not allow for overproduction of specialists and there are high employment rates, if there are no special external factors affecting employment in general.

Considering the specializations of the study program, full-time study graduates mostly work in private dance schools and studios - Škutāna dance school, Veizāna dance school, Jūrmala Dance center, Snick Dance Company, Studio Space, Lets Dance studio, GMD studio, Dance Beat studio, dance school Dzirnās, dance school Wendy, Tukuma dance school, dance school Benefice, dance studio Ritms, dance studio Todeš, dance studio Dance Fashion, in interest education centers financed by municipalities - Sigulda youth center, Cēsi youth center. Graduates of the Latvian dance specialization are leaders of various dance groups - the middle generation dance group "Lāčplēsis", the youth dance group "Spāre", the children's dance group of the Bergi Cultural Center "Pasaciņa", the folk dance group "Rība", the Ēdole middle generation dance group "Mudurs", Liepāja Folk Art and Culture Center's middle generation dance group "Kvēle" and Aizkraukle House of Culture's youth dance group "Zelļi" and children's dance group "Aizkrauklēni", Koknese cultural center's youth dance collective and the middle generation dance collective "Radi", children's dance group of Riga 25th High School "Pasaciņa" and youth dance group of the Ropaži Cultural Center "Cielaviņa", youth dance group of Līvāni 1st secondary school "Silaviņa", Children's dance group "Teiksmiņa" of the concert organization "Ave Sol" of Riga municipality.

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

In the 2023/2024 study year, a total of 48 students are studying in the program - 14 students in the 1st year, 17 students in the 2nd year full-time and 9 students in the 1st year, 8 students in the 2nd year in part-time studies in Latvian dance specialization.

Table 9 shows statistics reflecting the number and dynamics of students in the study program "Dance" from the 2019/2020 study year to the 2022/2023 study year.

Dynamics of the number of students in the study program "Dance"

Study years 2013/2014 – 2023/2024

Table 6

Study year	Full-time			Part-time			Total number in the program
	1 st year	2 nd year	Total	1 st year	2 nd year	Total	
2013/2014	28	20	48				48
2014/2015	26	20	46				46
2015/2016	20	20	40				40
2016/2017	20	17	37				37
2017/2018	24	15	39				39
2018/2019	26	15	41				41
2019/2020	21	16	37				37
2020/2021	25	14	39				39
2021/2022	15	19	34	7		7	41
2022/2023	16	12	28	8	7	15	43
2023/2024	14	17	31	9	8	17	48

The restrictions on the study process dictated by the Covid-19 pandemic greatly affected the number of matriculated students and the dropout of students in the first year. The analysis of practice places shows that students are more often employed in various private dance schools and studios, whose activities were temporarily suspended due to the restrictions dictated by the epidemiological situation in the country. In 2022, it was possible to stop the trend, although the Covid-19 crisis is still felt in the private sector. For example, the implementation of the jazz dance specialization and the offering of studies to foreign students in English, which was started during the pandemic, did not materialize because of restrictions on the entertainment industry and travel. The number of students was stabilized with a correspondence course in Latvian dance specialization.

The pandemic has also affected student dropout rates. If the 2021/2022 study year has the highest dropout rate - 47% of students. Although the lecturers of the study program flexibly adapted to the distance studies process, some study elements cannot be implemented remotely, for example, contact improvisation in contemporary dance and students had different attitudes towards mandatory vaccination, which explains such a large number of students who stopped studying.

The most important reasons for student dropout are the lack of internal motivation – the remote study process requires greater willpower and self-control. Some students stop their studies also due

to physical strain and not being able to fulfill the requirements of one of the study courses. A new reason has been found less often - mental health problems caused either by getting sick with Covid-19 or in conditions of psycho-emotional tension - characteristic of the College study program "Dance". The impact of the Covid pandemic can be seen in terms of the number of matriculated students. A positive trend can be observed in the 2022/2023 study year.

The dynamics of the number of students in the study program "Dance" in the study years 2013/2014 - 2023/2024.

Table 7

NUMBER OF STUDENTS IN SPECIALIZATIONS DYNAMICS IN THE "DANCE" STUDY PROGRAM

Study years 2013/2014 - 2022/2023 (full-time)

Study years		Contemporary dance	Contemporary dance/Hip-hop cultural dance	Latvian dance	Jazz dance	Total
2013/2014	1 st year	14	14			48
	2 nd year	12	6			
2014/2015	1 st year	13	13			46
	2 nd year	11	9			
2015/2016	1 st year	15	5			40
	2 nd year	10	10			
2016/2017	1 st year	10	10			37
	2 nd year	10	7			
2017/2018	1 st year	8	10	6		39
	2 nd year	7	8			
2018/2019	1 st year	11	9	6		41
	2 nd year	6	5	4		
2019/2020	1 st year	8	8	5		37
	2 nd year	8	6	2		
2020/2021	1 st year	11	11	3		39
	2 nd year	8	6			

2021/2022	1 st year	3	6	2	5	37
	2 nd year	7	12	2		
2022/2023	1 st year	10	5		6	37
	2 nd year	4	3	2	3	
2023/2024	1 st year	6	4	4		31
	2 nd year	9	5	1	2	

The temporary decrease in the number of students in the specialization "Contemporary dance" is affected by the admission of students to the "Art of contemporary dance" study program of the Latvian Academy of Culture.

In the 2020/2021 study year, a new specialization "Jazz dance" was offered, oriented to the labor market of the entertainment and show industry. Unfortunately, under the influence of the Covid-19 pandemic, the cruise ship company "Tallink" left Latvia and the show programs in private clubs experienced temporary difficulties. Due to this unclear future employment vision, the number of students in the specialization is small.

In the 2021/2022 study year, the first Latvian dance specialization students entered the College in the form of part-time studies and in 2023, all 7 students graduated (i.e. 100% of all students who started their studies).

In the study program "Dance", 28 state budget places are provided every study year, the rest of the study places are self-financed, using the possibilities of the state-guaranteed loan.

The agreement with the Ministry of Culture stipulates that 13 new specialists must be trained every year in the "Dance" study program using state budget funding. 100% of the plan was fulfilled in the 2015/2016 study year and 2018/2019 study year, but in the 2019/2020 study year, 15 students graduated with study places paid for by the state budget. The reason is the termination of studies before the last semester, keeping the study place paid for by the state budget. When such students renew, in one of the study years more specialists financed from the state budget may be prepared.

The number of graduates financed from the state budget in the study program "Dance" in the study years 2013/2014 - 2023/2024.

Table 8

IMPLEMENTATION OF THE PLAN FOR SPECIALISTS FINANCED FROM THE STATE BUDGET IN STUDY YEARS 2013/2014 - 2022/2023

Study year	Plan	Executed	Percentage of the plan
2013/2014	15	15	100,00%
2014/2015	15	14	93,33%
2015/2016	13	13	100,00%

2016/2017	13	12	92,31%
2017/2018	13	11	84,62%
2018/2019	13	13	100,00%
2019/2020	13	15	115,38%
2020/2021	13	12	92,31%
2021/2022	13	12	92,31%
2022/2023	13	11	84,62%

The Covid-19 pandemic has affected the non-fulfillment of the plan in the last three years – instead of 13 graduates, 12 specialists were trained in the 2020/2021 and 2021/2022 study years, but in the 2023 study year, there were 11 graduates due to the large dropout of students during their studies. In 2023, a student graduated from the College who, as a student with state budget funds, passed only the theoretical qualification exam in the 2021/2022 academic year and did not complete the practical part of the qualification work - the production. The student lived in Daugavpils and it was difficult to find a place for the production in Daugavpils after the crisis, but there was a lack of funding for living in Riga. Resuming his studies, the student financed his studies himself.

It must be recognized that the state examination commission is very principled, and if the student has not prepared the production of his Qualification Paper in a sufficiently professional manner in accordance with the established criteria and has not taken into account the lecturers' recommendations during the Qualification Practice on how to improve the performance, then the assessment is "unsatisfactory". In the reporting period, there has been only one appeal regarding the unsatisfactory evaluation of the qualification work, the decision of the state examination commission is usually accepted. Most often, however, the students receive an unsatisfactory evaluation in one of the times of showing the prepared production during the qualification practice.

Annex 22 Statistical data on students

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 program is designed according to the needs of the industry and the labor market, taking into account creativity as one of the recognized core competencies and those competencies that are called soft skills - communication skills, creative thinking, the ability to work in a group, the ability to make decisions , motivation, flexibility, holistic and contextual thinking and action, emotional intelligence, erudition in cultural and artistic matters. In the implementation of the study program's industry study courses and limited elective industry study courses (specialization courses), according to the content of the study course, an integrated study process approach is applied in the work environment, synchronizing the achievable results of the study courses with practice tasks.

The aim of the study program "Dance" of the study direction "Art" is to prepare modernly educated, professionally competent and competitive leaders of dance groups for work in state and municipal institutions, private institutions, who are motivated to engage in innovative creativity and activities related to the preservation of cultural heritage , choosing and using modern technologies, being able to continue education in the first cycle professional higher education programs.

The compliance of the goals and tasks of the study program with the needs and development trends of society and the national economy after receiving the previous accreditation assessment was formed after a survey of 56 active dance group leaders, a survey of employers, a survey of current students and surveys of future students at open days of the College, as well as discussed by the Dance council of Ministry of Culture with dance experts (level of higher and professional education), LNKC with experts of the board of directors of the dance school (level of professional orientation), LMDA with managers of modern dance studios (private sector), in the contemporary dance expert committee of the Ministry of Education and Science VISC (level of interest education).

The quality management system of the College envisages continuous control and improvement of the compliance of the study program content with the current regulatory enactments. In accordance with the requirements of regulatory acts, new study courses "Civil Protection" and "Environmental Protection" were introduced. The director of the study program follows the changes in the short-cycle professional higher education standard set by the state (see table 9) and the implementation of the improvements expressed by employers, the annual recommendations of the members of the professional qualification examination commission after evaluating the students' knowledge and skills.

