

APPLICATION

Study field "Translation" for assessment

Study field	<i>Translation</i>
Title of the higher education institution	<i>Rīgas Tehniskā universitāte</i>
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Self-evaluation report

Study field "Translation"

Riga Technical University

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1. Information on the Higher Education Institution/College

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

Riga Technical University was founded in 1862 as Riga Polytechnic, later Riga Polytechnic Institute, and is the oldest technical university in the Baltic States. Following the restoration of the Republic of Latvia in March 1990, Riga Polytechnic Institute was renamed Riga Technical University (RTU). Over years RTU has become the leading centre of higher engineering education and science in Latvia, obtained a positive assessment of international experts and has been accredited by the Supreme Education Council of the Republic of Latvia.

RTU values include sustainable development, quality, openness and cooperation, creativity, academic freedom, motivation to explore and discover.

Until 2024 there were nine faculties at RTU (Faculty of Architecture; Faculty of Civil Engineering; Faculty of Computer Science and Information Technology; Faculty of E-Learning Technologies and Humanities; Faculty of Electronics and Telecommunications; Faculty of Electrical and Environmental Engineering; Faculty of Engineering Economics and Management; Faculty of Mechanical Engineering, Transport and Aeronautics; Faculty of Materials Science and Applied Chemistry). Since 2024 an academic and scientific staff of approx. 1,200 people work at four faculties (Faculty of Construction and Mechanical Sciences, Faculty of Natural Sciences and Technologies, Faculty of Computer Science, Information Technology and Energy, as well as Faculty of Engineering Economics and Management), at the Institute of Architecture and Design, four RTU Study and Science Centres in Cēsis, Liepāja, Ventspils and Daugavpils, and an RTU agency Latvian Maritime Academy, carrying out high-quality academic activities and scientific research at a contemporary level. RTU is the second largest university in the Republic of Latvia in terms of the number of students; it has educated and trained more than 160,000 graduates in total.

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

RTU carries out active study and research work, acquiring new partners worldwide, working together on project implementation, student exchange and the development of joint study programs. Active development of a student campus is underway in Ķīpsala, where new faculty buildings are being built, while those built during earlier years are getting a new look, modern interior and design.

Many research and scientific projects are being carried out in cooperation with RTU partners, which result in both new patents and successful business activities. RTU successfully develops cooperation to strengthen its role in the development of higher engineering education in the world and in the development of Latvia.

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

Accredited RTU study fields and number of study programs in May 2024 are indicated in Table 1.1.1.

Table 1.1.1.

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

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

In recent years, the number of foreign students studying to obtain a degree or qualification in Latvia has increased. In addition, international student mobility growth is projected to continue also in the future. RTU has great opportunities to further increase the number of foreign students. It also provides an appropriate offer of RTU study programmes in English – 20 Bachelor study programs, 30 Master study programs, and 10 PhD study programs, moreover, this list is updated from year to year.

Dynamics of the number of students in RTU during the evaluation period are indicated in Table 1.1.2.:

Table 1.1.2.

Academic year	Total number of students
2013/2014	14,452
2014/2015	14,797
2015/2016	14,997
2016/2017	14,672
2017/2018	14,322
2018/2019	14,383
2019/2020	14,006
2020/2021	13,237
2021/2022	13,326
2022/2023	12,570
2023./2024.	12,593*

* In May 2024 tentatively 9,408 students studied at RTU undergraduate study programs, 2,746 studied at graduate Master degree programs and 439 – at doctoral study programs.

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

According to the [National Development Plan for 2021-2027 of Latvia](#), fundamental changes are planned in the near future in four directions – Equal Rights, Quality of Life, Knowledge Society, and Responsible Latvia, in the achievement of which a high-quality study process, excellent research, as

well as sustainable innovation and commercialization activities play an important role, which are important elements in RTU's vision to become an internationally competitive, dynamic and modern university of science and technology.

Keynote of the RTU Strategy: High quality and effectiveness – proactive link between the activity of RTU and the needs of the national economy. RTU is one of the leading science and technology universities of the Baltic and Nordic region, which is acting based on a study system built on research, innovation and cooperation with the industry. RTU prepares European and global-level engineers – leaders: developers of new technologies.

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

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

Information on [RTU Strategy](#).

1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.

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

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

In view of this, during RTU is continuing a change process. On 31 August 2021, the new regulations of the RTU Senate were approved, on 20 September 2021 the new RTU Senate was elected. The

RTU's Council was established in March 2022, a new Constitutional Assembly and a new Constitution was adopted on 24 May 2022. From the management point of view, the changes included in the amendments to the law concern the election process of a Rector, the appointment/dismissal of deans, the establishment / reorganization of organizational units based on the proposal of the Rector, which now is decided by the order of RTU Council.

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

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

At the University level, there is the Constitutional Assembly (200 representatives – 120 representatives of academic personnel (60% of the total number), 40 student representatives (20% of the total number) and 40 representatives of general staff (20% of the total number). The Assembly includes all 35 members of RTU Senate, the other 165 members are elected by the central administration, faculties, and institutes that are not part of the faculties, study and science centres and the students' self-government in the amount to ensure proportional representation. The conditions for the formation of the Assembly are defined in Part II of the RTU Constitution (see Annex P11).

There are 35 senators in the Senate, of which 27 are representatives of the academic staff (not less than 75% of the representatives, including at least 14 professors or associate professors – not less than 50% of the total number of senators), seven students (not less than 20% of the total number of senators) and the Rector is a member of the Senate in accordance with the position. The conditions for the election of the representatives of the Senate are defined in the attached Article 7 of the Regulation of the Senate of RTU (see Annex P11).

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

At the level of administration, the operational management of the university is exercised by the Rector, whereas the Board of the Rector plays an advisory role in the adoption of such decisions, with the participation of the Rector, Chair of the Senate, Vice-Rectors, Administrative Director, Deputy Rector for Digital Transformation, Deputy Rector for International Academic Cooperation and Studies, Head of the Legal Department, Head of the Infrastructure Development Department, President of the Student Parliament; the Deans Council comprising the Rector, Deans, directors of studies and research centres, Director of Riga Business School, Chair of the Senate, Vice-Rectors, Deputy Rector for International Academic Cooperation and Studies, Head of the Infrastructure Development Department, President of the Student Parliament; operational management meetings uniting the Rector, Administrative Director, Deputy Vice-Rector for Research in Scientific Work, the

heads of administrative departments (department directors, unit managers). At the faculty level, the highest decision-making bodies are faculty councils whose composition depends on the size of the faculty.

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

Each faculty also has its own student self-government, while RTU Student Parliament coordinates faculty student self-governments. Students are represented in all RTU decision-making bodies and can therefore participate in the University strategic decision-making.

The Rector, Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Finance and Vice-Rector for Strategic Development are the senior officials of RTU. The Rector implements the general administrative management of RTU and represents RTU without a specific mandate. The Rector is elected by the Constitutional Assembly for a period of five years for no more than two consecutive terms for the same person. The Rector is elected, approved in office and removed from office pursuant to the regulatory enactments governing higher education institutions.

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

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

The accounting, management of the study and research processes and human resources management at the University are centralized. Other administrative processes, such as procurement and project management, are centralized to the extent necessary to avoid institutional risks. At the same time, a decentralized management system has been provided at a high level at RTU, with a certain degree of autonomy for each academic unit. This means they have their own budget and self-governing structure, which allows defining and meeting the objectives of

the organizational unit. This approach motivates the heads of departments to be proactive, to plan the development of the unit, and to apply for funding.

Information on [RTU governance structure](#).

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

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

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

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

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

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

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

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

Cooperation with partners, suppliers and other stakeholders takes place in accordance with the RTU Strategy, establishing appropriate cooperation networks and identifying appropriate policies, activities and processes for effective cooperation aimed at ensuring the quality of the RTU activities and acquisition of feedback. To ensure the topicality and continuous development of existing study

programmes and before the introduction of new study programmes the interests of all stakeholders in modern and interdisciplinary technology education are considered.

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

More on this point is set out in Section 2.1.1.

Information on [RTU Excellence Approach](#).

Information on [RTU Quality Policy](#) (also attached in Annex P11).

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

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

3.	<p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>The evaluation of learning outcomes takes place in accordance with the "Regulation on the Assessment of Learning Outcomes" (approved at the Meeting of RTU Senate on 30 May 2022, Minutes No 663) (see Annex P11) and "Regulation on Final Examinations at RTU" (approved at the Meeting of RTU Senate on 26 April 2021, Minutes No 649) (see Annex P11). Regulation on the Assessment of Learning Outcomes states that the process of evaluating study results includes formative and summative evaluation and regulates summative assessment for evaluation of the achieved study results in RTU study courses. This regulation determines the procedure for summative evaluation of study results achieved in RTU study courses. Regulation defines different types of assessments, rating scales, assessment planning and procedure, determination of the final rating, procedures for appeals, settling of academic arrears and how to improve academic performance.</p> <p>The procedure for evaluating the study results achieved at the end of the study program are determined by the Regulations on Final Examinations, which regulates the procedure for organization and conduct of final examinations, general requirements for study graduation papers, final theses (graduation papers), as well as the procedure of development and presentation of study final theses graduation papers. Detailed requirements for study graduation papers final theses, methodological guidelines for development of study graduation papers final theses and the procedure of presentation, pursuant to the present Regulations, is developed by the unit in charge for the implementation of the relevant study program and approved by the relevant Faculty Council. These Regulations apply to studies of all types and levels, except for PhD studies.</p>
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4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>In order to ensure the qualification and performance quality of academic staff, professional advancement needs are regularly assessed when evaluating the results. Professional advancement training modules are developed by collecting information from: (1) academic staff surveys on professional advancement needs once in two years; (2) analysis of student polling results; (3) cooperation with student self-governments; (4) world trends and good practices of other Latvian universities in the field of professional advancement of academic staff; (5) information provided by academic staff on professional advancement topics of interest; (6) proposals from the heads of academic units for professional advancement of academic staff.</p> <p>The Centre for Academic Excellence (CAE), a teaching and learning centre, was set up at the end of 2018; its aim is to develop a strategy for the professional advancement of academic staff, including in line with Article 16 of Cabinet Regulations No. 569 https://likumi.lv/ta/id/301572#p16 (in Latvian). Other tasks of CAE are detailed in Section 2.3.6.</p> <p>Academic units organize regular or one-time professional advancement activities having assessed the need for professional training of academic staff. The units assess whether it is more appropriate to participate in a particular event for certain representatives of academic staff, all members of the unit or to invite also members from other units.</p>
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5.	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>Student expectations and satisfaction with the curriculum and study process are identified in sequential and planned surveys at all stages of study. Student surveys are organized in accordance with the Regulations on "Student Polling for Assessment of the Study Process" (approved by the resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1-e/8 as of 1 February 2021) (see Annex P11). The aim of polling is to clarify the adaptation of first year students to the university system and the satisfaction of all students with the study process, lectures, and practical classes after each semester, the satisfaction of students with the services offered by the University, and the overall satisfaction of graduates with the study program. The results of the surveys are available to academic staff, heads of organizational units and students in a summarized form. The survey results also directly summarize the effectiveness of academic staff's work, as students also have the opportunity to add their comments to surveys on teaching staff's work abilities and professionalism. The analysis of student success information is the responsibility of the specific unit implementing the study program. Information regarding the success of students within the scope of study courses and the weighted average mark in general shall be available in RTU Study Management system. Annually, the State Revenue Service provides information on employment of RTU graduates.</p> <p>The total quality management system of RTU, which is based on the EFQM quality model, includes and ensures the analysis and comparison of performance indicators of the study process and study programs.</p> <p>At the beginning of September of each year, a faculty Activity Plan on study process indicators is drawn up: (1) number of students; (2) number of graduates; (3) number of graduates who complete their studies on time; (4) number of students expelled from University; (5) number of foreign students; (6) average age of elected academic staff; (7) number of study programs implemented in English; (8) average indicator of the evaluation of faculty academic staff; (9) number of persons with a scientific degree elected to academic positions (%); (10) number of foreign guest lecturers.</p> <p>The established Faculty Study Activity Plans for the following year are drawn up by Faculty Deans, together with Deputy Deans for Academic Affairs and institute directors; they are approved by the Rector of RTU.</p> <p>RTU administration meets with representatives of faculties to evaluate the faculty activity plans on study process indicators, evaluating the progress in the previous academic year and defining the indicators to be achieved in the next two academic years. These indicators are used to monitor study process performance of the faculty. These indicators and other aspects influence the amount of performance-based funding allocated to the faculty and contribute to the achievement of the objectives set forward in the RTU Strategy.</p> <p>The study process funds are administered in accordance with methodologies approved by the Senate or as stipulated by the Vice-Rector for Strategic Development and Finance. Principles of the methodologies motivate the heads of departments to be proactive, to plan the development of the unit, and to apply for funding. These methodologies are described in more detail in Section 2.3.1. of the self-assessment report.</p>
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6.	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>At the level of the faculty and study field, internal quality is ensured by the Faculty Council, the Study Field Committee and heads of the study field, heads of the study programs, management of the institutes implementing study programs.</p> <p>Within the framework of the study program, internal quality is ensured by the head of the study program and by the academic staff implementing the program. Internal quality control at the level of the study program is carried out by the management of the relevant institute.</p> <p>In order to ensure continuous development of the study programs, RTU Study field Committees monitor academic activities in the relevant study field and are responsible for the curriculum and quality of the study programs within the study field, including the accreditation of the study field.</p> <p>Inclusion of employer representatives in the study field Committee is a mandatory requirement. Study field Committee acts in accordance with the “Regulation of the Study field Committee” (approved by the Resolution of RTU Senate Meeting on 26 April 2021, Minutes No 649) (see Annex P11).</p> <p>The basic tasks of the Study field Committee are: (1) to analyse the situation in the labour market and make suggestions for the development of new study programs as well as for the closure of the outdated study programs; (2) to carry out expert assessment of the curriculum and quality of the study programs, assess their compliance with the defined objectives and compliance with the research area represented and labour market requirements; (3) to organize and monitor the accreditation of the study field and the licensing of study programs; (4) to analyse the assessment and recommendations made by external experts and organize elimination of identified shortcomings; (5) to carry out an analysis of the study field self-assessment report as well as the annual reports on study field development activities; (6) in order to achieve strategic objectives of the University, to assess the proposed changes to study programs with a view to increasing the quality of all study programs included in the study fields; (7) to analyse the results of student, graduate and employee surveys and organize elimination of identified shortcomings, as well as organize additional surveys.</p>
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2.1. Management of the Study Field

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

The development strategy of the study field “Translation” is coordinated with RTU Development Strategy, which sets as its main guideline the priority defined in the National Development Plan of Latvia – to ensure education and knowledge for personal and state growth and technological excellence in order to create a knowledgeable, inclusive and creative society in an efficient, innovative and productive economy by ensuring qualitative, accessible and inclusive education and the acquisition of knowledge and skills applicable in business and daily life for every citizen of the country ([NDP2027](#)).

The **main goal** of the study field is to facilitate the formation of a knowledgeable society by successfully applying different modern methods of translation studies, terminology, applied linguistics, text production, pedagogical theory and language learning and research, integrating interdisciplinary and cross-disciplinary quantitative, qualitative and design research methods in academic and scientific work. The thematic scope of the education provided within the framework of the study field “Translation” ensures that a graduate becomes a hybrid-competent specialist capable of performing their professional duties qualitatively and creatively, working at an interface of different fields, independently continuing to improve their knowledge and skills and efficiently applying them at work and research within the lifelong education approach. With regards to the lifelong education approach, the goal of the study field is to facilitate improvement of a student as a spiritually and physically developed, creative and responsible personality.

Goals set for the study field “Translation” are coordinated with strategic goals of RTU, which are developed by observing goals and priorities stipulated in the Latvian development planning documents, including:

- [Sustainable Development Strategy of Latvia](#) (Latvia 2030);
- [The National Development Plan of Latvia for 2021–2027](#) (NDP2027);
- [UN Sustainable Development Goals](#) (UN 2030 Agenda);
- [Latvian Education Development Guidelines 2021–2027](#) (only in Latvian);
- [The National Language Policy Guidelines for 2021–2027](#) (only in Latvian);
- [The Guidelines for Science, Technology Development and Innovation 2021–2027](#).

Goals of the study field “Translation” also aim at achieving the vision included in Latvia 2030, which stipulates “the strength of the nation roots in the inherited, familiarized and newly created cultural and spiritual values, richness of the Latvian language and knowledge of other languages” ([Latvia 2030](#)).

1. Excellent science is one of the study field development objectives – qualitative scientific research integrated in the study process with a wide involvement in international, national and field research programs that facilitate technology and knowledge transfer and innovation development.

Within the framework of the study field “Translation”, studies are performed in applied linguistics, translatology, LSP (language for special purposes) use and development, terminology, terminotics and terminology management, which is especially topical in the context of the European Union

integration and the securitability of the Latvian language, as well as sustainable development. The academic staff members actively participate in studies on the regional and international levels, publishing their works in the aforementioned fields both in Latvia and abroad. Within the framework of the development strategy, employees involved in the study process are simulated to continuously upgrade their professional, pedagogical and scientific qualifications, perform topical research and participate in lifelong education programs. Within the framework of the study field, students are motivated to get involved in research work. Students participate in seminars and conferences with their independently developed reports. Students have an opportunity to submit their research results for evaluation and publishing in RTU conference proceedings. All reports independently developed by students, their reports, term papers, projects of different types contain research elements. Bachelor and Master Papers are focused on topical research challenges and solution of empirical contextual tasks. The offered solutions root in the comprehensive analysis of the theoretical framework.

In view of the fact that at the times of technological challenges there is a need to strengthen the dynamic enrichment of the Latvian language in all areas, the issue of terminology, term creation and terminological practice as part of scientific activities and their role in creation, accumulation, analysis and transfer of the public knowledge become increasingly more topical. This is reflected in the development strategy of the study field "Translation" – the research into the field terminology is strengthened, the content of the study programs is updated and enriched with study courses related to terminology, special attention is drawn to the translation studies and terminology development with regards to the Latvian language research in the EU linguistic context, adopting the best practices for the analysis of the paths for innovative development.

2. Qualitative studies is another development objective of the study field "Translation" – high-quality, prestigious, internationally recognized student-centered studies that allow critically comprehending and creatively processing information, thinking analytically, developing creative skills and self-educating during the entire life, training competitive specialists for the international labor market, who are capable of applying in practice different modern languages and ICT technologies working at the interface of different fields. Students are provided with the differentiated education offer that allows them to select the way of acquiring study materials according to their learning style.

To ensure the successful development of the study field "Translation", the academic and administrative staff of the Institute of Digital Humanities of the Faculty of Computer Science, Information Technology and Energy follows trends in the academic research field of translation studies and terminology, informing students about innovative theoretical findings and solutions in linguistic contextual tasks, sharing experience in the translation practice, term creation and term practice challenges, motivating them to be deeper involved in the academic and research activities.

The active participation of professors of the Master study program in the operation of the [European Master's in Translation](#) (EMT) Network since 2014 (including in the EMT Network Board) has provided wider opportunities for the study program students, graduates and academic staff to get involved in the development and renewal process of the competence framework of translators and relative professions, to efficiently follow changes in the labor market, to establish closer cooperation, to improve the study programs, the academic and scientific reputation and capacity of Riga Technical University, as well as to demonstrate the high quality level of Latvian education.

3. The third development objective of the study field is **institutional excellence** that facilitates the organization excellence and RTU international recognition – democratic, efficient and modern work organization that advances excellence of studies and scientific activities, ensuring sustainable management based on modern good practice, integrating institutional excellence sub-objectives in

all work processes, advancing digitalization of processes, development of efficient financial and administrative work, internationalization, communication and cooperation, as well as development of human resources.

Organizational units of RTU, which are involved in the implementation of study programs of the study field "Translation", cooperate in the development, upgrade and continuous improvement of the study content. The institutional cooperation in the STEM+ area allows ensuring the study quality and facilitating achievement of institutional excellence. By strengthening the cooperation with industry and advancing the development of human resources involved in the implementation of the study programs, it is possible to increase the opportunities for employment and self-fulfillment of graduates.

The study field "Translation" implemented at Riga Technical University includes two study programs:

Code	Name of the study program	Cycle
42227	Technical Translation and Textuality	First cycle professional higher education study programme
47227	Technical Translation and Terminology	Second cycle professional higher education study programme

Bachelor and Master study programs are mutually integrated in order to provide students with an opportunity to consecutively develop knowledge, competences and skills on the highest professional qualification level, to get involved in research in the field of applied linguistics, translatology, LSP use and development, terminology, terminotics and terminology management, as well as, upon completion of the Master study program, to continue studies at a PhD level.

The study programs are created by observing vertical and horizontal interdisciplinarity principles that are in full compliance with the topical requirements of the industry, including language service providers, translation agencies and terminological commissions, which need hybrid-competent specialists with a wide range of skills in humanities for comprehensive investigation of language phenomena.

The Bachelor students are offered to obtain the basis of translation theory and technical translation practice in relation to the textuality principles. Mastering of the text production strengthens student understanding of the relation between the form and content, effect of textuality principles, creating a cohesive text in accordance with the author's communicative purpose and functional style and the genre requirements. Advanced skills in text comprehension establish the required basis for a more efficient solution to translation challenges.

The Master students comprehensively cover modern theories of translation studies, develop technical translation practice in tight connection with terminology findings, term creation and practice manifestations. Strengthening of the theoretical and empirical base of terminology provides students with an opportunity to be more successfully incorporated in the labor market, to solve complicated intralinguistic tasks faster, to advance language securitability, stability, enrichment and development.

The cooperation with RTU ICT field specialists and industry representatives in educating translators and terminologists allows developing a unique set of knowledge, skills and competences, which are

not offered in other Latvian higher education institutions. It is significant to note that until now RTU has been the only technical university in the EMT network that with its example successfully confirms the positive synergy of humanities and engineering sciences.

Moving up the study cycles, opportunities for the students to turn to interdisciplinary studies or studies in the field of innovative skills with selection of the relevant specialization also increase. In line with the current industry tendencies and the study management best practices, the content of the study programs is integrated both horizontally and vertically, ensuring a sufficiently flexible study environment for the students. Students themselves may develop their learning path, timely adjusting to the changing requirements of the industry and, at the same time, taking care of achieving the study program aims and obtaining relevant skills.

All professional study programs included in the study field comply with the occupational standards, which pertain to the professional qualification obtainable as a result of completing the study program. Both study programs are vertically interdisciplinary with a wide scope of translation studies, terminology, textuality, language for specific purposes and cognitive linguistics. The programs include the study courses aimed at strengthening skills of translating LSP (language for special purposes) texts and skills of solving contextual tasks in translation studies, developing the competences in terminotics, terminology creation and practice, which comply with the priorities of Latvia 2030 Strategy, the National Language Policy Guidelines for 2021–2027 and other effective national documents.

It is important to emphasize that on 12 December 2023, owing to a considerable contribution of the academic staff of RTU, the 7th level occupational standard was approved in Latvia to award the professional qualification “Translator and Terminologist”. This is a significant turning point in training of specialists in such very much required field as terminology, standardization and registration of LSP elements and their usage in cross-language communication.

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.

In order to ensure the quality of the study field, a report on the improvement of the study field was drafted annually (until 2018). The report was evaluated by an expert appointed by the Vice-Rector for Academic Affairs and approved by RTU Senate. The annual reports on the study field improvements (until 2018) are available [here](#) (only in Latvian).

SWOT analysis is an integral part of the improvement report, which allows focusing on the achievements and highlighting the problems, as well as seeing opportunities and being aware of threats in order to eliminate them timely and efficiently. It is an essential tool for achieving the aims of the study field. The development of the study field is part of RTU Strategy, which allows considering the aspects of the study field SWOT in the context of RTU Strategy, which examines the internal and external factors separately.

Internal Factors

Strengths	
Curriculum	<ul style="list-style-type: none"> • Opportunities to develop cross-language communicative abilities for efficient inclusion and successful work in the multicultural environment; • Opportunities to obtain the required IT competence for the work with machine translation, terminology management and terminographic tools; • Opportunities to obtain the education of an LSP translator and terminologist with specialization in translation of the field-specific texts – in the fields not provided for students at other Latvian higher education institutions; • Opportunities to obtain experience and create the language service provider profile relevant to the industry requirements, learning from the industry experts; • Opportunities to develop skills and competences in language theory and practice, creation of the cross-industry and cross-language content, usage of language resources, understanding the significance of information technologies in humanities and research of natural language and textuality; • Opportunities to use multimodal tools in learning the content of studies (MOOC, video lectures, interactive contextual tasks).
Human resources	<ul style="list-style-type: none"> • Professional, qualified, experienced academic staff, who continuously advance their professional qualification and obtain experience in Latvia and abroad; • Industry experts with work experience of an interpreter and translator, involved in the study process and internship monitoring, supervision of graduation papers and consulting; • Internationally recognized foreign guest professors, who conduct seminars, guest lectures and master classes, providing students with an opportunity to get familiar with latest findings in applied linguistics, translation studies, LSP use and development, terminology, terminotics and terminology management.
Study process and learning outcomes	<ul style="list-style-type: none"> • The obtained qualitative professional education, which is in demand on the national and international labor markets and allows working in the planning of different languages, management of language resources and multilanguage content creation, as well as at the interface of this and other fields; • An opportunity to get involved in research, starting with the Bachelor level; then, on the higher level, to expand and develop one's creative, scientific and research skills for independent work in translation studies, terminology management, applied linguistics, text production, pedagogy theory and language learning; • An open, flexible, student-centered learning process that ensures integration of the latest information and communication technology, including language technologies, and profound learning of the theoretical basis of translation studies and terminology; • Contacts with Latvian and foreign higher education institutions and other organizations, opportunities to study abroad within the framework of ERASMUS+ program; • An opportunity to participate in internship programs offered by the EC Directorate-General for Translation (DGT); • An opportunity to cooperate within the framework of the EMT network with more than 150 higher education institutions, which offer study programs in translation studies, terminology, applied linguistics, textuality, pedagogy theory and language learning; • An opportunity to study in the international environment, obtaining and developing cross-cultural communication competences and skills; • Contacts with available and potential employers during the studies; • Further education opportunities (Master studies, PhD studies).
Infrastructure	<ul style="list-style-type: none"> • There are infrastructure and equipment available to perform research in applied linguistics, translation studies, LSP use and development, terminology and terminotics.

Challenges	
Curriculum	<ul style="list-style-type: none"> • There are growing requirements for the advanced DigComp 2.2 competences among language service providers; • With the rapidly changing language service market affected by new AI-enabled language technology tools and solutions, it is required to renew the study curriculum more frequently to ensure its compliance with the industry needs; • The necessity to ensure topicality of graduation papers of the students with account of the needs of the industry enterprises and latest findings in applied linguistics, translation studies, LSP use and development, terminology and terminotics; • The necessity to ensure a tighter connection between the study curriculum and the scientific research areas of the Institute of Digital Humanities.
Human resources	<ul style="list-style-type: none"> • The demographic situation in Latvia is one of the most significant reasons for the decrease in the number of students; • An expressed tendency for reduction of the number of graduates who wish to continue studies on higher study levels (Master studies); • The insufficient financing does not allow to expand the involvement of students in scientific research projects; • High demand for hybrid-competent specialists on the language service market and a lack of financing that does not allow offering competitive remuneration for industry specialists with higher qualification encumber the involvement of the highly qualified industry representatives in implementation of the study programs; • Lack of financing and the formalized and inefficient document management and circulation process encumber the involvement of foreign guest professors in the study process.
Study process and learning outcomes	<ul style="list-style-type: none"> • Different knowledge levels of students who are admitted to the study programs implemented within the study field; • Not all opportunities for ensuring feedback with potential employers, especially abroad, have been used; • Difficulties in monitoring the quality of fulfilling the entrusted duties of each student during the internship; • Limited financing for promoting research activities.
Infrastructure	<ul style="list-style-type: none"> • Resources and equipment need to be upgraded continuously in view of the continuous development of modern technologies (software needs to be updated and the library stock needs to be supplemented); • High costs associated with providing access for students and the academic staff to topical language technology resources and software, which are required to work and perform applied research in translation studies, terminology and terminotics.