Implementation of the strategic goals set in the state standard of the short-cycle professional higher education study program – in the study program “Dance”
Table 9

No.	Strategic goals of the short-cycle professional higher education study program	Implementation
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1	To provide studies corresponding to national economy, culture, national defense and security, as well as social needs and professional qualification requirements.	<ul style="list-style-type: none"> · regular study of labor market demand in consultation with industry professional organizations and employers · the involvement of academic staff of the study program in the development and revision of professional standards · compliance of the content of the study program and the results to be achieved with the standard of the profession
2	To prepare the learner for activity in a certain profession, to promote his development into an intellectually and physically developed, free, responsible and creative personality.	<ul style="list-style-type: none"> · compliance of the study course results with the professional standard of a dance team manager · strengthening of the theoretically acquired skills and abilities in practical lessons and practices based on the work environment, actualization of practice tasks in accordance with the competences required by employers · involvement of students in researching the process of artistic creation, offering creative experiments in study courses and creative projects and maintaining high standards for the implementation of the creative work of the professional Qualification Examination and the analysis and description of the process
3	Promote the acquisition of knowledge and skills (including independent learning skills), which ensure the acquisition of the fifth level professional qualification and promote competitiveness in the changing socio-economic conditions.	<ul style="list-style-type: none"> · take advantage of professional education programs and stimulate motivation to learn specific skills in order to promote self-directed learning and the achievement of set artistic goals · develop cooperation, communication, digital, etc. during the study process. threading skills
4	To create motivation for further education and provide an opportunity to prepare for first-cycle professional higher education and sixth-level professional qualification.	<ul style="list-style-type: none"> · to invite to the workshops inspiring graduates of the study program who have continued their education and achieved recognition throughout Latvia in the profession · promote the offers of various professional development courses and workshops of the College, in order to form the habit of being interested in news in the dance industry

5	To ensure that the graduates of the short-cycle higher education study program are able to responsibly and safely choose and use information technologies for the performance of work duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.	<ul style="list-style-type: none"> · during the study process, to introduce students to the digital tools useful in the work of a dance team manager · regularly update the content of study courses related to the acquisition of digital skills, so that students can create thoughtful digital content for their creative projects · promote media literacy in non-lecture activities (conversation festivals, guest lectures for college students) and in study courses related to project implementation and team management
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The control of the compliance of the study course results with the results to be achieved in the study program according to LKI level 5 is carried out with the help of study course mapping. When updating the content of the study program and also the content of the study courses, it is necessary to check how the achievable study results are synchronized. As the strategic goals of the study program in the professional education standard set by the state change, it is necessary to review which study courses and how they can be achieved. In the 2018/2019 study year, the content of the study course "Psychology of Creativity" was revised, the study course was transformed into the study course "Creation of Movement Art" following the recommendation of the study program evaluation expert, and the topics were coordinated with the study course "Dance Composition". In the study course "Creation of Movement Art" the focus is on the study of various elements and methods of the creative process in the dance industry, in order to combine it with learning the theoretical foundations of composition and practical exercises in the creation of choreographic compositions. When in the 2021/2022 study year this study course was taught by Dr. paed. Rita Spalva, the lecturers of the study program also watched and listened to remote lectures with great interest and respect.

The plan of the study program consists of three parts of study courses: Part A – study courses for obtaining general knowledge (30 CP), Part B – mandatory study courses of the industry (30 CP) and limited choice industry study courses (18 CP) and part C - free choice industry study courses (6 CP), i.e. Part B total 54 credits. Together with four practices (24 CP) and a Qualification Paper (12 CP), it makes up a total of 120 credit points, according to the short-cycle professional higher education study program, which is implemented in two study years.

For full-time and part-time studies in the Latvian dance specialization, the amount of study courses to be taken in one semester is the same - 30 credit points, as it is determined by the Higher Education Law - 60 credit points in one study year. Independent work of part-time students is organized in close connection with student-led folk dance groups and cultural events in cultural centers, implementing the learning approach based on the work environment.

The uniqueness of this College's study program is the limited choice of industry study courses in the amount of 16 credits - "Contemporary dance I", "Jazz dance I", "Hip-hop cultural dance styles I" and "Latvian stage folk dance I" '. By concluding the study contract, the students confirm the choice made in the application for studies - specialization (i.e. one of these limited choice field study courses) - in accordance with the amount expressed in the credit points of the study course, in-depth research and study of the chosen dance genre, consolidating theoretical knowledge and skills learned in lectures in the work environment - in practice according to in dance collectives, studios or dance groups chosen for specialization. The head of the specialization acts as a mentor in creative processes and during the development of Qualification Papers. Specialization groups have a smaller number of students, so the lecturer can devote more attention to strengthening the

students' skills by learning new movements and dance techniques. In limited-choice study course tests, it is possible to verify the achieved study results, both by students finding certain combinations of movements, and by preparing and conducting a training lesson appropriate to the chosen dance genre, and also receiving feedback on the progress in learning skills without evaluation. The final examinations of the study courses include both the examination of theoretical knowledge and the evaluation of the performance of practical tasks. The small number of students allows better preparation for the professional Qualification Examination, good results in this exam raise the graduates' self-confidence and desire to work in the dance industry. The demand and content of specializations are created, coordinated and updated in cooperation with the labor market and social partners, thus contributing to the achievement of up to 80-90% employment indicators of College graduates.

In full-time studies, it is possible to change specialization after additional entrance exams and also within one month of starting studies in the first year. Students are offered additional study courses of other specializations, which are of professional interest, without additional payment.

The control of the compliance of the knowledge, skills and competences achieved in the study courses with the results achieved in the study program (in accordance with LQF level 5) is carried out with the help of study course mapping (Appendix 27). When updating the content of the study program and also the content of the study courses, it is necessary to check how the achievable study results are synchronized. As the strategic goals of the study program in the professional education standard set by the state change, it is necessary to review which study courses and how they can be achieved.

In the 2023/2024 study year, the study course "Basics of Performing Arts" is replaced by the study course "Implementation of Culture Projects ("Creative Workshops"), so that in the process of implementing experimental artistic and cultural creativity projects, not only professional skills such as future dancers will be strengthened for those led by collectives, but by implementing joint projects with the students of the study program "Organization of Culture and Art Processes", it would also develop such general skills as organizing my own work or the work of a creative project team in changing socio-economic conditions and using information technologies to perform work duties and create digital content.

During the last three years of study, the content of the Latvian dance specialization study program is especially updated, in consultation with Latvian stage dance experts Rita Spalva and choreographer Jānis Purviņš. "Dance history" is taught in the amount of 2 credits, so that leaders of Latvian stage dance collectives working in the industry with academic education in another field have an understanding and the opportunity to participate in research on dance history topics, which is successively supplemented by the study course "History of Latvian stage folk dance", recommended by Jānis Purviņš, and Līga Indrikšone's study course "Methodology of creating a description of Latvian stage folk dance". The mentioned study courses and other study courses such as "Latvian annual traditions of honours", "History of Latvian Folk Costume" and topics dedicated to Latvian ethnographic dance within the framework of the study course "Latvian Stage Folk Dance I" strengthen the research capacity of Latvians in dance specialization and expands students' opportunities to conduct theoretical research in qualification papers, justifying the relevance and cultural-historical value of their creative dance. Instead of the study course "Creation of motion art", a study course is offered with the lecture course "Principles of composition in Latvian stage folk dance" that corresponds to the professional orientation of Latvian stage dance collective leaders, inviting well-known Latvian stage folk dance choreographers as guest lecturers. Based on the feedback of graduates about the content of the study program specifically in Latvian stage folk dance, as well as the recommendations of experienced dance troupe leaders, Katrīne Martinsone-Škapare, the head of the Latvian dance specialization, under whose leadership the content has

been significantly improved over the last year, very carefully evaluates the experience of each lecturer in order to maximize the results of the study program would be achieved.

Methodical work with improvement of study program content and quality assurance system improvement activities are summarized in Table 10.

Content improvement and quality assurance system of the study program "Dance".

Table 10

Process	Performance
1. Increasing the efficiency and quality of studies:	
● Study program modification	Yearly
● Self-assessment of study program implementation	Yearly
● Involvement of industry professionals and employers in program implementation work and study program evaluation	Regularly
● Improvement of educational quality management: regular evaluation of educational content, analysis of resource management processes, evaluation of opportunities for development and excellence, which ensures continuous improvement of efficiency	According to the tasks defined by the quality management of the College
2. Education system, profession market, labor market research: introduction of current study subjects, modernization of existing ones	Constantly
3. Development of methodological provision:	
● Updating the methodological instructions for the development of Qualification Papers	Yearly
● Improving the e-study environment	Yearly
● Supplementing the available resources of books and e-books	Yearly
● Intensification of the use of technical teaching aids for the implementation of digital measures	Once in three years
4. Study quality: participation of students in the ECTS project of the ERASMUS program, preparation, distribution and development of a set of teaching materials for study subjects	Yearly
5. Raising the qualifications of teaching staff: participation in scientific seminars, methodological work, inviting scientists and professionals from other universities and organizations, incl. from foreign countries	Yearly

For the purpose of improving the content of the study program (see table 10), according to the labor market and the criteria of modern quality education, the compliance of the study content with the requirements of regulatory acts, recommendations of the Ministry of Education of the Republic of Lithuania, market needs and technological possibilities is reviewed every year. The content of study courses and their learning methodology are constantly being improved for the development of students' knowledge, skills and competencies. The development of the academic staff's competencies is also promoted, providing a motivating and supportive environment for the teaching staff - an organized infrastructure, e-environment, access to information resources and exchange of experience in cooperation with foreign universities. There is constant involvement of employers in the improvement of the content of the program, which contributes to the preparation

of competitive labor market participants and ensuring the development of their professional competences. As mentioned in Chapter 2 of the self-assessment report, Olga Žitluhina and Rita Spalva, authorities in the dance industry, have been invited to chair the state examination commission.

Due to the transition to the new system of counting credit points specified in the Law on Higher Education, work has been started on the assessment of the importance of individual study courses in the content of the study program "Dance", optimizing its volume in accordance with the latest trends in the dance industry. Possibilities are being sought to increase the volume of study courses related to the acquisition of digital skills, as the Covid 19 pandemic made it very fast to learn the use of various online platforms, the most available free programs for video filming, audio material creation and editing, and other useful technologies.

Study courses in the field of dance art corresponding to the study direction "Arts" ("Classical dance", "Latvian stage folk dance", "Creation of motion art" and "Dance composition") and limited and free elective industry study courses in various dance genres make up 37.5% of the content of the study program, it is possible to take study courses in pedagogy "Pedagogical Psychology" and "Educational Methodology" (6 credits), and study courses in "Project Management", "Implementation of culture projects. "Creative workshops", "Management methodology of a dance group" are important for the development of professional management skills, but the study courses "Positioning the body" and "Physiological possibilities and development of the body" provide knowledge and skills on how to improve physical fitness of dancers.

The director of the study program, who implemented student practices in his educational institution "Veizāns dance school", has made sure that the current study program plan has achieved a harmonious balance between the study courses promoting the development of dance art, management, administration and pedagogical skills and physical preparation. The tasks of the first, second and third practices are determined so that the students gain additional insight into the application of theoretical knowledge by observing the work of experienced tutors and dance collective leaders, and practice by themselves, getting to know the psychological characteristics and behavior of dancers at the age stages, and with the support of the practice leaders, develop their pedagogical skills. exposure methods, perfecting the methodology of training lessons of the chosen dance genre.

In accordance with the national professional higher education standard, a module has been created for the formation of business professional competences "Basics of business in creative industries". It includes the study course "Project Management", where students are introduced to the licensing of dance programs, the basic principles and requirements of creating dance studios, attracting funding and protecting intellectual property and copyright. In the study courses "Visual communication" and "Digital skills", the basics of lighting, the basics of creating and editing music materials and filming videos are learned, which are very important skills when creating dance performances. The contents of the compulsory study courses "Civil protection" and "Environmental protection" include topics that create an understanding of a safe working environment: analysis of the risks of the working environment, dangerous situations in the work and events of cultural institutions, and preventive actions for their prevention, sustainable development concept, connected with the cultural environment and its influencing factors. The professional skills necessary for the leader of a dance team are strengthened in practical activities in the study course "Implementation of culture projects. "Creative workshops" and "Management methodology of a dance group" or "Methodology of dance training lessons for children, young people, middle generation and senior dance groups". The study course corresponding to each specialization "Latest trends..." includes topics in which students are introduced to current events in the relevant dance genre, the use of digital tools, creating digital content to promote the publicity of their

activities. In the workshops of well-known dancers or choreographers, students get inspiration for improving their professional activities and learn about current events in the dance industry.

The courses included in the study program are designed sequentially so that the acquired theoretical knowledge can be strengthened in practice and achieve the planned study results.

Annex 23 Compliance of the study program with the national education standard;

Annex 24 Compliance of the qualification to be obtained in the study program with the professional standard or professional qualification requirements;

Annex 25 Plan of the study program (for each type and form of study program implementation;

Annex 26 Descriptions of study courses/modules;

Annex 27 Mapping of study courses/modules for achieving the study results of the study program.

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.

Assessment of students' knowledge in the study program "Dance" is based on the following criteria:

- 1) quantitative criterion – quantitative expression of study results in credit points. CPs are assigned to all components of the study program;
- 2) qualitative criterion – rating in a 10-point system.

Taking into account the requirement established in Article 1, Clause 8 of the Law on Universities, that one credit point corresponds to the amount of 25-30 hours of study work, at the beginning of the 2023/2024 study year, the procedure for transferring existing credit points to the new ones was developed and approved by the Council of Study Programs, determining the amount of one credit point 26 academic hours (see Annex 31).

Analyzing the assessment of students' knowledge from a quantitative aspect, the third part of the content of the study program is implemented with a practical orientation (four internships and

limited and free-choice industry (specialization) study courses) in accordance with the standard of short-cycle professional higher education and the qualification to be obtained.

Quantitative criteria of the study program "Dance".

Table 11

Classification of study courses	Scope of CP	%	Orientation
General education study courses (A)	30	25 %	Theoretical
Industry study courses (B)	30	25 %	Theoretical / practical
Specialization study courses – limited elective (B)	18	15%	Practical/theoretical
Free elective study courses (C)	6	5%	Practical/theoretical
Practice	24	20%	Practical
Qualification Paper	12	10 %	Theoretical / practical

Assessment forms to be used:

1) introductory assessment - takes place before the start of the study course;

2) diagnostic assessment to determine the initial result for the start of the study process, topic; motivate students for active work, coordinate the forms of cooperation between students and lecturers and specify the achievable study results.

Evaluation methodical techniques – survey, answer selection evaluation, connecting and ranking tasks (tests).

3) regular assessment - takes place during studies as an operative and motivating feedback on the study process.

4) formative assessment - with the aim of improving student performance, controlling the course of the study process, the relevance of the study methods used and the dynamics of the study results to be achieved, promoting the students' objective self-assessment.

Methodical methods of assessment – tasks (tests) for assessment of choice of answers, connecting and ranking, test, practical work, individual or group project, report, discussion, work folder.

5) final assessment - takes place at the end of a topic or study course to determine how the achievable study results have been implemented.

6) summative assessment – takes place at the end of topics, study courses, study years to determine the achieved study results.

Methodical methods of assessment – assessment, intermediate assessment and exams, defense of the Qualification Paper (production of a creative dance, writing and analysis).

According to the study plan and study programs, in each discipline and in each methodical method of summative evaluation, there are protocols for exams and tests, which are considered as an official and certifying document for the conduct of exams and tests.

The evaluation of the study results achieved by the students takes place in accordance with the Law on Professional Education, the instructions of the Ministry of Education, the College Regulations, as well as the Study Regulations and Examination Regulations, the Practice Regulations. Students are informed about the achievable study results and their evaluation system already at the beginning of the study course, by getting acquainted with the description of the study course. During the reporting period, in some industry courses, lecturers use the integrated exam test form, inviting other lecturers to participate in the evaluation of students' creative projects and creative works.

The plan of the study program and the achievable study results do not differ for full-time full-time and part-time students. The differences are in the individual approach to full-time and part-time student groups:

- 1) although full-time and part-time students have the same amount of credit points per semester (30 credit points), the number of contact hours differs and part-time students have a higher proportion of independent work, so in admission, a lot of attention is paid to applicants' previous professional experience;
- 2) the study courses have a smaller number of contact hours and a higher proportion of independent work, which in limited-choice field study courses corresponds to the interests of the students, since the part-time students already work in the field;
- 3) according to the professional experience of the students, the lecturer can apply appropriate teaching methods and in-depth presentation of topics appropriate to the experience in face-to-face classes.

In accordance with the Regulation of Examinations approved by the College Council and the Regulations of the Council of Ministers No. 305. According to the requirements of the "Regulations on State Professional Higher Education Standards", the basic forms of evaluation of short-cycle professional higher education programs are a test and an exam. The minimum amount of a study course to organize an exam is 2 credit points, tests - 1 credit point. Completion of the exam, test and professional Qualification Examination program is assessed on a 10-point scale. If the volume of the study course is greater than 2 CP and exceeds the framework of the semester, at the end of the semester, the results of study courses are evaluated in a midterm assessment.

The forms of study in the study program are contact hours (lectures, including seminars, practical lessons - training hours); individual consultations; independent work, practice outside the university. In order to develop professional knowledge and skills, the study program emphasizes active learning methods both in lectures, classes and seminars (practical games, showing assigned exercises and combinations, observation, creative experiments, creative works, student learning projects, etc.), which corresponds to modern universities. didactic requirements for professional education programs. In the course of the implementation of the study program, students are provided with the opportunity to receive individual consultations, as if in limited elective study courses, upon prior agreement with the specific lecturer. For the development of the qualification thesis, each student is provided with a certain number of contact hours for individual supervisor consultations.

In order to promote the results of the study courses and the achievement of the objectives of the study program, the authors and lecturers of the study courses thoughtfully choose methods not only for presenting the content of the study course, but also for the tests, so that not only theoretical knowledge, but also the level of acquisition of practical skills are evaluated.

For example, in the study course "Contemporary Dance I" of a limited choice, the independent work is focused on the learning of certain combinations of movements based on a specific movement

principle in the release technique, the level of their learning is evaluated in intermediate tests. In the exam, the student independently prepares and presents a 40-minute lesson based on a specific principle of movement in the release technique and provides justification for the choice of movement exercises.

Students have the opportunity to communicate with the head of the study program and lecturers of study courses using the College e-mail system, to communicate in the Moodle environment, students also have access to the work and mobile phone of the director of the study program. Every year, a survey is conducted on student satisfaction with the content of all study courses, the quality of teaching, satisfaction with the arrangement of rooms and material and technical provision. If the content of the study course does not satisfy the students, the teacher of the relevant study course is informed about it and improvement actions are taken.

In order to achieve the results determined in the study program, it is important to coordinate the practice tasks with the topics and practical skills learned in the study courses. In practice tasks, there are certain requirements for students' involvement in events and projects organized by the College, as it is also possible to improve dance technique and choreography creation skills by receiving feedback not only from lecturers of study courses, but also from other lecturers and students of other study programs.

Optimizing student cooperation in the study program "Dance" and "Management of Art Institutions" in the study course "Implementation of projects in performing art "Creative Workshops"", the focus is on the improvement of organizational and administrative skills and understanding of the project implementation cycle, from conception to realization, which is facilitated by inclusion in a creative project with the support of professional event producers as mentors. Within the projects, it is necessary to explain one's creative ideas in a reasoned manner, to discuss with the project participants, cooperation partners about various aspects of artistic creativity, to find motivation to perform assigned tasks within the specified deadlines, to learn time control. Part-time students in this study course are focused on researching the historical traditions of Latvian stage dance performances and the collective traditions of their workplaces and implementing projects in their dance groups.