External Factors

Opportunities	
Local applicants	<ul style="list-style-type: none"> • The number of the Latvian language learners and users will increase, as the Latvian language is strengthening its positions as the EU official language; therefore, already now there is an increasing demand observed on the EU labor market for highly-qualified translators, terminologists and wide-profile language service providers; • With accreditation of new study programs at RTU, opportunities for widening the range of LSP specializations in translation expand; • New specializations in the language service range, which are offered within the framework of the study programs, allow attracting a wider circle of interested local applicants.
Foreign applicants	<ul style="list-style-type: none"> • To increase the number of foreign students in the study field by advertising the Bachelor and Master study programs within the study field "Translation" in the European Union and other countries within the EMT network; • New specializations in the language service range, which are offered within the framework of the study programs, allow attracting a wider circle of interested foreign students; • Different working language combinations, which can be used within the framework of the programs, allow expanding the geography of the potential applicants.
External cooperation	<ul style="list-style-type: none"> • Opportunities to perform interdisciplinary and cross-disciplinary research and implement projects; • Opportunities to commercialize smart language technology products and services on international markets; • Opportunities to expand the external range of partner universities within the framework of international networks; • Opportunities to expand the cooperation with the industry on the language service provision market.
Competition	<ul style="list-style-type: none"> • The demand for specialists, who are fluent in two or more languages and have acquired theoretical courses in the respective engineering field, will keep growing; • The demand for specialists with advanced DigComp 2.2 competences among language service providers grow rapidly; • With the development of language technologies that replace humans by performing routine operations, the work on the language service market becomes more creative and attractive for a wider circle of stakeholders.
Legal framework	<ul style="list-style-type: none"> • Owing to a considerable contribution of RTU academic staff, the 7th level occupational standard was approved in Latvia to award the professional qualification "Translator and Terminologist"; • Changes in the requirements of the occupational standards in order to stop the division into academic and professional study programs.

Threats	
Local applicants	<ul style="list-style-type: none"> • Reduction in the number of students due to demographic reasons; • Problems with attraction of students especially with regards to Master studies, as employment in the industry does not anticipate a higher career development or remuneration for a student in the event of obtaining a higher level of education. It is enough for the industry to have generally trained graduates and it selects to train specialists further on in compliance with their specialization; • A big number of students work full time at enterprises; • Low recognition of professions of language service providers.
Foreign applicants	<ul style="list-style-type: none"> • Different level of preparedness for studies among foreign students.
External cooperation	<ul style="list-style-type: none"> • Low usage of mobility opportunities among scientific staff and Master students, as well as involvement of guest professors and researchers from abroad.
Competition	<ul style="list-style-type: none"> • Lack of motivation among young specialists to work at a university (inability to offer a competitive remuneration, career opportunities, etc.); • Wider opportunities for students to learn the desired foreign language in the respective country not only at language courses, but also at the level of academic and professional study programs; • A small number of budget-funded study seats does not allow competing in a full-fledged way with other Latvian higher education institutions, which offer more budget seats at their study programs in humanities.
Legal framework	<ul style="list-style-type: none"> • Complex administration of the study process, if regulations are adopted on further usage of the occupational standards in a wider context than up to now; • A long-lasting process of developing a new edition of the occupational standard "Translator".

The development of the study field development plan was based on the results of the SWOT analysis, which made it possible to identify specific activities. A working group was established for the development of the activity plan, which included study program directors who are personally responsible for the implementation of the activities. According to the goals and tasks of the study

field and individual study programs, as well as the results of the SWOT analysis, an initial set of activities was drawn up, which was improved through discussions within the Study Field Committee. It should be emphasized that the development activities are coordinated with the development strategies of RTU and the units involved in the implementation of the study field, thereby supporting and supplementing them.

The development plan for the field of study "Translation" for the period 2024 to 2029 (see P13) has been developed to ensure the achievement of the set objectives, as well as to benefit from the strengths and opportunities identified in the course of SWOT analysis, avoiding or mitigating the impact of weaknesses, preventing threats to the degree possible.

In the field of study curriculum design and organisation of studies, it is planned to continuously improve the quality of professional education in order to ensure the employability of the graduates in such areas as language planning, language resource management and multilingual content creation, as well as at the interface of these and other areas. It is planned to provide students with the opportunity to acquire the necessary IT competences to work with language technologies and to encourage their willingness to engage in lifelong learning by acquiring new IT-based skills.

To mitigate the effects of demographics, it is planned to intensify the use of educational technologies, allowing for high quality distance learning, reaching an ever-wider geography of learners. In its turn, this will also allow attracting more international professionals into the implementation of the study programs in the study field.

In cooperation with employers and the industry, it is planned to continuously update the study curriculum to meet industry needs in line with industry trends. Targeted cooperation with employers should be continued by offering to involve students and teaching staff in contracted work, thus addressing one of the challenges related to attracting funding for the study programs. This type of support mechanism can reduce the risk of students dropping out due to their inability to combine their studies with full-time work.

To mitigate the risks associated with different levels of student preparedness, it is planned to organise both alignment and advancement courses, promoting a student-centred approach to education and catering for the different student needs. Engaging students in research and fostering their interest in lifelong learning can address a potential problem related to the renewal of academic staff: as students develop a deeper interest in translation studies and terminology management and their research, they may be motivated to consider an academic career at RTU.

Developing the qualifications, scientific capacity and international visibility of academic staff can address a number of challenges and mitigate risks related to the quality assurance of studies and can contribute to the achievement of strategic goals of RTU.

The development plan of the study field for the next period is provided in Annex P13.

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.

Internal quality control at the level of the faculty and study field is ensured by the faculty Deputy Dean for Academic Affairs. The quality of the study program is ensured by the head of the study program and the academic staff implementing the study program, who are supervised by the administration of the respective institute or department. Annotations of the study courses within the study program and syllabi of the study courses, methodological materials, the newest study literature and methodological guidelines for development of the study papers (reports, study papers, internship reports and graduation papers) are reviewed once per academic year. The academic staff and the administration of the study program participate in various experience exchange events, cooperating with the universities from other countries, meeting with the representatives of relevant institutions and entrepreneurs, as well as discussing current issues in the field, student research works and projects, analyzing their results.

The responsibilities and duties of the head of the study program are described in the job description of the head of the study program. The draft copy of job description for the Head of the Program is attached in the Annex "Job Description for the Head of the Program" in the section Other Annexes. The most important of them are: management of study program design, improvement of study program curriculum in accordance with the requirements of the field of science or the national economy, quality assurance of study program implementation, supervision of study plan development, promotion of internationalization, cooperation with RTU Study Department, ensuring the entry of data in the information system, as well as with the organizational units of the University involved in the implementation of the study program. The administration of the faculty constantly monitors the compliance of the premises and technical equipment with the modern quality requirements. Appropriate study premises have been created that are equipped with the necessary multimedia facilities. Support functions for the development and implementation of the study programs at RTU are provided by the Study Department. The Program Management and Curriculum Design Unit plays an important role in providing support in the improvement of the study programs.

RTU has established a resilient system for the governance and improvement of the study programs. Proposals for the changes in the study programs are developed by the Study Field Committee based on the recommendations of the academic staff, feedback from employers, student self-government, as well as considering the latest trends in the national economy and labor market. The Study Field Committee addresses the faculty councils to review and approve the changes. Based on the decision of the council, changes in the study field are suggested, which are further approved by the RTU Senate. Changes in the structure of the study programs are approved by the order of RTU Vice-Rector for Academic Affairs. The technical support of the study field is provided by the study program record keeping unit and the IT service. Such cooperation in the implementation of the study programs within the study field can be considered effective and promoting the overall development of the study field.

The most essential aspects of governance are listed below:

- The study field is generally managed by the Study Field Committee, which consists of the heads of the study programs, industry representatives, leading members of academic staff, representatives of the students' self-government and the deputy head of the study field. The Study Field Committee is headed by the head of the study field. Both the head and the deputy head of the study field are approved by the RTU Senate.
- The heads of the respective study programs are responsible for the implementation and development of the study programs in the study field, they also ensure daily cooperation with the students, graduates and representatives of the respective industry. The head is responsible for considering the received recommendations, complaint treatment procedures, and achieving the aims of the study program.
- Changes in the study field are first considered at the corresponding organizational unit

(departments and institutes). Depending on the nature of the changes, they are also considered by the Study Field Committee. After reviewing and approving the suggested changes, they may be channeled to the faculty councils for consideration. According to internal regulations of RTU, certain types of significant changes are coordinated in the RTU Senate.

The current governance system provides an opportunity for all stakeholders to influence the improvement and development of the study field both by submitting proposals for specific changes and by actively working on considering other proposals. Industry makes an important contribution to this process; industry representatives may use the existing system to promote compliance to and satisfaction of the industry needs.

Meetings of the Study Field Committee are also convened in cases where there are suspicions of significant non-compliance with good practice or quality requirements. In such cases, the issues are considered on the basis of the case reports of all parties involved, but the decisions taken are binding for the implementers of the study program (departments and academic staff). Meetings of the Study Field Committee are organized either in person or remotely. A voting mechanism is used to make decisions and approve or reject proposals.

To control and improve the quality of fulfilling the goals of the programs within the study field, the following measures have been implemented:

- The quality of the knowledge assessment works (tests, Bachelor Papers, Master Papers and the integrated examination) is analyzed, validity and reliability of the integrated examination is ensured and the study process improvement plan developed in the previous year is supplemented. To ensure an objective assessment of students' knowledge, experts from other higher education institutions and representatives of employers are invited for *viva voce* of Bachelor and Master Papers.
- Alongside the surveys organized by RTU in ORTUS environment, additional student polling is regularly performed to determine the evaluation of students regarding the study quality and student suggestions for improving the study process. The survey results are analyzed and discussed at the meetings of the Study Field Committee, taking into account the academic staff experience obtained from work and the feedback from students.
- To improve the quality of studies, survey of the academic staff is performed, the results of which are taken into account in development of new curricula and improvement of the existing study programs, as well as in the study process planning and organization.
- To improve the quality of the study process, the results of the *viva voce* of Term Papers are discussed at the meetings of the Curriculum Design and Testing Committee. Thus, proposals are developed for improving the study process, questions are discussed on provision of methodical and technical devices, as well as issues regarding the qualification level of the academic staff.

The study programs implemented within the framework of the study field fully comply with the four main higher education goals – promoting development of personality, democratic society, science and ensuring compliance of the education with the labor market requirements. To ensure this compliance, establish and implement an efficient management and development strategy of the study field, the following principles are observed:

- cooperation – all parties are involved in solution of the study field development issues: academic staff, students, employers, municipal and state institutions, public organizations, etc.;
- consistency – ensuring the cooperation and partnership approach in solution of the study field development issues both within RTU and in cooperation with other institutions;

- succession – continuous implementation of studies and achievement of personality development goals, ensuring logical succession in the study programs and lifelong learning;
- sustainability – substantiation and balanced development of educational decisions;
- accessibility – all students have equal opportunities to obtain relevant education within the framework of the study field;
- coordination – an integrated approach is implemented in planning and introduction of changes, ensuring unified management and coordination of changes both among different organizational units and levels and types of the study programs.

The study field governance system is presented in Annex P14.

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

The admission process and procedure of students' matriculation is stipulated in the RTU Admission Regulations, which are elaborated based on the Law on Higher Education Institutions and Cabinet Regulations No 846 of 10 October 2006 "[Regulations on the Requirements, Criteria and Procedures for Enrolment in Study Programs](#)", as well as the specific requirements of study programs and the industry. The RTU Admission Regulations are approved by RTU Senate and published on November 1 each year (see Annex P11).

Admission requirements are logical, understandable, and linked to the goals defined in the RTU Strategy. The admission system is state-of-the-art, easily accessible, logically structured, and is evolving in line with modern digitalization trends, providing potential students with a convenient and user-friendly university application tool.

Applicants are admitted to full-time and part-time undergraduate programs based on the results of the Centralized Examinations (CE) in Mathematics, the Latvian language, and the foreign language, and the final grades in individual subjects obtained in the secondary education, and the entry test results.

In order to participate in the competition for the state budget-funded seats, the rating in Mathematics CE is calculated as the average value of all Mathematics CE rating sections and must be at least 15 percent. An applicant with a CE in mathematics of less than 15 percent may get enrolled only for a tuition fee. Until 2022, the minimum CE value was 12%. To determine the candidate's rank in the competition, each CE rating, calculated as an average of all CE evaluation sections, and each entry test (if any applies) is multiplied by the appropriate weighting factor and the resulting multiplications are added together. Some study program applicants must pass an entry test, the result of which shall be multiplied by an appropriate weighting factor and summed up in the total calculation of the rank.

The persons, who have received secondary education before 2009 (including), as well as persons, who have received secondary education abroad, or persons, who were exempted from passing the secondary education state examinations in accordance with the procedure set by the regulatory enactments, may be admitted to the study programs based on their year grades in the secondary

education document in the subjects mentioned in the RTU Admission Regulations, which must be successfully passed. Up to 2019, admission based on the secondary education year grades was attributed to persons who completed secondary education before 2004. In general, the RTU Admission Regulations follow the Cabinet Regulations No 846.

Persons who have completed secondary education and have not passed any of the CEs mentioned in the RTU Admission Regulations or have failed the year grade, shall pass the CE in accordance with Cabinet Regulations No 398 of 5 July 2022 "[Regulations Regarding the Content and Procedures of Centralized Examinations](#)" (in Latvian). Persons who have not passed the CE in Latvian and who do not meet the requirements of RTU Admission Regulations, shall pass the entrance examination in Latvian as prescribed by RTU. The result is evaluated as a percentage.

In compliance with Cabinet Regulations No 795 adopted on 20 December 2022 "[Regulations on Replacement of the Foreign Language Centralized Examination in the General Secondary Education Program by Foreign Language Examinations Conducted by International Testing Institutions](#)" (in Latvian), CE in the foreign language can be replaced with a foreign language examination conducted by an international testing institution the certificate of which must be presented to the RTU Admission Committee.

The applicants who have acquired a Bachelor degree in a field relevant to the study program are enrolled in the post-graduate study programs. The applicants take part in the competition with a weighted average grade from the Bachelor or professional study program records. The weighted average grade is calculated as the sum of all the grades received in each study course multiplied by the credit points acquired in the study program and is divided by the total number of credit points within the study program. If credit points are not identified, the number is calculated as the multiplication of the grades and contact hours obtained in each study course divided by the total number of contact hours.

In order to facilitate the admission process of applicants for studies at RTU, starting from the summer of 2020, the admission process for undergraduate and post-graduate study programs was improved. There are two ways to apply for the state budget funded seats in the undergraduate study programs:

- Electronically in the Joint Enrolment Undergraduate Study Program Information System, using the [e-service portal](#).
- Arriving at the RTU Admission Committee in person, presenting the originals of the required documents.

To apply for the competition for the state budget-funded seats in the post-graduate study programs RTU undergraduate study program graduates can submit their applications online on RTU portal ORTUS. Starting with the summer 2020 admission, also graduates of undergraduate study programs implemented by other Latvian state-accredited higher education institutions can submit applications electronically on the RTU website, or by visiting RTU Admission Committee.

Applicants who do not qualify for the state budget-funded seats and applicants who have received their education outside Latvia, as well as in other specific cases, must appear in person at the RTU Admission Committee within the admission deadline, with the required documents. In order to improve the admission process at RTU and to facilitate the application of entrants for studies at RTU, electronic application for tuition fee-funded studies at undergraduate and postgraduate study programs were introduced in summer 2021.

Recognition of previously acquired formal and non-formal education at RTU is carried out in accordance with the "Regulation on the Recognition of the Courses Completed at Other Universities and RTU Study Programs" (Resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1/29 as

of 4 April 2016) and the “Procedure for Recognition of Competencies Developed Outside Formal Education or From Professional Experience and Learning Outcomes Achieved in Previous Education at Riga Technical University” (approved at the Meeting of RTU Senate on 23 September 2019, Minutes 632) (see [here](#) and Annex P11). During the reporting period, recognition of competences and learning outcomes achieved in formal and non-formal education was performed regularly. Study courses with similar study curriculum were recognized for all outbound exchange students, as well as students who have previously studied in other study programmes and/or at other universities or summer schools.

RTU Admission Requirements are published [here](#) (in Latvian) (for local students) and [here](#) (for foreign and exchange students).

Documents attesting the possibility of continuing studies at another higher educational institution and compensation mechanisms for students in the event of liquidation of the programs, as well as a sample of study agreement (see Annexes P15, P16 and P17).

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.

Assessment of student learning outcomes is carried out in accordance with the “Regulation on the Assessment of Learning Outcomes” (approved at the Meeting of RTU Senate on 30 May 2022, Minutes No 633), which is available on Studies Regulations page of [RTU webpage](#) (in Latvian) (the English translation see Annex P11). Summative assessment system is used in appraisal of student achievements, it implies that the final grade is composed of numerous components.

Learning outcomes are evaluated based on two criteria – a qualitative criterion (assessment based on a 10-point grading system) and a quantitative criterion (the number of credits after obtaining a positive assessment testifying the acquisition of the course content).

The assessment is based on the following principles of educational assessment:

- the principle of aggregation of positive achievements – the positive results within each study course and the program on the whole are summarized;
- the principle of mandatory assessment – assessment is obligatory at the end of each study course;
- the principle of transparency and clarity of assessment criteria – assessment requirements are made available to all stakeholders by the study program administration or academic staff; moreover, academic staff informs students about them at the beginning of each study course. The requirements are accessible in the electronic environment ORTUS;
- the principle of assessment form diversity – assessment tests, study projects, individual assignments, presentations in seminars, final tests, examinations (oral, written, containing case studies), presentation of the internship report, viva voce of the Master Thesis, etc.;
- the principle of assessment availability – the forms of assessment correspond to the study course content specified in its curriculum and comply with the requirements for professional skills and knowledge. All conditions for obtaining credits are laid out in the curriculum of each study course.

Learning outcomes for each study course are defined separately and are included in the study

course description, which are published in RTU Study Course Register. Examination and credit test questions are prepared by the instructor responsible for the study course based on the approved description of the study course and the study program. Examination questions are formulated to ensure that a student is capable of comprehensively answering them, thus demonstrating that they have fully covered course content. Credit tests are carried out in accordance with the requirements stipulated in effective RTU regulations.

Examinations set by the program allow making sound conclusions about the level of knowledge and skills of each student assessing their progress in the long term. In order to improve student academic performance and raise their interest in acquiring comprehensive knowledge, study programs in the study field run an annual competition among the students for the opportunity to continue studies on the state budget funds. The only criterion that is taken into consideration is student's academic performance in the previous period.

Student's achievements and learning outcomes are assessed during the entire program implementation period. At seminars, students submit their works to academic staff and learn to improve their presentation skills. Tests included in the program allow obtaining convincement regarding the knowledge and skills level of every student, as well as evaluating their development dynamics during a longer period. Reports, study papers, term papers, projects are presented in public and are focused on developing discussion skills of students. Descriptions of study courses of the study programs prescribe the required set of knowledge, skills and competences and their assessment system, the learning outcomes to be achieved and the number of credit points granted for the acquisition of the study course. Pedagogical methods of the study course implementation and assessment methods are selected by a responsible instructor of a particular study course in conformity with the study course content and the study program specifics, as well as taking into account the students' needs. Academic staff members inform students about the specific assessment criteria of each study course at the first introductory lecture.

Criteria for assessment of the study courses and individual/home tasks are published on ORTUS e-learning system beforehand. During semester, the assessment for each home task, test, report, presentation and any other task is ascribed certain weight in the final grade. Exam grade may not exceed 50% of the final grade. Academic staff may take into consideration and also assess student attendance and their activity during the classes. Assessment structure for the study course is determined by the academic staff themselves, abiding by the resolution of RTU Senate that the exam grade may not contribute more than 50% to the final grade. Selecting assessment criteria and methods for evaluation of student achievements, specifics of each study program and learning outcomes are taken into consideration.

In order to advance professional pedagogical competences of the academic staff, courses and seminars on the newest pedagogical methods are organized regularly. Qualification advancement is provided at both the University and faculty level, organizing academic conferences and methodological seminars. The Centre for Academic Excellence has been established and successfully operates at RTU; it organizes various events aimed at professional advancement of academic personnel at the university level.

(In addition, see the description of each study program).

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.

Since 2010 all students that graduate from any RTU study program should upload electronic versions of their graduation papers in ORTUS portal in order to improve the quality of graduation papers, create a bibliographic database of the graduation papers and introduce an automated control system for detecting plagiarism. RTU uses two major plagiarism control tools in the study process:

- Since 2015, graduation papers of study programs in the study field have been checked in the joint computerized plagiarism control system (JCPCS), which unites numerous Latvian universities and colleges. RTU uses the system in cooperation with the University of Latvia. This system is used to check graduation papers after their uploading to the ORTUS environment. JCPCS complements and extends plagiarism identification opportunities.
- Starting from 20 December 2017, RTU has been running Turnitin®, the world's leading tool for the correction of written papers and aversion of plagiarism that is used daily by millions of students and academics around the world. Turnitin® tool is integrated with RTU ORTUS e-learning system and provides full service of submitting, correcting, verifying the originality (plagiarism) and return of the submitted papers. Turnitin® offers two main platforms: a platform that automatically checks for the percentage of non-genuine content (plagiarism) and allows to electronically correct the submitted papers. This tool is used to check all the electronic versions of graduation papers submitted for defense and further control measures are operatively implemented for potential plagiarism detection.

Graduation papers are checked in both systems in parallel, thus using the advantages of both systems. Since 2005, the Code of Ethics of RTU Students, Academic Personnel and Staff has been effective at RTU (see Annex P11). The Code of Academic Integrity was approved at the RTU Senate meeting of 24 April 2023. The aim of the [Code of Academic Integrity](#) is to strengthen academic culture and integrity in the academic environment of RTU, to explain the concept of academic integrity and related actions, to define main procedures in examination of academic violations (see Annex P11).

There are procedures defined how the report on the violation of the student's academic integrity is filled, registered, reviewed, and appealed. Informing and educating students about the aspects of academic integrity takes place both within the study courses and in the specially organized seminars.

In addition, RTU participates in different initiatives that bring forward and solve academic integrity related issues. RTU is a member and one of the founders of the [European Network for Academic Integrity \(ENAI\)](#), where it is involved in active experience sharing, keeping updated about academic integrity related issues, and organizing conferences. The Dictionary of Academic Integrity Terms and Guidelines is one of the newest aids that has been developed and published by RTU Press. Both students and academic staff have access to the book "[Glossary for Academic Integrity. General Academic Integrity Guidelines](#)" (in Latvian) published by RTU publishing house.

In the framework of Specific Support Objective (SSO) 8.2.3 of the project "[Development of Efficient Governance of Riga Technical University](#)", RTU, in cooperation with the University of Latvia (UL) and Rīga Stradiņš University, develops educational aids, as well as participates in the establishment of the Latvian national academic integrity organization and development of plagiarism control tools.

In 2023, RTU Centre of Academic Excellence published a video lecture "How to Use the CAPS Plagiarism Control Tool and Interpret the Results Obtained during an Examination?" that summarized recommendations on how to use the CAPS plagiarism control tool developed by RTU Institute of Applied Computer Systems and interpret the results obtained during an examination. From September 2023, student tests and graduation papers can be checked in RTU e-learning

environment Ortus by using the CAPS tool. The new system is linked with RTU e-learning environment and the Graduation Paper Register. CAPS can recognize text coincidences in a copied, paraphrased and translated text in Latvian, English and Russian. The system checks the works against the collected index and against students' works of other educational institutions. The works are compared between themselves. CAPS recognizes whether a text is generated with the help of different artificial intelligence tools (see the [video](#)) (in Latvian). RTU Centre of Academic Excellence organized a [webinar](#) (in Latvian) "Plagiarism, ChatGPT and RTU New Tool CAPS".

In 2024, RTU Centre of Academic Excellence published a video recording of the methodical conference "A Year with ChatGPT or Usage of Artificial Intelligence in the Study Process". At the conference, academic staff of RTU and other Latvian and foreign higher education institutions shared their experience and discussed the required changes in the study process and outlined future scenarios of using artificial intelligence in the academic environment.

The organizational units implementing the study program have developed a control mechanism, i.e., the initial check is performed in the process of interim assessment, which is performed by the work of the Advisory Examination Commission. When students come to these examinations, they should submit the electronic version of the performed work and the paper is checked in free plagiarism control tools in presence of the student. When students draft their graduation papers, they are instructed about plagiarism and its consequences several times.

The generally accepted "good practices" show that more attention should be paid to the papers showing 20 percent or more matches. A message is received from the system, when the match level is higher than 20%. The papers are examined, reasons for the matches in the text are evaluated and a decision is made whether the student should be allowed to publicly present their graduation papers.

Methodological materials, for example, "[Technical Translator Academic Manual](#)" contains detailed instructions on correct presentation of references. This process allows reducing the availability of plagiarism and indicates to deficiencies in a student's work to be eliminated.

On 15 January 2024, the Council of the Faculty of Computer Science, Information Technology and Energy (FCSITE) approved the procedure for examining the plagiarism cases in graduation papers of students of RTU FCSITE (see Section "Other Annexes"). The document, which is binding for all study programs implemented at the FCSITE including the study programs within the study field "Translation", clearly defines the order, procedure and actions in the event the features of plagiarism are identified in students' works.

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field by specifying the measures undertaken to achieve the aims and outcomes of the study programmes and to ensure continuous improvement, development, and efficient performance of the study field and the relevant study programmes.

RTU operates pursuant to the "Constitution of Riga Technical University" (approved by the Law "On the Constitution of Riga Technical University", the law was adopted in the Parliament on 23 October 2014 (see the Annex P11), adopted in a new wording at the meeting of RTU Constitutional

Assembly on 23 May 2022 (Minutes No 35).

In order to efficiently control implementation of RTU Strategy, RTU Strategy Management System has been established, which provides that strategic aims, activities and tasks are cascaded to the level of definite organizational units and their staff.

RTU has an internal quality management system in place in accordance with the RTU Quality Policy updated and approved at the meeting of RTU Senate on 25 September 2017, Minutes No 612 (see: [RTU Quality Policy](#)) and the RTU Excellence Approach approved at the meeting of RTU Senate on 30 January 2017, Minutes No 606 (see: [RTU Excellence Approach](#)). Since the study field “Translation” is one out of 13 study fields implemented by RTU, and its internal quality system is closely related to RTU Quality Management System.