The principles of student-centered education in the implementation of the study process are implemented:

- 1) the achievable study results for the study program, for each study module in the specialization and for the study course are determined, and the individual results are summed up in the study results of the program;
- 2) credit points are related to the achievable study results according to the professional qualification to be awarded;
- 3) students are informed about the achievable study results;
- 4) students study independently individually and in groups, implementing various creative study projects, receiving advice from lecturers (the lecturer acts as a mentor);
- 5) various methodological instructions and materials have been developed to help students learn independently;
- 6) the study results achieved by the students are regularly evaluated, the causes of insufficient performance are analyzed and corrections are made in the study process.

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

Practice is implemented for the application of theoretical knowledge acquired in study courses for the development of skills and abilities in a real work environment - in dance collectives, dance studios and dance groups. The purpose of the practice is to practice for strengthening the theoretical knowledge and practical skills necessary for leading a dance team in accordance with the requirements set for the 5th level professional qualification and the results achievable in the short-cycle professional higher education program "Dance".

The main achievable results of the practice are acquired knowledge, skills and abilities in a specific dance group or dance studio, in order to improve one's dance technique and the methodology of training classes of the chosen dance genre, to gain an idea of the professional competences and work organization of the group leader, the psychological differences of dancers of different ages and the corresponding methods application, develop communication and cooperation skills, study the institution's documentation, technical equipment for training classes and dance performances, participate in the creative process as much as possible. Practice tasks are coordinated with the study results to be achieved in the program.

Implementation and defense of practice is a very important part of the content of the program, and it allows you to make sure that the knowledge, skills and competences of the specialists prepared by the program match the labor market of the industry.

The principles of the college in organizing practices are as follows::

1. The program director introduces the students to the practice regulations and practice tasks, the list of recommended practice locations and the requirement to complete each practice at a different internship location.
2. The student chooses and coordinates the place of practice and the manager of the practice by concluding the practice contract.
3. The student informs the supervisor of the practice about the tasks to be performed during the practice and plans his activities at the practice site to fulfill the tasks, in coordination with the supervisor of the practice.
4. In accordance with the tasks of the practice, research the place of practice, host and lead the lessons, participate in the production of choreography and offer your creative ideas, recording the performance of certain tasks on video.
5. Prepares an practice report, audio and video materials, and an evaluation - description form with the evaluation of the practice supervisor for submission to the College.
6. Participates in the defense of practice with a prepared presentation.

In the "Dance" study program, according to the study plan and study schedule, both full-time on-site and full-time part-time students have four mandatory practices (total amount 24 credit points), duration of each practice: 4 calendar weeks. During the practice, the student consolidates the knowledge and skills acquired in the study courses in a real work environment, as well as develops

those abilities and competences that would be insufficient to acquire only within the study courses. The amount of six credit points for one practice requires 160 academic hours, which are divided into 60 academic hours of practical activities and 100 academic hours of independent and theoretical activities. Recommended content of practical activities:

1. observing dance classes (hosting) - at least 8 academic hours;
2. conducting dance rehearsals - at least 8 academic hours;
3. choreography staging - at least 8 academic hours;
4. music preparation - at least 4 academic hours;
5. stage lighting practice - at least 4 academic hours;
6. practice of a dance performer - at least 24 academic hours;
7. presentation of practice results - at least 4 academic hours;

Practices according to the study schedule are scheduled at specific times in order to be able to successfully organize the study schedule. Students may also go to practices at their own time, after prior agreement with the head of the department about the changed internship time. The intern's preferred, proposed practice time is evaluated, outside the specified practice time is accepted for the student if it can be combined with the study schedule and the attendance of lectures does not suffer.

The first practice, in accordance with the study plan and study schedule, is implemented at the end of the first semester, and its purpose is to explore the place of practice and practice to strengthen the theoretical knowledge and acquire practical skills necessary for leading a dance group, mainly by hosting training classes and other activities at the place of practice.

The second and third practices are carried out at the end of the second and third semesters, the purpose of which is to explore the practice location and practice to strengthen the theoretical knowledge and acquire practical skills necessary for leading a dance group, by participating in conducting training sessions and creating productions, if possible, to learn already defined work skills in one of the practice locations for the positions offered.

In the Qualification Practice at the end of the fourth semester, the students as leaders of the dance group plan and organize the staging of a dance performance according to the requirements of the Qualification Paper: describe and model a dance performance / dance performance / production / grand dance. The setting of the qualification practice is usually a dance company where a creative work is staged for the Qualification Paper or a College Support Society where the intern creates a production of the Qualification Paper using the students of the College as a resource.

At the end of each practice, the practice manager evaluates the students and describes what was assigned and accomplished during the practice, evaluates the relevance of the acquired knowledge to specific workplaces in the industry and, if necessary, provides suggestions that help develop and improve the study process. The received evaluations of students from practice, which are potential jobs, confirm the professional preparation of College students.

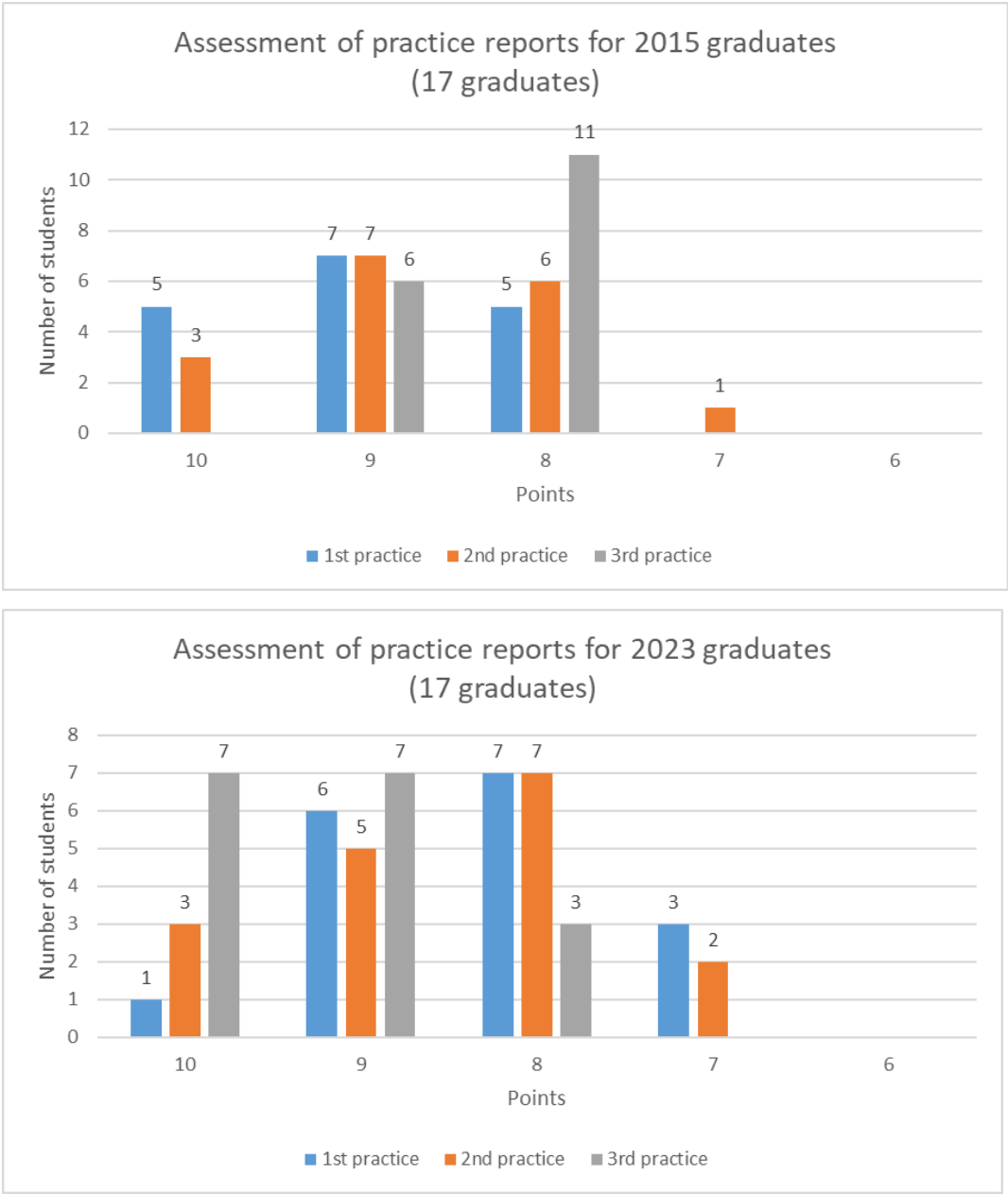
Summing up the evaluations of the first, second and third practice in the period from 2014 to 2023 (for graduates), trends are highlighted:

- 1) there is no practice rating "4" (almost satisfactory), a very small proportion of ratings "5" and "6" - 1.2% and 1.9%;
- 2) only 10% of practice reports are rated with a "7";
- 3) the majority of ratings are "8" - 28.3%, "9" - 39.57% and "10" - 20.14%.

During the reporting period, corrections were made to the evaluation criteria of practice in order to make the evaluation more objective, and the data analysis confirms the positive effect of these changes. When comparing practice ratings at the beginning (graduates of 2015) and end (graduates of 2023) of the reporting period, there is a tendency for the rating of "10" (excellent) to decrease, which could be interpreted as a more objective rating system. In 2023, the rating of "10" (excellent) tends to increase in the 3rd practice, which could indicate the growth of students both to act more professionally in their practice places and to better present the performance of their practice tasks. Objectivity is also promoted by "defending practice" - students present their knowledge gained during practice and share their impressions in a webinar or seminar. The tendency for a small number of "6" (almost good) ratings remains stable, so students are motivated to complete practice tasks and cooperate with practice places (see Figure 6). Evaluations of qualifying internships are not taken into account because relatively few qualifying internships are implemented in internships outside the College Support Society.

Comparison of the evaluations of the first, second and third practice report for 2015 and 2023 graduates in the study program "Dance"

Figure 6



After evaluating the internship report and reading the evaluations of internship supervisors, internship report webinars and face-to-face seminars are created, where students receive summarized information and comments/trends that appear in the internship reports. As well as the students themselves, they share their experience stories about what they experienced in practice, analyze and express their opinion about what is happening. The students themselves value these webinars as a very good feedback on what they have done.

The high evaluations received from internships, which are potential jobs, indirectly confirm the professional preparation of College students, the relevance of the acquired knowledge to specific jobs in the industry. Of course, practice is a training process in which students do not yet start as full-fledged representatives of the industry, however, representatives of the labor market have the opportunity to assess the knowledge, skills and abilities offered by the study program and the students' ability to apply them, as well as supplement and perfect them within the practice.

Ensuring a high-quality and productive practice process requires maximum cooperation of all involved parties and a feedback information link, which can be ensured by regular communication between the College's administrative and academic staff, practice providers and students, as well as regularly conducted practice process studies. When choosing practice places, there is a tendency that 45% of students go to cultural centers to practice in their dance groups, 35% go to private dance studios and schools, 10% practice in dance groups that have established their own support societies.

In the fall of 2022, the College has started a planned transition to digital practice management, provided by the e-platform: <https://www.edy365.com/> (Latvian only). It is a modern and up-to-date e-platform, which at the beginning of 2023 has more than 5,000 linked practice places altogether. It gives the student a choice between a very wide offer of practice to choose a desired and interesting practice. This platform is used and implemented by more than 30 Latvian universities, Colleges and technical schools. The existing practice system of the College is being adapted and digitized. The goals and tasks set by the College practice remain, but the issues of coordination, control and feedback have been improved. In this platform, it is possible to follow the progress of the practice together during the practice, and if necessary, communicate with the direct managers of the practice.

All reports are submitted and described on the platform, no longer preparing practice reports after completed practice, as was the case until now, which often causes difficulties for students. On the platform, practice reports are prepared regularly already during the practice.

This platform hosts the trainee's assessment and can be digitally connected to the College's performance systems. Full implementation of this practice will avoid any form of hard copy submissions and reports.

Annex 28 Linking the study results to practice tasks

Annex 29 Description of the Student Practice Organization

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).

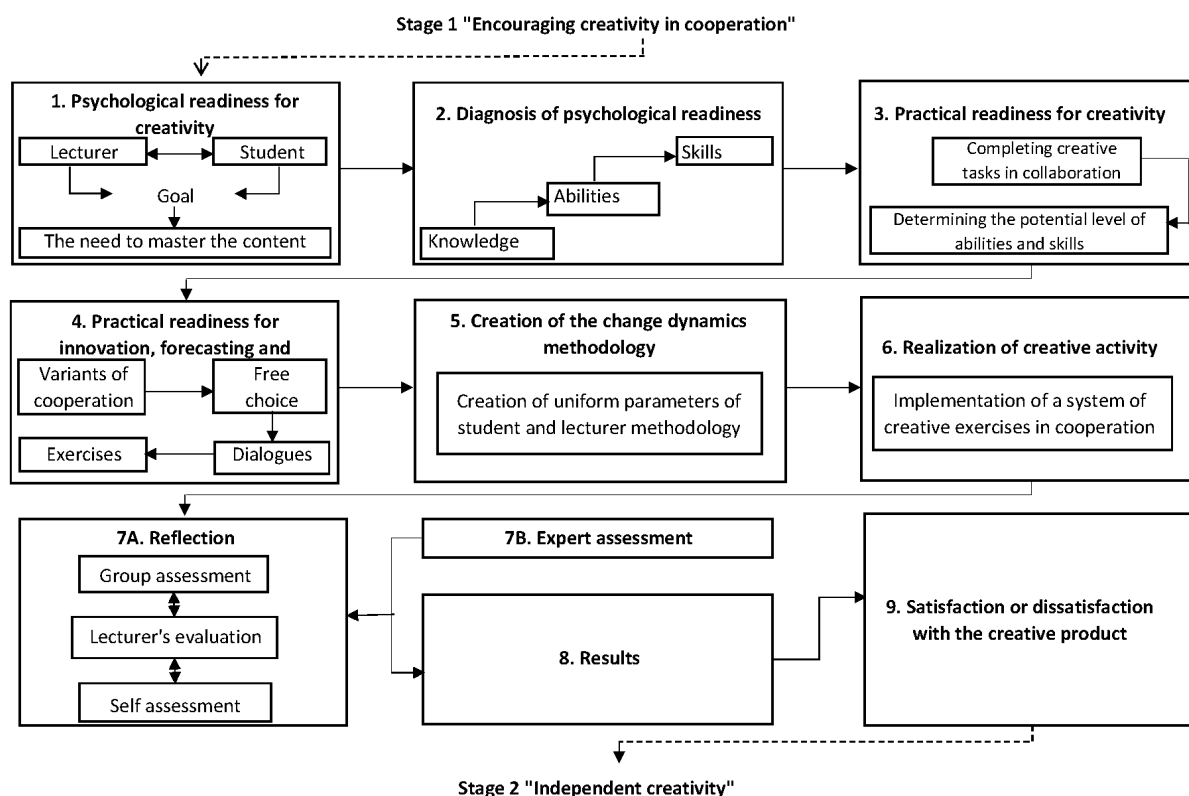
3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

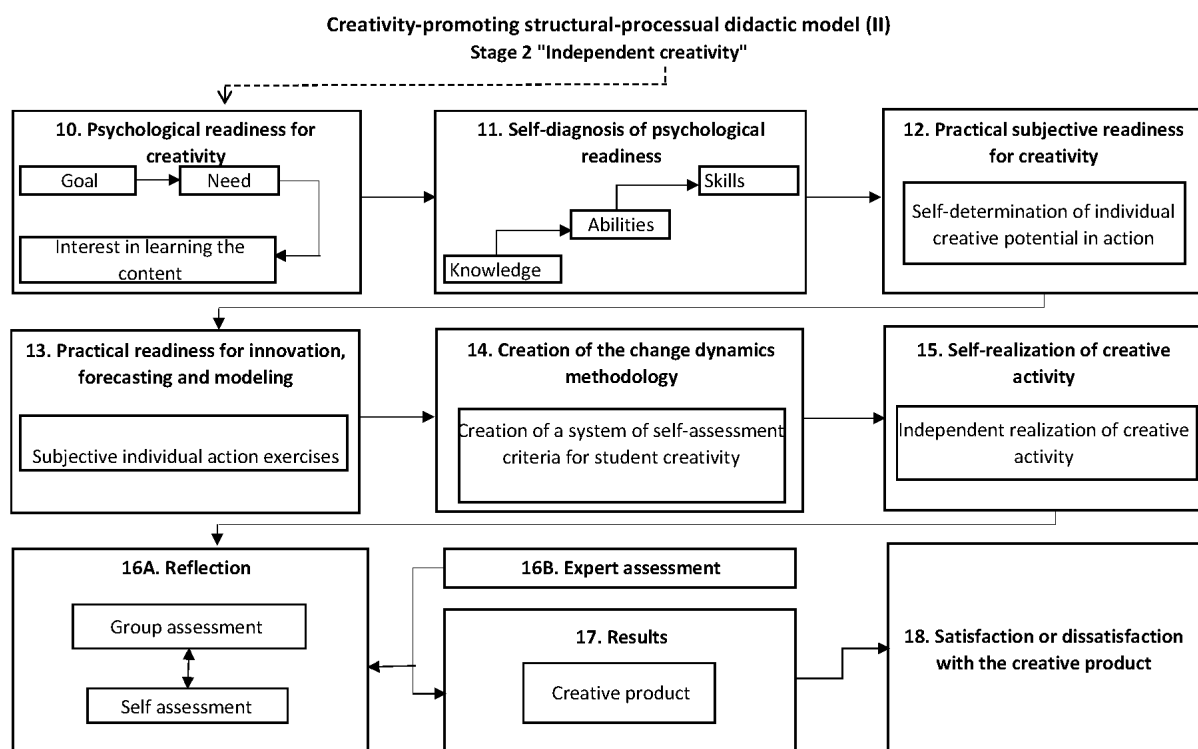
In order to successfully pass the professional Qualification Examination, which consists of a theoretical Qualification Examination and a Qualification Paper, it is necessary to acquire competences in artistic research activity, artistic pedagogical activity, artistic creative activity, one must be able to justify and implement an artistic creative idea. Throughout the study process, these competencies are integrated and promoted, starting with small creative etudes, later stage works and scientifically based research and creative developments. The Qualification Paper in the study program "Dance" is a student's independently developed and realized work of choreographic creativity in the chosen dance genre, which is independently rehearsed, performed, and publicly defended. The preparation and conduct of the professional Qualification Examination is regulated by the "Professional Qualification Examination Regulations" (updated in 2023).

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/10/Regulations_for_professional_qualification_examinations.pdf

During their studies, students conduct research and creative development in all major study courses. The creative works are connected with the tasks to be performed in practice and are successfully approved, building the student's professional self-confidence. The student's creative growth is promoted according to the following creativity promotion model specially developed by the lecturers of the study program "Dance", which has been approved and is reviewed and edited every study year:

Figure 7





This scheme is also the basis for the preparation of the Qualification Paper.

The written part of the Qualification Paper is regulated by the "Methodical Instructions for the Development and Defense of the Qualification Paper " and the "Methodical Instructions for the Preparation of Study Papers" updated in 2022.

The first chapter of the Qualification Paper is a description of the topic chosen by the student for the creative work and the research carried out:

- 1) rationale for the idea and concept - what is the dance or dance performance about? How did the idea come about that fueled it? (audio, visual, kinetic, tactile or literary image conditional creative stimuli for choosing a specific idea);
- 2) What does the author intend to convey to the viewer with this work? The emotional atmosphere of the performance, the associative message, what is happening and why, what does the author want to say with it differently than other authors who have chosen the same theme, for example in theater, cinema, literature, dance?