RTU Quality Policy is aimed at implementation of RTU mission and achievement of strategic aims – reaching excellence in scientific research, academic, infrastructure and organizational excellence, and recognizability. The Quality Policy provides the framework for implementation of RTU Strategy, and the paths for development and improvement of research, study process and organization. RTU Quality Policy is reconciled with the ENQA standards and guidelines. RTU Excellence Approach and Quality Policy are reciprocally integrated documents, which determine that RTU employs the EFQM quality model.

Since December 2018, RTU has been a member of the European Foundation for Quality Management, having joined the global quality cooperation network.

The departments and institutes, faculty councils, the Office of the Vice-Rector for Academic Affairs, the Office of the Vice-Rector for Strategic Development and Finance, the Student Parliament and the RTU Senate are involved in ensuring internal quality of studies at RTU. These institutions comprehensively evaluate the newly created study fields and programs, as well as changes to study fields and programs, evaluate annual self-assessment reports of the study fields.

Successful performance of the internal education quality assurance system at RTU is ensured at the following levels:

At the level of the Office of Vice-Rector for Academic Affairs, internal education quality assurance is performed by the Study Department, which:

- provides operations and control of RTU Study Course (SC) Register, monitoring whether the study course correspond to the requirements of the respective tertiary education program and its content;
- surveys students at the university level to discover how successfully first year students have adapted to the university system, to find out the level of student satisfaction with the study process, lectures, practical classes and academic staff, as well as ensures that survey results are available to RTU Study Department, each member of academic staff, heads of units, Deputy Dean for Studies and a responsible person at the Office of Vice-Rector for Academic Affairs;
- ensures relevant premises and technical support to general lectures (100 – 200 seats).

At the level of RTU faculties:

- once a year, the head of the study program submits a report to the Council of the faculty, prior to that assessing and ensuring the relevance of the study program at the Faculty Study Field Committee;
- student self-government is involved in the overall quality assurance process of the study program. Representatives of the student self-government actively participate in work of decision-making bodies: RTU Constitutional Assembly, RTU Senate, RTU Senate Committee

and Faculty Council.

At the level of institutes:

- each semester the administration of the study program analyzes the results of the student survey on the quality of academic staff performance and overall assessment of the study program. The results are discussed at the institute meetings, meetings of the Faculty Study Field Committee and Faculty Council meetings;
- once per academic year annotations to the study course syllabi, methodological resources, the list of literature and the guidelines for the development of the course works (reports, papers, internship reports and graduate papers) are reviewed;
- courses and seminars for faculty members are regularly organized to address such issues as the newest teaching and pedagogical methods. Members of academic personnel are motivated to attend qualification advancement courses;
- academic personnel and administration of the study program participate in various experience exchange activities, cooperating with universities from other countries, meeting representatives of the industry and entrepreneurs, discussing topical industry issues and student research work and projects;
- institutes continuously monitor that the quality of the premises and equipment meets quality requirements and update the resources as necessary.

Additional quality assurance system accounting for the specifics of the study field is implemented within the study program:

- regular monitoring of student individual performance (responsible authority – academic staff);
- regular reporting of performance results in the RTU Study Management System (responsible authority – faculty record management department);
- regular monitoring of the study program implementation process (responsible authority – program management);
- regular discussion with the student self-government and program management on the detected drawbacks and risks related to the study process (responsible authority – student self-government);
- regular updating individual study courses and themes accounting for the newest discoveries and trends in the research field (responsible authority – Faculty Study Program Council);
- arbitration mechanism (responsible authority – program management).

Study Field Committees at RTU supervise academic activities in the respective study field and are responsible for the curricula of the study programs within the study field, including accreditation of the study field. Members of student self-government are involved in ensuring the quality of the study field and study programs implemented therein; they actively participate in the work of the decision-making bodies of the University: RTU Constitutional Assembly, RTU Senate, RTU Senate committees and faculty councils.

The Study Field Committee and the head of the study field play a decisive role in the process of internal quality assurance. Faculty councils, heads of the study programs, the institutes implementing the study program, as well as faculty student self-government and the Curriculum Design and Testing Committee are involved in quality assurance. The heads of the study programs and Faculty Deputy Dean for Academic Affairs ensure academic quality control in the course of daily activities.

The study programs implemented within the study field are regularly evaluated, as a result, an [overview](#) (in Latvian) of the study field improvement used to be provided (only in Latvian). Since 2018, annual reports have been compiled and approved at the meetings of Study Field Committee

in order to identify inefficient processes, optimize the study content and improve the organization of the study process.

Persons engaged in the drawing up of the self-assessment report of the study field (reporting period 2013-2023):

- 1) the head of the study field, who is responsible mainly for the preparation of description of the study field, for the development strategy and plan of the study field, and for the preparation of the corresponding appendices (Sections 1 and 2 of the report);
- 2) the heads of the study programs, who are responsible for the preparation of description of the study programs included in the study field, also for the development plan and for the preparation of the corresponding appendices (Section 3 of the report);
- 3) students whose contribution to the development of the study field and specific programs has been reflected in the program improvement activities carried out during the reporting period.

The head of the study field and the heads of the study programs, as necessary, involve the necessary academic or administrative staff, as well as representatives of the field (for example, to update the professional standards) in the development of the self-assessment report. Remote meetings (at least eight during the active phase of the preparation of the document) were held to discuss and find solutions for the various issues that arose during the preparation of the self-assessment report. In these meetings participated all employees involved in the preparation of self-assessment report of the study field. During the meetings, within a certain period of time noticed or re-merged problems were identified. All parties were involved in the search for solutions to these problems. Individual program needs were taken into account in the context of the overall view of the study field.

In order to prepare the self-assessment report with appropriate annexes and to ensure more effective communication between the participants in the working group, the MS Teams Project group was created, where all the documents related to the development of the report were stored, for common and simultaneous use and processing.

Irrespective of the preparation of the study field improvement report (which was until 2018) and the study field self-assessment report (for the reporting period 2013 – 2023), study field improvement activities are performed, the most significant of which are:

- The Technical Translator Academic Manual has been published for students of Bachelor and Master study programs within the study field “Translation” as a set of instructions and guidelines for performing different activities related to studies and research during the study process. Guidelines for developing graduation papers are specially emphasized. The handbook has been crafted following best practices approved in the leading universities and taking into account the existing regulations of the Republic of Latvia and the internal documents of RTU on student research activities and development of the graduation papers. The book is intended for students, academic staff, scientific advisers and reviewers of graduate papers and the members of the final examination committees of the Professional Bachelor and Master Study Programs “Technical Translation”. The manual is available [here](#).
- "Regulation on the Rotation Competition for Study Seats Subsidized from the State or University Budget at the Faculty of E-Learning Technologies and Humanities of Riga Technical University" was considered at the meeting of FETH Council and approved by the Study Department on 30 June 2017 (see Annex P11).
- Internship regulations were developed in a new wording for students of Bachelor and Master study programs within the study field “Translation” (see Annex P31).

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 development and revision processes are regulated by the “Procedure for Application, Elaboration and Amendment of the Study Programs” approved at the meeting of RTU Senate on 4 April 2021 (Minutes No 649) (see Annex P11), which in detail specifies activity sequence and parties involved, starting with drawing up an application for new study program elaboration and finishing with study program closure. The procedures are reconciled with the effective national regulatory enactments pertaining to the licensing and amendment of the study programs.

Revision of the study program curricula is the responsibility of the Study Field Committee. The responsibilities and activities of the committee are regulated by the “Regulation on the Study Field Committee” (approved by the RTU Senate on 26 April 2021, Minutes No 649 with amendments of 27 March 2023 (Minutes No 671) (see Annex P11).

Expert assessment of the study programs is performed by the Study Field Committee, then - by the Faculty Council or the councils of several faculties involved. The expert assessment procedure is finalized by the Study Department. The Study Field Committee evaluates the quality of the draft study program and the compliance of its curriculum to the planned aims and tasks.

Related documents:

- The Procedure of the Application, Development and Amendment of Study Programs (see Annex P11);
- Regulations of the Study Field Committee (see Annex P11);
- Regulation on the Student Surveys Used in the Assessment of the Educational Process (see Annex P11).

The study program development process is relatively well regulated at RTU. First, the working groups are established. To establish a working group, it is necessary to obtain a decision of the council of the faculty that will implement the study program, which is based on the opinion/recommendation of the Study Field Committee. The Study Field Committee shall comprise industry representatives who are actively involved in the development of the study program proposal in the matters related to its curriculum and implementation. In addition to the study program application, the study program applicant shall submit a justification to the Study Field Committee, which shall contain an appropriate assessment or recommendation from the industry, which in such a way expresses its support and justifies that there is a need for establishment of the study program. Support may be provided by professional organizations in the field, which get directly involved in the provision of the rationale and setting of the objectives of the study program.

Only once the above-mentioned processes are successfully completed, the drafting of the study program documentation required for obtaining a license starts. The application documentation is also approved by the Study Field Committee, the councils of the relevant faculties and the RTU Senate, which endorses the working group to submit the program application to the Quality Agency for Higher Education.

Study program monitoring/revision is part of the continuous quality management process, the main goal of which is to ensure high quality of study program implementation. Depending on the specific situation, the Study Field Committee can make decisions about the study program, its composition, form of implementation, and other decisions.

2.2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes of the examination of the complaints and proposals and the improvements of the study field and the relevant study programmes are communicated by providing the respective examples.

In order to promote continuous improvement of the quality of studies and provide students with the opportunity to submit proposals and complaints on various study-related issues in accordance with the ESG, in the reporting period from 2013 to the end of 2023, at RTU, the analysis of students' recommendations and complaints was carried out; this was done by involving the organizational units to which the applications related, as well as the student self-government of the respective faculty.

A new document was approved in 2019 and now student complaints and proposals are considered in compliance with the [Procedure for Submission and Examination of RTU Students' Proposals and Complaints](#).

The Procedure stipulates how RTU students may submit suggestions and complaints concerning the study process and other issues and determines the terms for consideration of applications and provision of the response (if the applicant has provided one's contact information) and summary of application statistics.

Between March 2022 and March 2024, a total of 76 complaint/proposal applications were received, of which two were submitted completely anonymously, one was submitted anonymously, but with an indication of the email from which the complaint was received, and 73 were submitted openly. Out of a total of 59 applications, 59 were submitted by students and 17 were received from employees. There were 22 complaints, 17 proposals and 37 problems in total. Submission statistics received from students on eight topics (number of complaints or problems / number of proposals):

- IT related: 10/2
- Foreign Student Questions: 2/1
- Study process: 21/2
- Management issues: 3/0
- Dormitories: 8/0
- Scholarships: 2/0
- Work environment: 2/0
- Other business: 4/0

Submissions have been received from employees on six topics (number of complaints or problems / number of proposals):

- IT related: 3/5
- Study process: 2/1

- Work environment: 1/1
- Wages and salaries: 1/0
- Science process: 0/1
- Other business: 2/0

As of March 2022, 26 applications for the study process have been received, of which three are proposals, among which recommendations have been received regarding the extension of the deadline for the semester questionnaire process to the last week of the semester. A foreign student has misunderstood the essence of the proposal and asked a question about changing the study course. Among these three proposals, one was received from staff, with a recommendation to allow instructors to test the grades in the view available for students, allowing them to check restrictions that depend on restrictions in previous materials and assignments.

There were 13 complaints and 10 problems about the study process, which also expressed disappointment of the deadline for the semester questionnaire process, and reported that lecturers, without the knowledge of international students, tend to change the rules of the study course without notifying about it. Applications were received for teachers who not to respond to e-mails, comments were made on how study courses are organised and disappointment that lectures are held every two weeks rather than every. Complaints have been made that teachers do not put marks within the deadline. Comments have been received from international students that some study courses are not shown on the E-studies website.

In the IT questions section, complaints have been received about the operation of Microsoft accounts, employees have reported problems with sharing emails, the RTU Registry system, messages sent by IT that come too late and recommendations about the RTU CV website. Students have made proposals for creating an RTU app, there have been complaints about problems with creating a scholarship application, problems with installing Microsoft 365 on Apple macOS. Complaints have also been received about the newly introduced attendance registration system with NFC, as well as about the fact that not all study courses appear on the E-studies website.

On the scholarship issue, there have been complaints about errors in the scholarship system and a recommendation from a foreign student about awarding scholarships to students with special needs.

In matters of the working environment, a complaint has been received about the lack of warm water at the former Faculty of Electronics and Telecommunications. A proposal was made to create a single RTU wallpaper for Zoom and MS Teams calls. Two complaints about smokers near the faculty building were received from the student.

In the other questions section, students complained about disagreements with instructors, made a request to give students access to the Turnitin plagiarism control tool, complaints were also received about the NFC attendance tracking tool, a recommendation was received to give a discount to parents of children studying for a fee. International students used this section to ask questions about IT-related issues, but staff submitted recommendations on business trips.

In the scientific questions section, only one application was submitted, related to the procurement commission.

During the reporting period, heads of the study programs within the study field "Translation" have received no personally addressed complaints or proposals. Students expressed their opinions anonymously and provided complaints in the comments section in surveys conducted during each semester and at the end of each semester. Complaints of students and proposals for optimization of the study process and content were examined at meetings of the Study Field Committee and the Curriculum Design and Testing Committee. All complaints are reviewed and discussed with

students, academic staff and the administration of the study program. The decisions made allowed resolving the situations quickly and efficiently. In order to avoid conflict situations, it was decided to organize regular meetings with the students – meetings are organized at least twice a semester.

The specific examples are provided below:

No	Complaint	Measures
1.	In the survey completed in the autumn semester of academic year 2014/2015, several students expressed their dissatisfaction with the teaching style of the lecturer of the study course “English Speaking Countries” (VSL717).	Following discussions at the meeting of the Curriculum Design and Testing Committee and the Study Field Committee, a decision was taken to change the study course lecturer.
2.	In the survey completed in the autumn semester of academic year 2017/2018, several students expressed their dissatisfaction with the attitude of the lecturer of the study course “Developing of Listening Comprehension of Monologues, Dialogues and Professional Texts” (VIA150) towards students and the study process and requested to find an opportunity to attract an academic staff members who is a native speaker of English.	Following discussions at the meeting of the Curriculum Design and Testing Committee and the Study Field Committee, a decision was taken to change the study course lecturer. An academic staff member who is a native speaker of English was attracted to the study course implementation.
3.	In the survey completed in the spring semester of academic year 2018/2019, an opinion was expressed that the number of home work and their sequence in the study course “Translation and Comprehension of Professional Literature” (VIA156) did not help to acquire the complex and voluminous study material.	Following discussions at the meeting of the Curriculum Design and Testing Committee, the content and sequence of the tasks were reconsidered and adjusted in order to facilitate the acquisition of study content.

4.	In 2020, during a meeting with the Head of the Study Field, students requested to provide them with an opportunity to study the English language grammar profoundly in order to ensure that their English language competence approaches C2 level according to CEFR.	Following discussions at the meeting of the Curriculum Design and Testing Committee and the Study Field Committee, a decision was taken to develop a new study course – “Advanced Grammar Course” (VSL716) in the volume of 6 CP and include it in RTU Study Course Register. The study course was included in Part A2 of the curriculum of the professional bachelor study program "Technical Translation".
5.	Oral complaints were received regarding lack of communication with some lecturers, who did not provide assessment of students’ works timely, did not put grades during interim tests, or did not reply to e-mails.	Discussions were held with respective academic staff members. Students were provided an opportunity to discuss all unclear issues.
6.	Complaints about the quality of the study course content, work of lecturers and other issues related to studies.	All complaints were examined and discussed with responsible instructors of the study courses.

The aforementioned examples demonstrate that complaints and proposals of students are taken into account in the organization of the study process, ensuring student-centered approach in optimization of the study process and content, as well as achieving satisfaction of students and their involvement in the learning process. Students may use different communication channels in order to provide and receive feedback. The range of corrective measures used in the daily work to ensure the study quality is adjusted to the needs of each cohort of students.

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.

RTU Quality Policy provides the framework for implementation of the Strategy, the paths for development and improvement of research, study and organization processes. RTU Quality Policy and implementation thereof employ a fact-based approach – decisions are based on the acquired objective data, information analysis and monitoring.

RTU performance indicators include a set of RTU strategy, operation and process indicators, which

characterize the university performance at all levels. The achievable goals are defined for the performance indicators and they are re-examined every year or during the strategy reporting period. Every year, RTU draws up a report on RTU perception and performance indicators, proposals are provided and a plan of actions is made to implement the improvement activities. The perception and performance indicators are analyzed at all levels of the university, including faculties, study fields, study programs and courses. The results are used to improve the university operation, quality system and processes.

RTU draws up quality reviews based on the analysis of processes and their results. Quality reviews are drawn up once a year, summarizing the data on performance indicators of RTU administration, core activities and support processes.

Clear performance indicators characterizing process quality are set for one of the RTU core activity process "Organization and Management of the Study Process". The data are summarized once a year for the previous academic year by education cycle and study program. Performance indicators characterize the quality of entrant admission process, study process planning and the quality of implementation of studies – implementation of the initial admission plan, number of matriculated entrants vs. number of entry applications, number of entry applications with RTU as the first priority vs. all matriculated students, number of graduates vs. total number of students, number of exmatriculated students (except for graduates) vs. total number of students, number of students with academic arrears vs. total number of students, number of students exmatriculated due to academic failure vs. total number of exmatriculated students, number of timely signed learning agreements vs. all signed learning agreements, etc.

Observing the current study program performance, reachable qualitative or quantitative aims are set for the indicators, when possible, e.g., 65 % of the graduates of RTU undergraduate study programs continue studies at post-graduate study programs.

The data in the quality review submitted to RTU management are analyzed by education cycle, by faculty and study field. Indicators of numerous study programs are compared with the general average RTU level. The Study Department organizes further review and data forwarding to the faculties and the heads of the study programs, whereas process managers introduce the necessary improvements. Changes to the approved processes occur in cooperation with quality management specialists.

In addition, RTU Study Department summarizes and annually submits until 15 October to the Central Statistical Bureau and the Ministry of Education and Science a statistical review "Review of the University, College at the Beginning of Academic Year 20_/20_" (Cabinet Regulations [No 812](#) of 20 December 2016, Annex 5).

The Review contains the following information (sources of information and/or RTU employees responsible for data collection are indicated in parentheses).

- Distribution of students by study program (Study Management System| Reports | University Review at the Beginning of the Academic Year).
- Enrolment results (University Review at the Beginning of the Academic Year).
- Students having obtained a degree or qualification in the academic year (University Review at the Beginning of the Academic Year).
- Distribution of enrolled students by age (University Review at the Beginning of the Academic Year).
- Distribution of students by age (University Review at the Beginning of the Academic Year).
- Distribution of students having obtained a degree or qualification by age (University Review at the Beginning of the Academic Year).

- University staff in the reporting year as of 1 October (Office of the Administrative Director);
- Premise floor area (the Unit of Legal Provision in Real Estate Issues).
- University revenues in the previous year (Department of Financial Planning and Management).
- Budget expenditure of the University in the previous year (Department of Financial Planning and Management).
- Number of students, who reside in student dormitories (Study Organization Unit).
- Number of students by the language of instruction (Study Organization Unit).
- Distribution of enrolled students by place of residence (University Review at the Beginning of the Academic Year).
- Number of mobility students in the total number of students (University Review at the Beginning of the Academic Year).
- Number of mobility students in the total number of students who have obtained a degree or qualification (University Review at the Beginning of the Academic Year).
- Own revenue from allocation of the mobility student tuition fees by country in the previous year (International Cooperation Department).
- Revenue from allocation of foreign financial study grants by country in the previous year (Project Support Department).
- Revenue from allocation of foreign financial study grants for research by country in the previous year (Project Support Department).

Summarized statistics on the number of students/graduates is used for the following purposes:

- Improvement of the study field. For example, if at some study program the annual number of student drop-outs is much higher than the number of graduates who obtained degree/qualification, the causes of such a situation are sought for with scrutiny.
- If at some study program the number of enrolled students decreases annually, the cause should be identified, and potential program closure should be considered.
- Allocation of financing (for state budget funded seats).
- Compilation of RTU information materials, press, etc.

In order to analyze the study fields and to receive feedback, RTU has developed a polling cycle:

- When starting studies at RTU, a survey of enrolled students is conducted about expectations from studies, availability of information, admission process. The survey is conducted electronically on the ORTUS portal.
- Each semester, the polling of the students at a study program is conducted to find out student opinion about instructor's work quality and obtain evaluation of the study program. Polling is conducted electronically in ORTUS portal, the results are received by each instructor personally and the head of the organizational unit. The summary of the results is summarized at department meetings, at the meeting of the Study Field Committee and the meeting of the Faculty Council.
- After each graduation round, polling of the graduates of Bachelor and Master programs is conducted. The results are taken into consideration in the improvement of the study programs within a study field and discussed at methodological seminars.
- It is also planned to run regular centralized polling of RTU employers. Polling of employers presently takes place at the end of internship of each student, as well as within the scope of development of study programs.
- From the spring semester of academic year 2020/2021, a mid-semester questionnaire has also been introduced.

Various mechanisms are used to obtain feedback from employers. RTU Advisory Board composed of

representatives of different sectors advises RTU Senate and Rector on the RTU Development Strategy. It has the right to propose an issue for consideration at the Senate and the Constitutional Assembly. The RTU Strategy and its development program are presented in the RTU Advisory Board, the decision-making bodies, as well as to cooperation partners, industry associations and leading companies, with feedback and suggestions being incorporated into the RTU documents.

The involvement of stakeholders and the realization of major projects is the responsibility of the Vice-Rector for Strategic Development and Finance and Vice-Rector for Innovation, who identify the existing needs, coordinates the key priorities and activities, implements recommendations and promotes the sustainable development of the RTU.

Employers, as providers of the internship of RTU students, after completing the internship, draw up online feedback on the knowledge and skills of the student, thereby also assessing the relevance of the knowledge provided by the study program to the needs of the industry.

Employers' feedback is obtained also from the Advisory Board, RTU participation in industry associations, as well as from the assessments provided by employers on the portal prakse.lv (RTU is the university most recommended by employers for 12 consecutive years ([information](#) available only in Latvian))

Feedback within study programs is received through every semester student polling, regulated by the Regulation on the Student Surveys Used in the Assessment of the Educational Process (approved by the resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1-e/8 as of 1 February 2021, Annex P11).

The quality cycle of RTU is planned for a year and it includes polling organized by RTU, perception assessments and main performance results.

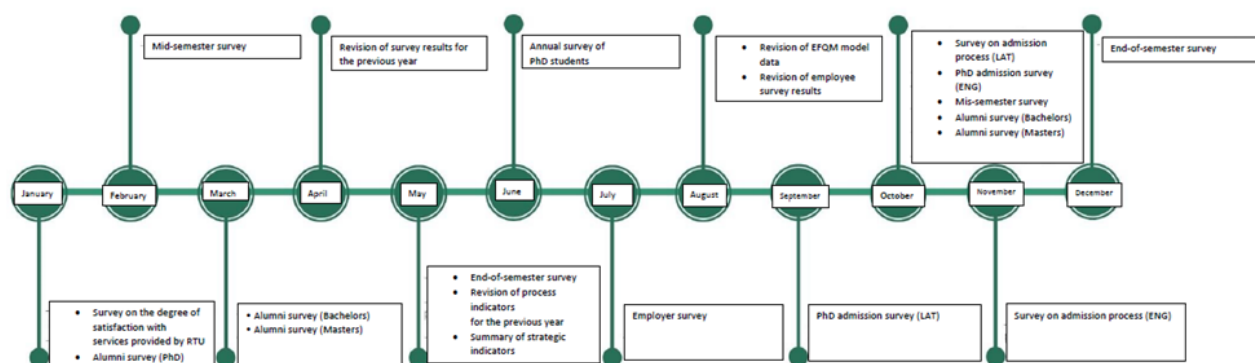


Figure 3. RTU Quality Cycle

In order to receive feedback from RTU graduates, [RTU Alumni Association](#) (in Latvian) has been established. It actively operates at the University and runs an [online community platform](#), which aims at developing alumni traditions.

In order to ensure the transfer of experience from graduates, RTU Alumni Association provides mentor training, database maintenance, as well as mentor and mentee matching. RTU Alumni Association organizes various events, which bring graduates back to the University, allow for networking, cooperation among the graduates and with the University, and integration in university activities. RTU Grand Graduation Ceremony is a major event introduced by RTU Alumni Association; it gathers the respective year graduates from all nine RTU faculties, academic and general staff, as well as guests.

Abstracts and syllabi of the study courses within the study program, methodological materials,

newest educational literature and methodological guidelines for study papers (reports, study papers, internship reports and graduation papers) are reviewed once per academic year.

Courses and seminars on the latest teaching methods are organized for academic staff, attendance of the qualification advancement courses is promoted. Academic staff and heads of study programs participate in different experience exchange activities cooperating with universities from other countries, meeting representatives of respective institutions and entrepreneurs, as well as discussing among themselves latest developments in the sector, research papers and projects of students by analyzing their results.

The Study Filed Committee analyzes recommendations from employers and external experts, which are used as the basis for improvement of the study programs.

A summary of the survey data of students, graduates and employers is provided in Annex P18.

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

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

1. RTU web page, in the section on [education opportunities in the Latvian language](#) (responsible person – I. Bušovska, Head of the Admission Department);
2. RTU web page, in the section containing comprehensive information on [education opportunities in the English language](#) (responsible person – Z. Purlaura-Poriņa, Head of the International Cooperation Department);
3. Interactive web pages dedicated to RTU study fields, study programs therein, as well as the detailed [description of the offered study courses](#) in the Latvian and English languages (responsible person – G. Alksnis, Head of the Program Management and Curriculum Design Unit);
4. Web page designed for the foreign student target audience on RTU study programs implemented in English and [student mobility opportunities](#) (responsible person – Z. Purlaura-Poriņa, Head of the International Cooperation Department);
5. E-platform of the Quality Agency for Higher Education (responsible person – G. Alksnis, Head of the Program Management and Curriculum Design Unit);
6. State Education Information System (SEIS) (responsible person – I. Pujāts, Project Manager of the Information Technology Department);
7. Web pages of the faculties (are maintained centrally by RTU IT Service)

Formerly: FETH: Professional Bachelor study program “Technical Translation” – information [in Latvian](#), information [in English](#); Professional Master study program “Technical Translation” – information [in Latvian](#), information [in English](#). Links may change as the consolidation process of the faculty is completed. Information about study programs will be posted on the website of the Faculty of Computer Science, Information Technology and Energy (FCSITE).

Each study program at RTU can create its own individual websites, which allow for more direct communication and informing students about program topicalities. However, they are seen as more

of a daily communication platform. The solution is common to all RTU study programs and is maintained by the staff of the respective study program.

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.

According to the Conceptual Report "[Introduction of a New Higher Education Financing Model in Latvia](#)" (only in Latvian) approved by the Cabinet of Ministers on 29 June 2015, Latvia has introduced structural reforms in the sector to ensure the development of an efficient and sustainable higher educational system. A three-pillar funding model has been introduced to reconcile the supply offered by higher education with the needs of Latvia's economic development and labour market, high-quality research-based higher education content and performance management in higher education institutions. The base funding for provision of the study process is the 1st pillar, performance funding is the 2nd pillar, and development funding is the 3rd pillar.