The second chapter of the Qualification Paper is a creative work application, which includes a structured description of the idea and a production plan:

- 1) in the justification of necessity, indicate the name of the creative work, formulate its essence, clearly defining and describing the design of the production, and justify the necessity and significance of the creative work in society and the cultural space;
- 2) the choice of musical material (parallel, gradual or contrasting action of the development of music and choreographic dynamics; observance and reflection of metrorhythmic units in the choreography; the function of music in the performance, the concept of creating sound design (plot, related to the dramaturgical plan or conditional - acoustic background, justification for the choice of music, if any several pieces of music, justify how the transitions are made artistically correctly, describe the sequence of the chosen music and its correspondence to the dramaturgical solution);

- 3) the dramaturgical solution of the dance performance - how the development of the idea progresses (dynamics) and what drives the intended idea in the overall work and what specifically in each of the episodes;
- 4) compositional solution plan (stage actions, movement, location in space, plot (can be direct or conditional), event, phenomenon, mood, compositional techniques (unison, canon, sequence, polyphony, repetition, variation, etc.);
- 5) justification for the choice of performers (analysis of actors, roles, individual style and special skills, techniques of creating production images, promotion of performance quality);
- 6) visual design of the work (stage design, scenography, video projections, dance costumes, light design, props, accessories);
- 7) list of those responsible for technical means;
- 8) rehearsal schedule;
- 9) worksheet (for tuner, lighting, technical assistants, between episodes transitions).

The third chapter of the Qualification Paper is the analysis of the creative work staged in the qualification thesis, evaluating in detail the creative design of the production and its implementation:

- 1) analysis of the organizational work of the production process;
- 2) analysis of production management;
- 3) analysis of psychological aspects in creative collaboration with performers and creative team (tuners, lighting, directors and technical assistants).

In the end, an evaluation of the results is provided and conclusions are summarized:

- 1) the evaluation of the results - in accordance with the evaluation criteria of the Qualification Paper - is described using the evaluation sheet of the Qualification Paper, which is attached to the appendix;
- 2) conclusions - whether the goal and tasks of the Qualification Paper have been achieved.

The duration, format and other specific dance genre requirements of the new production of the Qualification Paper are different for different dance specializations:

- 1) Specialization in Latvian dance - a choreographic presentation of one or a single theme in three dance performances of 6-10 minutes in length, which must include:
 - 1 choreography production by another author in a dance group of your choice,
 - self-created choreography,
 - children's dance;
- 2) In the jazz dance specialization: a 6-10-minute musical-type production, which can be a whole or divided into several separate performances of a single theme;
- 3) In contemporary dance specialization: small form dance performance 6-10 minutes long;
- 4) In hip-hop cultural dance specialization: a dance or a set of several separate performances of a single theme lasting 5-8 minutes.

The Qualification Paper is assessed by the author himself, the supervisor and reviewer and the national examination commission. The reviewer posts evaluations for the written part of the Qualification Paper, which is submitted on a separate reviewer's evaluation sheet. The rating of the

author of the Qualification Paper has an informative, self-evaluation meaning and this mark is not taken into account when posting the ratings of the Qualification Paper. The assessment of the State Examinations Commission is decisive in the publication of the final assessment of the Qualification Examination. The defense mark, the reviewer's mark and the supervisor's mark can affect the commission's assessment within one point and by rounding the mark up or a point down. This final decision is taken by the commission during the defense of the Qualification Paper.

The tasks of the Qualification Practice are coordinated with the process of development of the Qualification Paper. Practice tasks are performed in 4 stages:

1st stage.

Fully developed Qualification Paper description for the first presentation (first week - before the first presentation). Must be sent to supervisor in electronic format and printed, unbound (draft)

2nd stage.

Presentation of the production of the Qualification Paper in full volume with developed sound design. (second week – first presentation) Setting tasks for the next presentation.

3rd stage.

Presentation of the production of the Qualification Paper in full, with developed sound and light design, presentation of costumes and props. (third week - second showing)

Presentation and assessment of performance of assigned tasks. Setting new tasks as needed.

4th stage.

The final version of the Qualification Paper with all corrections made (coordination with the supervisor before the Qualification Paper is bound in hardcover). **Presentation of the final version** of the production of the Qualification Paper (fourth week - third presentation - admission).

During the reporting period, this scheme is reviewed and improved after each qualifying examination. It is a real support mechanism for students in the process of developing a Qualification Paper, as the process is structured, with strictly defined tasks and deadlines. Cumulative evaluation takes place in each showing - students receive feedback on the progress of their work, suggestions for improvement. At the beginning of the review period, the Qualification Paper was staged at the Qualification Practice places in various dance groups, which did not always result in an artistically enjoyable production, so the following structure was gradually created. Students may engage College students as performers, as well as use their own dancing resources.

The Qualification Paper is presented and defended on a date previously determined by the College in the presence of the Commission established by the College. Industry professionals are involved in the commission's work, for example, Dr. paed. Rita Spalva and choreographer Guna Trukšane. The evaluation of the defense consists of the student's presentation and answers to questions on the day of the defense, as well as the evaluation of the work developed by the supervisor and the reviewer.

Analyzing the evaluations received in the Qualification Papers, it should be concluded that more

often the works are evaluated with "7" (29.31%), then "8" (24.14%), "10" and "9" is 15.52% of cases, "6" – 10.34%, but ratings "5" and "4" were only in a few cases (3.45% and 1.72%).

The themes of the creative productions of the last five years' Qualification Papers are added in Annex 14. An analysis of their titles highlights trends that students choose topics related to self-reflection, relationships, and socially relevant topics. For example, in the 2020/2021 study year, the Qualification Paper "Troksnī savas domas nedzirdēsi" received an "excellent" rating. In an interview for the College's website, the student evaluates the process of developing the Qualification Paper as a personal challenge for herself:

"In the Qualification Paper, students are given the opportunity to express themselves creatively - they have to create their own creative dance and stage it and film a dance video. First there was the search for the idea. I watched a lot of dance performances and videos and realized that it is the personal message in dance that is important to me. I lived in Riga for the second year of my studies and I really felt how different the environment of the big city is from my home in the woods of Ogre. After silence and peace, it was a struggle not to lose yourself in the continuous noise and rush in Riga. I realized how much I need silence and peace to come back to myself. The impact of noise, environmental pollution and the intense rhythm of life on a person's personality - this is how the idea for the dance experiment was born. The dancers involved in my creative project were all from Riga, used to the eternal noise, so they were offered to stay in the room in absolute silence and dance out their new emotions. This is also my experience in dance - the conscious movement of the body is also therapy. To a certain extent, I challenged myself, testing both my stubbornness and ability, as well as curiosity - where will the idea end? You have to believe in your creativity and be persistent."

In the 2021/2022 study year, the production "Gadgets", whose author was a student specializing in hip-hop cultural dance, was well received. The work created discussions among the members of the state examination commission, because the performers were amateur dancers and children, but the message of the production was supported by precisely selected actions in a logical sequence and well-thought-out tasks for the youngest dancers. The qualification work confirmed the pedagogical skills of the author of the work and the maturity of the team leader, choosing the performers for the realization of his idea and skillfully working with them to create the production.

The high rating means that the name of the production and the performance itself correspond to the idea, concept and content, there is an appropriate compositional solution, movement language, dramaturgical solution with a successful selection of musical material, adaptation and montage and skillfully selected performers who are able to reveal the author's intention. The criteria for evaluating the Qualification Paper are determined in the regulatory document "Professional Qualification Examination Regulations".

In the 2022/2023 study year, a separate concert performance of Qualification Paper was organized for two full-time and 7 part-time students of the Latvian dance specialization. The State Examination Commission praised several creative dances::

1) "Vilks kazās" and "Čiekurdancis" in the performance "Dzīlāk mežā dzīve rībēja" for a well-crafted compositional solution to both dances;

The student started creating dances already in the study course "Dance composition" taught by Rita Spalva, using the teacher as a mentor, and developed the idea further by staging dances in her dance group;

2) "Es iestādu turku pupu" in the performance "Audz, pupa, audz" as an example of the succession of generations within one concert (three groups of children and young people of different ages participated in the concert performance);

3) "Kyukova dzaguze obeļu sodā" in the performance "Mazi putni kāzas dzēra".

For the realization of her creative idea, the student carefully studied the Latvian honor tradition - the wedding ceremony and, according to the ethnographic material, staged a dance of girls in the beautiful folk costumes of Abrene.

After the concert performance, the commission's experts determined that the organization of a separate concert performance for Latvian dance specialization, in which students participate with their dance groups, was justified. Since the requirements also included a children's dance performance, when evaluating the performance of children's dance collectives located further away from Riga in the filmed videos, a decision was made to remove the children's dance performance from the requirements of the Qualification Paper, because the logistics of ensuring children's participation in the concert are too complicated.

In the following period, it is planned to focus on improving academic writing and research. A work successfully realized and presented to the commission for the defense of Qualification Paper is proof that the student has achieved the study results planned in the study program and is ready for professional activity.

3.3. Resources and Provision of the Study Programme

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

For the implementation of the study program "Dance", all the material and technical resources of the College are available, which are intended for the implementation of the study process. The characteristics of its material, technical and financial base have already been presented in Chapter II (see chapters 2.3.1 and 2.3.2). In this chapter, the information is clarified according to the specifics of the study program.

Since students need to learn information technologies for performing work duties and research, as well as for acquiring, creating and sharing digital content, software is available in the College's computer classrooms (see table 12).

LKA Latvian College of Culture material and technical support for the study program "Dance"
Table 12

Software	Aim	Study courses
Adobe Photoshop	Photo processing	Visual communication, Digital skills, Latest trends in contemporary dance, Latest trends in hip-hop cultural dance, Latest trends in jazz dance, Latest trends in Latvian stage folk dance
Adobe Lightroom		

Adobe Premiere Pro Adobe Animator Vegas Pro	Video processing	Digital Skills
Sound Forge Audacity	Audio processing and recording	Digital Skills
grandMA2 grandMA3 Blender SketchUp LightConverse	Stage lighting design, programming and control	Visual communication
MS Project	Preparation of project documentation	Project management

The College has active Facebook, Instagram and TikTok accounts to make it practical for students to promote their studies and create digital content. When starting studies, each course also creates its own social media account for publicity.