The first pillar, or base (base funding), is implemented through state budget funded study seats. Determination of the number of state budget funded study seats is regulated by Sections 51 and 52 of the [Law on Higher Education Institutions](#).

RTU funding from the basic state budget is made up of the study base financing corresponding to the list of study programs and the number of students; it is used to cover such expenses as utilities, taxes, infrastructure maintenance (including data for the Student and Graduate Register), purchase of equipment and supplies, staff remuneration, and funding for research activities. The number of study seats is allocated after discussions with the Ministry of Education and Science. Funding from the state budget is allocated for full-time studies. The amount of study base funding is determined on the basis of the number of study seats determined by the state at RTU, as well as the state-defined study seat basic expenses and study cost coefficients in the thematic areas of education.

Study cost coefficients for thematic areas of education are indicators that determine study seat costs in the respective thematic area of education in relation to the basic costs of the study seat. The cost coefficients for the study programs in the thematic areas of education for Bachelor and professional study programs are provided in Annex 1 of Cabinet Regulations of 12 December 2006 "[Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget](#)" (further in the text - the Regulations).

The amount of the study funding granted to the institution of higher education or college from the state budget for the implementation of Bachelor, professional and Master study programs is calculated using the following formula:

$$F_s = T_b \times [S(k_i \times n_i) + 1.5 \times S(k_i \times m_i)] + S_b \times S(n_i + m_i), \text{ where}$$

F_s – amount of study financing;

T_b – basic costs of the study seat;

k_i – coefficient of the study costs in the relevant field of education (Annex 1 to the Regulations);

n_i – the number of study seats for a higher education institution or college at undergraduate and professional study programs in the relevant thematic area of education;

m_i – the number of study seats at the Master study programs in the relevant thematic area of education;

S_b – study seat social security expenses at undergraduate, professional and Master study programs (Annex 2 to the Regulations).

The basic costs of a study seat and the social security expenses of a study seat are determined in accordance with Annex 2 to the Regulations.

Each year, the Ministry of Education and Science calculates the basic costs of a study seat for the following budget year and, by November 1 of the current year, coordinates the calculations with the Ministry of Finance and those Ministries which have higher educational institutions and colleges subordinated to them.

RTU funding from the state basic budget for the provision of study seats in the respective academic year is distributed in accordance with the decision of RTU Senate “Methodology for the Allocation and Use of Funding for the Organizational Units of RTU in Academic Year 2020/2021” (see Annex P11) (hereinafter – the Methodology). The Methodology is reviewed every year and approved in the new edition taking into consideration the necessary changes.

RTU has a decentralized budget, and each organizational unit is allocated a separate budget. In a general sense, a budget is a plan of revenues and expenditures for a specific period of time, work, event or function. The revenues and expenditures of RTU shall be administered in accordance with principles approved by the Senate or as stipulated by the Vice-Rector for Strategic Development and Finance endorsed by the Senate.

According to the Methodology, the financing is allocated to the organizational units either according to the financial or budget year or immediately after receiving the financing. The financial or budget year of RTU organizational units is from October to September of the following year, and for this period the financing is calculated and distributed:

- Subsidy or basic budget funding (educating and training of state budget funded students) is divided into monthly limit – 1/12 of the estimated annual funding per month is allocated to the organizational unit;
- Tuition fee funding (training of both local and foreign fee-paying students) is allocated twice a year (in October and April) as a monthly limit – 1/6 of the estimated funding per semester is allocated to the unit monthly;
- Debtors’ payment funds (including recovered) are distributed twice a year (October and April) in one payment;
- Performance funding (research support funding) is allocated as a monthly limit – 1/12 of the estimated annual funding is allocated to the unit per month;
- Research base funding (research support funding) is allocated annually in October.

Each head of RTU organizational unit is provided with remote access to operational financial information on the unit’s budget, including the envisaged workload and correspondingly allocated funding for the implementation of study programs and study courses in subsequent periods. Based on this information, the head of the organizational unit plans the work of the unit at the beginning of each financial or budget year, including remuneration issues for academic staff members who

are subordinate to the head of the unit, and develops a procurement plan for the following year in compliance with the implementation and development of the study program or study course, etc.

Since academic year 2020/2021, RTU has made changes in the Methodology to ensure that the basic state budget funding for the provision of study seats is distributed by study programs and thematic areas of study courses, ensuring precise distribution of funding according to the indicators by which RTU receives the state budget funding. In addition to the seats financed by the state basic budget, the study program financing also consists of tuition fee revenue from the resources of natural or legal persons, which can be divided into two subgroups:

1. revenue from local fee-paying students;
2. revenue from foreign fee-paying students.

Funding from local fee-paying students is allocated in compliance with the Methodology where, in order to provide greater opportunities for the development of fee-based study programs, for several academic years, a significant amount of the funding received has been channelled to the head of the study program, who may appropriately use this funding to renew facilities and attract higher level specialists for the implementation of the study process, etc.

Until academic year 2021/2022, the funding from foreign fee-paying students in a respective academic year was allocated in accordance with the Resolutions of RTU Senate "On Approval of the Methodology for Allocation of Funds for Study Process Provision at the International Cooperation and Foreign Students Department" in the Respective Academic Year (see Annex P11) (hereinafter – the Methodology2). It was revised and approved every year taking into account necessary changes.

Starting from 2022/2023 acad. year RTU has one "Methodology of funding distribution and utilization for RTU structural units" approved by the order of the rector, which includes the distribution and utilization of funding from the state funds, local student fees, and foreign student fees. This year, RTU made significant changes in the Methodology in order to bring the principles of distribution of foreign fee-paying students closer to the principles of distribution of local fee-paying students, thus facilitating the work process responsible for the realization of study programmes – both by bringing the funding distribution periods and principles closer.

Analysing the financing procedure of the study programmes and the study fields at RTU as a whole, it can be seen that the state basic budget and local fee-paying student funding, in the long run, are determined taking into account the basic principles established by the state (starting from 2022/2023. acad. year, the principles of calculation for foreign students have been equated to the principles of calculation for local students). In the process of determining the amount of funding, the study cost coefficients of the thematic areas of studies and the values of the study cost coefficients according to the level of the study program, as well as the number of students at the study program and the study courses implemented therein are taken into account. As mentioned above, by using study cost coefficients of the thematic areas of studies, it is possible to determine the amount of financing required for the implementation of a particular study programme and study course. In the Methodology for the academic year 2018/2019, RTU Senate approved that in the future the study cost coefficients of the thematic areas of studies would be applied individually to each study course of the study programme, thus ensuring an even more appropriate amount of financing for the implementation of study courses included in the study programmes. In order to implement this system, the Expert Committee was established by order of the Vice-Rector for Academic Affairs, who determined thematic areas of studies for each study course.

RTU study courses of the study field have the relevant applicable coefficient:

Thematic area of RTU study courses

RTU coefficient

In order to ensure the functioning and sustainable development of study programmes, RTU has been improving the Methodology and previously also Methodology2 for each academic year in accordance with changes in the external and internal environment, thus also eliminating possible risks in the implementation process of the study programme or its study courses. The transition process involves all stakeholders, thus ensuring transparency, as well as a transparent decision-making process. The required changes are at first initiated by RTU Vice-Rector for Strategic Development and Finance, and additional changes can be initiated by any RTU employee by submitting a request to RTU Vice-Rector for Strategic Development and Finance or to the Finance and Budget Committee of RTU Senate. The Finance and Budget Committee of RTU Senate consists of 20 senators (the count might vary) - deans, heads of organizational units of faculties, professors, as well as student representatives, who have voting rights, as well as nine RTU Senate advisors, who are mainly representatives of various administrative units, such as vice-rectors, heads of departments etc. Once the Finance and Budget Committee of RTU Senate has considered and evaluated the proposals, it shall propose amendments to the Methodology or develop a new version of it for the next academic year for approval by the RTU Senate 35 senators. After the Senate has agreed on the Methodology draft and its main principles, the rector approves the Methodology. It should be noted that historically changes in the Methodology have been proposed after performing a thorough analysis, including mitigation of their possible negative impact on the implementation of study programme study courses.

Research base funding (base funding provided by the state) is allocated among faculties according to the performance-based output indicators, i.e., number of publications (weighted by impact and citation), money attracted by research projects and industry contracts, and defended Doctoral Theses (considering also the time it takes to complete Doctoral studies). The calculation is made based on the transparent methodology, which was approved by the Science Council (the document: "Methodology for Allocation of Research Base Funding to RTU Organizational Units") on 20 November 2018. A decision regarding allocation of the budget among faculty institutes is made within faculties (by the Faculty Councils).

RTU Research Support Fund (decision of RTU Senate No. 585 "RTU Regulation of Research Support Fund" as of 15 December 2014) aims at providing financial support for various research related activities, such as support for maintenance of research equipment, protection and licensing of intellectual property, covering of expenses related to the PhD study process, publishing of scientific journals, participation and organization of scientific conferences, support to researchers in establishing new laboratories in a prospective research field. The Research Support Fund is an instrument to support research activities, which foster the development of the strategically important research fields. 10 % of the research base funding (state budget funding) is allocated to the Research Support Fund every year.

The financing of the study field in the reporting period is relatively stable, with a tendency to significantly increase the income from tuition fees of the foreign students and local students. Year 2020 was an exception, since it was significantly affected by Covid-19 restrictions, which were the reason why students did not commence or terminated their studies. This is reflected in the decline in the budget revenues as well as in the small amount of foreign tuition fees. In contrast, tuition fees from the local students continued rising.

The data on study field financing by year are given in the Section "Other Annexes".

In order to promote the understanding of the organizational units about the budget performance and to promote the systematic development of the faculties, in addition to the information on the

budget of each subordinate department, the heads of the departments are provided with a regularly updated report on the general financial results related to the study process demonstrated by the faculties, thus providing transparent performance information not only to the Dean but also to the heads of the institutes, departments and other organizational units.

Information on the funding available to each study program in the study field is provided in Section 3.3.3 of this report.

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 construction of RTU Ķīpsala Campus began in 1965 with the aim to create a unified study and research centre. The construction process is underway, and it is envisaged to host the majority of university students in Ķīpsala in 2024. After completion of the construction, RTU Ķīpsala Campus will become the most modern engineering study centre in the Baltic States. From the middle of the spring semester of academic year 2023/24, the study programs of the study field "Translation" are implemented only at Ķīpsala Campus.

The issue of sustainable development is taken into account in the construction process of the campus. Recognizing its concern for sustainable development and demonstrating its willingness to engage in the promotion of sustainable development, RTU has joined the [Sustainable Development Solutions Network](#), which seeks to achieve the 17 UN Sustainable Development Goals (SDGs) by 2030. RTU is currently the only organization in the Baltic States that has been admitted to the network.

Through its networking activities, RTU, as a higher education and research institution, has prioritized the achievement of seven UN SDGs that coincide with RTU research platforms. RTU considers the provision of quality education and the promotion of lifelong learning to be its primary goal. RTU also intends to contribute to research and innovation in sustainable and modern water technologies, power systems, infrastructure and urban environment. The University is also committed to promoting the creation and distribution of sustainable products. RTU buildings are equipped with state-of-the-art climate control equipment, technical solutions that are remotely controlled and provide the opportunity to track energy consumption to make buildings more comfortable for students, academic staff, researchers and guests.

One of the results achieved during the development of RTU infrastructure is participation in the [GreenMetric World University Rankings 2023](#), where RTU was recognized as the 45th greenest university in the world, increasing its position by ten places. In the Baltic region, RTU is a leader with green thinking infrastructure. Invariably, RTU is the only university in Latvia and also in the Baltics, which is rated so high in the ranking, because no other university in the region has been able to rank among the 200 greenest universities in the world.

To reduce human impact on the environment and climate change, RTU has introduced the concept of Green Ķīpsala at its campus by improving its infrastructure in compliance with sustainability principles, changing student and staff habits, and using innovative green products and technologies developed by RTU researchers in Ķīpsala campus infrastructure

The infrastructure of Ķīpsala Campus provides students, staff and guests with all the necessary

services and utilities, e.g., it is possible to park a bicycle and a car, quench one's thirst at water drinking points free of charge. Developing the infrastructure, care is taken of all groups of people, including people with disabilities: each building has dedicated parking lots, easy access to classrooms, laboratories and other facilities, the use of Braille to provide essential information, as well as all sanitary facilities are designed according to the requirements. The association of people with disabilities and their friends [APEIRON](#) (in Latvian) commends RTU for its achievements in infrastructure related issues for people with disabilities.

At RTU Ķīpsala Campus, there are currently 54 classrooms, 187 laboratories, 19 special training rooms, 10 computer classrooms, 12 workshops and several research centers of national significance. The Campus also houses a hostel (2 buildings) with 950 beds and a special area for people with disabilities to ensure a favorable and comfortable living.

Foreign students, visiting academic staff and university guests can use the renovated RTU student dormitories (6 Āzenes Street, Riga). Other elements of RTU infrastructure are also available for the needs of students and academic staff - canteens and cafes located in each of the RTU complexes, photocopiers, hostels, RTU sports and recreation centers, swimming pool, etc. RTU premises are equipped with drink and snack vending machines. Wi-Fi is provided in all classrooms of the Campus which allows students to access study materials placed on the RTU study portal ORTUS.

The classes for the students of the study programs within the study field "Translation" are held both in the auditoriums in Ķīpsala Campus and in the premises of the Institute of Digital Humanities at 1 Kronvalda Boulevard.