Consultations and services of the College library (described in chapter 2.3.2 of Part II) are available to students and lecturers in the study program "Dance" according to the study schedule, including on Saturdays. Students are in demand for thematic classes in searching for industry information, designing study papers and presentations, which are carried out both individually and in groups. The library also provides students and teachers with training and support in using the e-study environment and using the Zoom platform.

According to the thematic coverage of the content of the study program "Dance", 1348 printed information resources are available in the collection of the College library (see table 13).

Library resources for the study program "Dance"
Table 13

The library's printed resources for the study program (copies)				
	<i>amount</i>	<i>In Latvian</i>	<i>In English</i>	<i>In other languages</i>
General education study courses: pedagogical psychology, professional foreign language, civil protection and environmental protection, improvisation, systemic science of music, art, basics of performing arts	151	133	15	3
Business basics in the creative industries: event project implementation, project management, visual communication	134	87	32	15
Industry study courses: dance, history of dance, physiological capabilities of the body, acting, dance composition, Latvian stage folk dance	95	71	17	7

Limited and free elective study courses:	104	77	18	9
contemporary dance, jazz dance, hip-hop cultural dance styles, modern show dance, modern fashion dance, historical dance, foreign dance, Latvian anniversaries and honours, history of Latvian folk costumes				
Resources in total:	484	368	82	34

In addition to the content coverage of the study program, students also have the opportunity to use related resources that are available in the College library, for example: cultural marketing, cultural economy, public relations (239 copies), management of music events, concerts, theater direction, scenography, stage lights and sound (100 copies), research methods (42 copies).

In 2019-2023, during the replenishment of the library's resources for the study program, the College library purchased professional monographs published in foreign countries as well as the latest Latvian dance industry monographs, for example: H. Doil "The essential guide to jazz dance"; R. Copeland, M. Cohen "What is dance?"; G. McFee "Understanding dance"; M. Meyer "Pina Bausch: dance, dance, otherwise we are lost", "Fifty contemporary choreographers"; R. Spalva "Dejas kompozīcija"; K. Martinsone-Škapare "Raksturdejas", "Klasiskā deja: mācību grāmata un metodiskais materiāls". Further replenishment of the industry's professional literature with monographs published abroad in English is defined as one of the library's priorities in the library collection policy.

The collection of dance industry information resources of the library of the Latvian Academy of Culture is also freely available for use by students of the study program. The cooperation with the National Library of Latvia, using reading room services and interlibrary subscription service (temporary lending of resources to the college library) is also significant.

Digital resources of the industry - databases of online publications and e-books - are available to students using the remote access of the National Library of Latvia. The full range of foreign online databases is available in the premises of the National Library of Latvia, but the most important databases for the study program - Sage Journals, ScienceDirect, JSTOR/ArtStor, Taylor&Francis Journals, Cambridge Journals Online, Encyclopædia Britannica Academic Edition, EBSCO and other databases that include library and information sciences e - books and magazines - it is possible to use them remotely, using the remote access to databases of the National Library of Latvia.

In order to promote the use of digital databases, when starting work on the development of a qualification thesis, students are offered a lesson on searching the thematic information of the College library, paying attention to the use of e-resources and digital databases.

The database "Lursoft newspaper library" is available in the college library - a large collection of information on Latvian newspaper publications on the Internet (article archive available from 1994). This database is useful for students in the study program in the development of study works, obtaining information about dance genres, dance groups and biographies of dance artists.

Students have access to the electronic catalog created by the College library, as well as the electronic repository of Qualifications and coursework, which includes the best works developed in the study program (with a rating of "very good" or higher). From 2023, the database of the College's lecturers' publications is offered, which collects the publications of the College's lecturers, including the lecturers of the "Dance" study program.

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 costs of the program are calculated in accordance with the Regulations of Cabinet of Ministers' No. 994 of December 12, 2006 "Procedure in which universities and colleges are financed from state budget funds. The basic payment for a study place until October 2023 is 1630.11 EUR, which increases to 1764.14 EUR.

Financial sources for ensuring the study process are budget grants, tuition fees, Erasmus+ projects and additional funds from projects approved by the State Cultural Capital Fund. Taking into account the requirements set in the national academic education standards, as well as state budget grants and tuition fee revenues, study program cost calculations are developed.

Study program expenditure structure:

1. Remuneration of academic and administrative staff (including taxes) – 56%
2. Costs of services (costs of communication services, costs of information systems, utility payments, etc.). – 30.78%;
3. Costs of materials and inventory (costs of building maintenance, costs of purchasing teaching aids and materials, costs of purchasing books and magazines, costs of equipment and inventory – 3.32%;
4. Other taxes and fees of budgetary institutions (real estate tax, etc.) – 0.38%;
5. Depreciation of fixed assets – 6.83%
6. Marketing costs – 2.69%.

The sources of financial support for the college study program "Dance" are state funding and student self-financing. The college's total budget revenue for ensuring the study process in 2023 is EUR 581,997, of which 82.57% or EUR 480,594.20 comes from the state budget and 17.42% or EUR 101,410 from own revenues. 36% of the College's total budget is earmarked for the "Dance" study program. In 2024, the total budget forecast for the cost increase of one study base place is EUR 624,004.20. In the analysis of the study program and revenue/expenditure modeling, the amount of expenses of the study program "Dance" has been preserved in the amount of 36% of the total budget of the College, which corresponds to the necessary expenses for maintaining the quality of the program content.

When calculating the actual average expenses of one study place in 2022, it was concluded that the cost of one study place in the program of the study direction "Dance" from the places financed from the state budget is sufficient, because the coefficient of 4.5 is applied to the study programs

of the study direction "Art". . The amount of tuition fees for correspondence students (1500 EUR) does not cover the actual average cost per student, even though the tuition fee was increased in 2022. The amount of costs is balanced using state budget funds. The small number of part-time students allows the redistribution of these funds, without affecting the quality of the study process of the program in the short term, however, in the long term, the amount of study fees must be increased. The increase in utility payments, which has an impact on the funding of the study program, is also a cause for concern. This limits the opportunities to invest in the improvement of the material and technical base and the development of technology.

In the 2022/2023 study year, the number of students in the "Dance" study program is 49 (including 1 - on a study break), of which 28 full-time students are financed from the state budget, while 20 part-time students pay tuition fees.

In recent years, the College has been operating under tight budget conditions. In order to cover the accumulated tax debts of previous periods, only the most necessary expenses have been made, reducing them to a minimum amount. As a result, it has been possible to balance the College's budget by financing the expenses of the study process as a priority, but this stage has had an impact on the financing of research, creativity and marketing, as well as the improvement of the material and technical base.

Funding for research and artistic creativity is used from the funds of the Erasmus+ Education, Training, Youth and Sport Program in Europe. The amount of funding available to the College for these purposes in 2022 was a total of EUR 32,092, of which marketing costs were also covered in the 2021/2022 academic year. In order to obtain additional funds for the realization of artistic creative projects, opportunities are being sought by submitting projects to the State Cultural Capital Fund, the Riga City Council project competition, etc. funds.

During the study program revenue/expenditure analysis and modeling, three models (forecasts) were distinguished (see Annex 30)

1. analyzing the increase in the budget, which is made up of the cost of one study base place, increasing the state budget funding per student from EUR 1,630.11 to EUR 1,764.14, maintaining the study program expenses at the level of 2023, which has the greatest impact on those required for research and improving the material and technical base funds;
2. modeling the amount of the budget for the 2024/2025 study year based on the number of students in the 2022/2023 budget, but with an increase in the number of fee-paying students from 20 to 25 students (such an increase could be realistic in the current socio-economic conditions and the conditions for the implementation of the program can provide adequate conditions) and state budget funding per student from EUR 1630.11 to EUR 1764.14. The amount of EUR 20,858.40, which was spent to cover the accumulated tax debt of the previous period, is excluded from the calculations.
3. By increasing the amount of tuition fees by 1/3 for the number of students of this study year.

The profitability of the study program is ensured by minimum 5 students in each specialization. All models confirm the viability of the study program and do not have a critical impact on the financial situation of the study program, but show the need for attracting additional funds for research and improving the material and technical base. The further evaluation and implementation of these models will be evaluated within the internal consolidation process of the Latvian Academy of Culture and the College.

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.

In the 2023/2024 study year, 20 teaching staff are employed in the implementation of the study program, of which 13 are academic staff (elected and approved) and 7 are guest lecturers.

The academic staff consists of 13 teaching staff: 4 professors (1 doctor of pedagogy, 2 lecturers with a master's degree in arts and more than 7 years of work experience in choreography and cultural and educational project management, 1 lecturer with a master's degree in social sciences in public management) and 9 lecturers, of which 2 with a master's degree in the field corresponding to the study course to be taught (Mg. art and Mg.sc.sal.) and 1 lecturer with a master's degree in public management, who is studying choreography in the second year of the Jāzeps Vītols Latvian Academy of Music. 6 lecturers with higher education and more than 5 years of professional experience in performing arts and choreography in contemporary, hip-hop culture and jazz dance genres. The acting lecturer is studying for a master's degree at the Latvian Academy of Culture. In the period from the previous accreditation, 1 lecturer completed her studies at the LAC doctoral program, 1 is studying at the JVLMA doctoral program, and 2 - at the LAC and JVLMA master's programs.

Among the guest lecturers, 2 lecturers have a doctorate in geography and history, 2 have a master's degree in arts (choreography) and 1 have a master's degree in pedagogy and engineering, and 3 have higher education and more than 5 years of professional experience in pedagogy and intercultural communication.

The selection of academic staff in the study program "Dance" is based on:

- compliance of lecturers' education and professional experience with the requirements specified in regulatory acts;
- for lecturers of industry study courses working in the industry;
- building long-term cooperative relations.

In accordance with the requirements of the Law on Higher Education, observing the need to acquire practical skills and knowledge in the profile subjects of professional higher education programs, the position of professor or lecturer can also be held by a person with higher education without a doctorate in science or without a professional doctorate in arts, if he has a degree corresponding to the study course being taught sufficient practical work experience. In order to be elected to the position of professor, a person who does not have a doctorate in science or a professional doctorate in arts must have at least seven years of practical experience. Lecturers who do not have a scientific and academic degree need five years of practical work experience corresponding to the taught study course. The involvement of such guest lecturers in most cases refers to study courses of limited elective and free elective study courses and is essential to ensure the achievable results of the study courses. The requirements for applicants for positions are defined in the College's regulatory document "Regulations on academic and administrative positions".

It is the professional experience and involvement in the professional organizations of the dance industry that is very important, so that students receive the most up-to-date information about

what is happening in the industry, and are introduced to the latest methodologies and trends. By inviting guest lecturers to conduct workshops on the latest trends, the focus is on the guest lecturer's professional activity. For example, in the 2019/2020 academic year, the workshops were led by Aigars Larionovs, a graduate of the Latvian College of Culture, a contemporary dance choreographer and creator of performances, in the 2021/2022 academic year, the Street Jazz workshops were led by choreographer Andris Bukolovskis, in the 2022/2023 academic year, Latvian dance specialization students with the latest trends in Latvian the stage folk dance was introduced by the Dance Festival chief and choreographer Jānis Purviņš.

Cooperation with lecturers working in the industry continues even after graduating from the College. Professor Ilze Zīriņa invited the most capable contemporary dance specialization students and graduates to participate in her dance group "ZITempDance". Lecturer Ksenija Simanova continues this tradition by creating joint environmental dance projects with contemporary dance graduates. Graduates of the Hip-hop cultural dance specialization work as tutors and choreographers at the Veizana dance school. The tutor of the children's and youth dance collective "Vēja zirdziņš" is a graduate of the Latvian dance specialization. The teachers' choice to see former students as their colleagues is a confirmation of the compliance of the study program's results with the requirements of the dance industry and the requirements of the labor market. Five of the academic staff lecturers of the study program are graduates of the College.

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.

Compared to the 2013/2014 study year (the beginning of the review period), the total number of academic staff has increased from 9 lecturers to 20 (there were 5 lecturers elected and approved for vacancies, 4 guest lecturers). This is related to changes in the curriculum of the study program, as the offer of limited elective study courses has increased during the reporting period, creating new specializations in Hip-hop cultural dance, Latvian dance and Jazz dance. Updating the plan of the Latvian dance specialization study program in order to deepen knowledge directly in the history of Latvian folk dance and its research, inviting Mg. hist Aija Jansone as a lecturer in the study course "History of Latvian Folk Dance", Mg. art and Dance festival chief director Ilze Mažane, "Latvian stage dance description creation methodology" Bc.art and Mg.sc.soc, Dance festival chief director assistant Līga Indriksone. The study course "Latvian scenic folk dance" is taught by 3 teaching staff, because the specialists of the dance industry are busy people with limited free time resources due to the specific nature of their employment (they lead several collectives). Information on the professional experience of the academic staff is summarized in the self-assessment report 2.3.6. in the chapter (see table 8).

The proportion of elected and appointed lecturers to the total number of lecturers employed in the implementation of the program has slightly increased from 55.55% in the 2013/2014 study year to 65% in the 2023/2024 study year, but the qualitative changes in the composition of the college's academic staff are more significant:

1) the research work capacity of the academic staff has strengthened, as two lecturers have studied for doctoral degrees during the reporting period, in addition, the topic of Katrīna Martinsone-Škapare doctoral thesis is "Pedagogical conceptual model of the character dance genre in the education of ballet dancers" and the docent's methodological material "Raksturdejas" has been published;

2) 'Līga Indriksone, lecturer of the "Latvian stage folk dance" study course, studies choreography at the Jāzeps Vītols Academy of Music of Latvia, while guest lecturer Marta Helēna Vanaga's master's thesis "Styles in Latvian stage folk dance" is included in the list of compulsory literature for the study course "Latvian stage folk dance history", until with it, students have the opportunity to gain experience in research while continuing their studies in bachelor's study programs;

3) by creating a new cooperation model of study programs "Management of Art Institutions" and "Dance" in the study course "Implementation of Culture Projects. ("Creative Workshops")", under the guidance of an experienced producer of large-scale dance performances of the Song and Dance Festival - professor Diana Čivle, students can strengthen their organizational and cooperation skills, creating the experimental creativity festival "Culture Manifesto". Within the mentioned study course, cooperation takes place not only between students, but also between lecturers, because the heads of specializations of the study program "Dance" are also involved in the implementation of the study course.

4) in cooperation with the lecturers of the study program "Management of Art Institutions", the improvement of digital skills has been started in the study courses "Visual communication", "Digital skills", "Implementation of Culture Projects. ("Creative workshops")" and in the study courses dedicated to the latest trends of each specialization.

Changes in the teaching staff make it possible to ensure the current connection of the content of study courses with the dance industry, culture and creative industry sector, to specify the achievable study results. Academic staff lecturers' studies in doctoral and master's programs strengthen the program's research capacity. It should be noted that "Dance" is a short-cycle professional higher education study program, therefore, experienced specialists working in the industry are recruited to develop professional competencies. Thus, in the most direct way, the qualification and professional activities of guest lecturers allow to follow current events in the industry and to improve the content of study courses, the tasks of teaching practices, and to involve students in creative projects and research. At the end of the restrictions of the pandemic, one of the directions of development is the implementation of integrated learning in the working environment in cooperation with the employers of the industry.

When implementing Erasmus + mobility and international cooperation projects, networking with professional organizations, new opportunities are being sought to attract lecturers to the study program who can provide relevant knowledge in all segments of the industry, taking into account the changing conditions and rapid development, especially in the field of technology.

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).

Cooperation within the study program is essential. The directions of cooperation are determined at the annual informative meetings, planning the priorities of the study year. As a good indicator of cooperation, it should be mentioned that 25% of full-time study course lecturers have been working together for more than 5 years, teach most study courses and have a high intensity of mutual contacts, because the lecturers know each other personally, know each other's approach and principles, and thus the questions related to the content of study courses and the implementation of methods are flexibly solved not only in formal meetings, but also in joint artistic creation projects in the study course "Basics of Performing Arts", which has been reorganized into the study course "Implementation of Culture Projects. ("Creative Workshops"). Cooperation is facilitated by the involvement of the director of the study program, lecturers of limited elective study courses, lecturers of classical dance and dance composition in the process of development of Qualification Papers, jointly observing the student's work at the time of presentation and providing feedback. Then there is the exchange of information, the evaluation of the achieved study results and the initiation of changes in the curricula of the study program. In the process of promotion in applied research, methodical days of academic staff are planned for improvement of research competences and exchange of information about already conducted research and creative projects.

When implementing the study program in the Latvian dance specialization in a short time, the head of the specialization and part-time study coordinator Katrīna Martinsone-Škaparei plays an important role in promoting cooperation and exchange of information, who coordinates and ensures the succession of study courses, specifies the content and achievable results, initiates new topics and study courses.

The cooperation of lecturers of study courses is also facilitated by the control of the execution of practice tasks, since the practice reports are evaluated by two lecturers. These forms of cooperation make it possible to diagnose shortcomings in the practice organization process, which affect study results, and promptly eliminate them.

Another very successful form of cooperation is the participation of lecturers in exhibitions of students' creative works, thus gaining a more versatile insight into the knowledge and skills of students, and it is also an exchange of experience by getting to know different methods.

In the 2022/2023 study year, a new initiative is launched - a co-creation activity, creating the college's brand event, the Experimental Creativity Festival "Culture Manifesto". The creation of this

project is taking place in the already mentioned study course "Implementation of Culture Projects". ("Creative Workshops")", involving the students and lecturers of the entire study program of the College. The development process of this project not only provides students with a better understanding of the connection between theoretical study courses and practical activities in the cultural sector and expands the audience for the demonstration of students' creative works, but also promotes the cooperation of lecturers between study areas, acting as mentors at various stages of project development and implementation.

Within the framework of the study program, a successful example of academic staff cooperation is the creation of joint concert performances of Qualification Papers for contemporary dance, hip-hop culture dance and jazz dance students, and from the 2022/2023 study year for full-time and part-time Latvian dance specialization students.

According to the form of study implementation (full-time and part-time), the amount of contact hours in the implementation of study courses is determined, therefore, the amount of academic work in this study program, when implementing study courses, is a part-time academic load. In the 2023/2024 study year, 48 students are studying in the College in full-time and part-time study programs, and 20 teaching staff are involved in the implementation of the program, of which 13 lecturers are academic staff. The mathematical ratio is 1.5 students to one lecturer of the academic staff, which allows to ensure high-quality management of studies and Qualification Papers, taking into account the specifics of the study direction "Arts" and the study program "Dance". The most important proof of the quality of the study process is the high employment rate of graduates directly in the industry.

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	ANNEX 21 Diploma and Diploma supplement.pdf	21.PIELIKUMS Diploms un Doploma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	ANNEX 22 Statistical data on students.pdf	22.PIELIKUMS Statistikas dati par studējošiem.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	ANNEX 23 Compliance of the study program with the national education standard_actual.pdf	23.PIELIKUMS Studiju programmas atbilstība valsts standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	ANNEX 24 Compliance of the study program with the professional standard.pdf	24.PIELIKUMS Studiju programmas salīdzinājums ar profesijas standartu.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ANNEX 27 Mapping of study courses.pdf	27.PIELIKUMS Studiju programmas "Deja" studiju kursu kartējums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX 25 The Curriculum of the study program.pdf	25. PIELIKUMS Studiju programmas Deja plāns.pdf
Descriptions of the study courses/ modules	ANNEX 26 Description of study courses.pdf	26. PIELIKUMS Studiju kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)	ANNEX 29 Practice Regulations Dance.pdf	29.PIELIKUMS Prakses nolikums_DEJA_2023.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)		