Institute of Digital Humanities

Compliance of the premises and technical equipment with the quality requirements is constantly monitored in the IDH building at 1 Kronvalda Boulevard. Appropriate auditoriums have been equipped with the necessary multimedia equipment (see table):

Intended use of rooms	Number	Useful area (m²)
Auditoriums	3	263.4
Computer lab	3	162.0
Office of the Head of the Institute	1	65.2
Office	6	116.9
Academic staff premises - tutorial room	2	68.9
Resource room	1	71.1
Student self-government premise	1	45.4
Meeting hall	1	19.8

In 2016, RTU purchased a mobile simultaneous translation booth for the needs of the study programs within the study field "Translation" to provide students with the opportunity to acquire additional skills of an interpreter.

Information on the material and technical resource base available to each study program in the study field is provided in Section 3.3.1 of this report.

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.

Library plays an important role in the provision of methodological guides and educational resources to students. [RTU Scientific Library](#) (SL) is a library of national importance, which has acquired its status in the process of library accreditation. The SL provides the necessary information to ensure RTU study process and research activities, as well as provides library, bibliographic and information services to RTU students, academic and general staff. SL stocks more 1.3 million printed documents and e-resources in RTU industry specific databases. The Library stock is located at the Central Library, the Study Material Subscription, the Chemistry Branch, the Transport Branch and Study and Research Centers in Daugavpils, Liepāja, Cēsis and Ventspils.

In 2016, significant investments were made in the development of the SL infrastructure by building additional premises (2240 m²). The total area of the SL premises is 6393 m², of which 3417 m² are reader service premises. There are 713 working places for SL users. The SL has four group rooms and six individual booths, a rare book reading room and a conference room. The SL is accessible for users with disabilities.

In order to improve the SL activities and to meet the information needs of academic and research staff, the Library Council has been established, which decides on replenishing the library collection with printed publications and subscribing to the necessary databases. The Library Council has approved the Compilation Policy of RTU Scientific Library Collection, which sets the basic principles of the collection development in accordance with the areas of RTU academic and research activities.

After the SL receives its funding from RTU, it calculates funding for the information resources for each study program. The collection is replenished taking into account the recommendations of the head of a respective study program and researchers, in compliance with the allocated funding. By contacting the SL Collection Development Department regarding replenishment of collection, the desired editions can be ordered at the Library website by filling out an [order form, an application form](#), contacting by phone +37167089353, or visiting the Library at 5-105 Paula Valdena Street.

More than 100 books published by the leading international publishing houses were purchased for the needs of the study programs in the study field "Translation" in the reporting period. All books purchased are published in English to ensure access to information for both local and international students.

The SL offers a guide, which includes websites of various Latvian and foreign publishing houses and

bookstores for searching publications and e-resources. Database subscription agreements are concluded both directly with the supplier and through the state agency Cultural Information Systems Centre, which is the Latvian national representative for the international non-profit organization [Electronic Information for Libraries \(EIFL\)](#). The EIFL Licensing Program offers libraries of state importance to subscribe to internationally recognized databases at a significantly reduced subscription fee that is not offered to individual subscribers, thus saving the financial resources of libraries.

A total of 104 new books on translation studies, terminology, terminography, applied linguistics, semiotics, discourse analysis, stylistics and other related fields have been purchased by RTU Scientific Library for the study field “Translation” in the period from 2013 to 2023.

Every month, the list of the newly-received literature is published in the SL [newly received literature bulletin](#) (in Latvian&English).

Subscribed databases of the Scientific Library

- ProQuest Ebook Central Academic Complete, Wiley Online Library, SpringerLink e-books, ACM Digital Library, IEEE Xplore Digital Library, Academic Search Complete EBSCOhost, Applied Science & Technology Source EBSCOhost, Business Source Ultimate EBSCOhost, eBook Academic Collection EBSCOhost, MasterFILE Reference eBook Collection EBSCOhost, MasterFile Premier EBSCOhost, eBook Open Access Collection EBSCOhost, Open Dissertations EBSCOhost.
- Databases funded by the Ministry of Education and Science: ScienceDirect Freedom Collection, SCOPUS (Elsevier), Web of Science (Clarivate).
- Latvian databases: LETA, Letonika, Latvian Standards Database (available on Library premises).

The e-resources that are most appropriate for the needs of the study programs in the study field “Translation”:

- **E-book databases:** SpringerLink, ProQuest Central Academic Complete, eBook Academic Collection EBSCOhost, eBook Open Access Collection EBSCOhost, ScienceDirect handbooks (Elsevier).
- **E-journal databases:** Scopus, ScienceDirect Freedom Collection (Elsevier), Academic Search Complete EBSCOhost, Wiley Online Library.

Database use at RTU Scientific Library has been growing since 2016. For instance, in 2023, lending of digital resources achieved 709,585. Library stock in 2023 was 11,792,19 units.

New premises of the library allow offering an extended range of services for the users. Since the opening of the new premises the number of the library visitors has grown from 103,825 to 885,162. The central library of the Scientific Library is open for users Monday through Saturday. Information on the opening hours and the contacts is available [here](#). The 24-hour reading room is available. Books can be handed in at any time by placing them in a special book dispenser. During the summer, the Central Library is open every weekday with reduced opening hours.

The library sources are housed in an open-access collection. Books and periodicals relevant for the study field “Translation” are available in the open access in the central building of the Scientific Library, 5 Paula Valdena Street, Riga. The books are located according to their UDC indexes.

UDC indexes relevant for the study field:

- 80 Common issues of linguistics and literature
- 808 Rhetoric. Effective use of language

- 81 Linguistics and languages
- 81`2 Theory of signs. Theory of translation. Standardization. Usage. Geographical linguistics
- 81`22 The general theory of signs in relation to linguistics. Semiology. Semiotics
- 81`25 Theory of translation
- 81`26 Language planning. Language management. Language standardization
- 81`27 Sociolinguistics. Language usage
- 81`3 Mathematical and applied linguistics. Phonetics. Graphics. Grammar. Semantics. Stylistics
- 81`33 Applied linguistics
- 81`37 Semantics Including: lexicology, categories of words. Onomastics. Words. Etymology. Lexicography. Dictionaries: Their composition and content
- 81`4 Text Linguistics, Discourse Analysis. Linguistic Typology

The last copies of the oldest publications corresponding to the RTU profile are kept in the library repository. They are always available to the users.

The librarian on duty helps visitors find their way around the collection. Bibliographers (information specialists) provide more detailed information and advice. The library has a [branch librarian service](#).

The SL resource search is supported by the Primo Discovery [search tool](#). It allows searching the library catalogue, the subscribed databases, as well as the databases created by the RTU Scientific Library in one interface. Searching for information in the [electronic joint catalogue](#), it is possible to simultaneously obtain information on the resources available in 13 Latvian libraries.

Both the electronic catalogue and the RTU portal ORTUS allow remote reservation of library resources, as well as remote access to the databases. Since the introduction of RFID technology, users can use five self-service book-dispensing machines and check out books from the pick-up machines around the clock. Use term of the books can be extended remotely.

The SL provides students, academic personnel and other stakeholders with various levels of individual consultation and [group training in information literacy](#).

Publications not available in the SL are delivered via an interlibrary loan or an international loan. Internet access is available throughout the library. The library has copying, scanning, printing, binding services and a self-service dining room.

It is possible to contact the Library via the following channels: [Ask Librarian](#) using the informative [email or calling to the informative phone](#).

Section 3.3.1 of the description of each study program in the study field contains information on the program-specific information provision.

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.

Owing to a high level of digitalization, the available infrastructure and material and technical facilities for the implementation of the study field and corresponding study programs provide an opportunity to increase the University's competitiveness, improve operational quality and efficiency, as well as to make information available by integrating IT solutions into administrative,

academic and research processes of the University and providing administrative and academic staff with modern, reliable, secure and unified IT infrastructure and quality IT services.

The IT Department works in three areas:

1. design, development and maintenance of an integrated RTU information system providing support for RTU administrative, academic and research work;
2. provision of high-quality and continuous voice and data transmission services in the entire territory managed by RTU, as well as maintenance of RTU data centres and main network resources;
3. support in the use of IT services, including informing the users about new IT solutions, providing the necessary consultations and organizing IT training.

To ensure easy and efficient identification of IT users, an IT user identity management system has been introduced; as a result, each IT user has a unique electronic identity that is valid in all information systems. In addition to the aforementioned, a user session management system is ensured in IT systems, which means that there is no need for IT users to re-authenticate when logging in to RTU information systems. It gives the experience of using a unified integrated information system without having to memorize different identification data and re-enter them, implementing different IT application scenarios.

All IT users are provided access to the centralized portal [ORTUS](#) (screenshots of the interface are attached in “RTU IT sistēmu saskarnes / Screenshots of RTU IT systems”) which functions as a single digital gateway, combining information from all RTU information system components and providing users with an easy-to-use way of accessing the directory of all IT services in one place.

The Centralized Study Management System is used for efficient administration of the study process, which ensures digital provision of the study life cycle, incl. Electronic Register of the Study Programs (its public part is available [here](#)), drawing up learning agreements and enrolment of students in study programs, Register of the Study Courses (its public part is available [here](#)), designing student's individual study plans, drawing up orders, implementing study courses and study process, registering grades, recognizing study courses, awarding qualifications, administering payments, student dormitory information, gathering information to issue diploma supplements, etc. This system is one of the main cornerstones in the administration of RTU study process.

To ensure effective implementation of the study process, Moodle e-learning system is used, where all relevant information is compiled in an automated way (study courses, users, groups, access rights, etc.). This system ensures student-instructor communication.

The academic staff members place various electronic materials, assessment tests, homework assignments, information on a particular study course, etc. in the system. Students can also view their financial information on the ORTUS portal, as well as make request for documents (references, transcripts of records, copies of a learning agreement, etc.). For distance learning, RTU academic staff has options to use Zoom or Microsoft Teams videoconferencing platforms.

The academic staff of the Institute of Digital Humanities pays special attention to the implementation of e-study modules in the study process. The source of the new technology is the current e-ecosystem of the lifelong learning target group, not the possibilities of new technologies as in traditional e-, t-, m-studies. In the theoretical courses of the study program, it is intended to use e-study opportunities as widely as possible, as well as to integrate the principles and methods of e-pedagogy and e-didactics in the practical courses.

RTU online learning platform - <https://mooc.rtu.lv/>, which was created as part of ESF project No 8.2.3.0/18/A/012, offers free online courses that students can learn independently in a remote

format. One of the offered MOOC courses – Introduction to Linguistics – was developed for the needs of students of the study field “Translation”.

Within ESF project No 8.2.3.0/18/A/012 “Development of Effective Management of Riga Technical University”, several study courses study field “Translation” were improved:

- VIA151 Introduction to Translation Theory
- VIA185 Lexicology and Stylistics
- HVD156 Basics of Written Speech
- VIA311 Academic English
- ETH714 Terminology Research in the Era of Digital Humanities

Within the project, study course materials were digitized to make the study process more effective and engaging for students.

Digitization of study courses includes:

- Video recordings of lectures;
- Video tutorials and demonstrations for practical works;
- Possibility to connect to lectures online;
- Online tests/tests;
- Presentation of the topic in interactive presentation slides;
- Audio recordings of lectures;
- Written lecture notes/presentations;
- Interactivity (additional external digital materials, such as TED lectures, etc.)

Since 2007, more than 130,000 unique study course sites have been generated in the e-learning environment of RTU. Students can access electronic learning resources anytime and anywhere.

Digitalization of classrooms and schedules has been carried out to ensure efficient premise management (<https://telpas.rtu.lv> (in Latvian) – screenshots of the interface are attached in “RTU IT sistēmu saskarnes / Screenshots of RTU IT systems”). and [study planning](#). Each RTU student and academic staff member can access their schedule, which provides information on the venue, time, instructor, room, title and type of lecture. In addition, for user’s convenience purposes, the system greatly facilitates lecture planning and scheduling, as well as optimizes efficiency of premise occupancy and use.

Electronic Staff Management and Record-keeping Systems, which cover the circulation of record-keeping and personnel documents at RTU (<https://docs.rtu.lv/> – screenshots of the interface are attached in “RTU IT sistēmu saskarnes / Screenshots of RTU IT systems”), are also used to ensure the efficient administrative work. Electronic document coordination and document e-signing functionality have been introduced, thus reducing print-based document circulation and significantly increasing document circulation speed. Since autumn semester 2019, students have been provided with electronically signed learning agreements. Since 2016, RTU graduates have been receiving electronically signed transcripts of records.

In terms of quality assurance, a digital student survey system is used, with the help of which the quality control of study courses and study programs is implemented each semester. Based on the results of quality control, regular measures are taken to improve study programs and the study process.

For additional convenience of RTU students, academic and general staff members, RTU leases Microsoft Windows and Microsoft Office software, which provides all IT users with access to the latest Microsoft software. RTU students can use the licensed Windows operating system and the Microsoft Office productivity suite provided by RTU for their academic needs. All IT users have

access to Microsoft Office 365 cloud computing platform with one terabyte of storage space available to each user and access to a variety of additional collaboration and productivity tools (Microsoft Teams, SharePoint Online, Forms, OneNote, OneDrive, Outlook, etc.). RTU students, academic and general staff have access to the University’s email system.

To support research activities, RTU has developed the Centralized Research Support System, which records all information on publications, patents, commercialization applications, Doctoral Theses, RTU scientific journals, research staff, etc. The system provides access to information according to Open Access principle (<https://science.rtu.lv> – screenshots of the interface are attached in “RTU IT sistēmu saskarnes / Screenshots of RTU IT systems”). RTU students and academic staff also have centralized access to research software.

RTU has the high-speed fibre optic Internet and extensive wireless network infrastructure with over 400 access points, including the international Eduroam service. In addition, desk phones and mobile communications are provided for fast and easy communication.

To ensure a stable and secure operation of the IT infrastructure, continuous monitoring of the IT infrastructure and systems is performed, resulting in proactive incident control. Data backup is also ensured.

The Information Systems Security Policy has been developed and implemented with the primary goal of ensuring the secure use of RTU information systems by establishing and maintaining a sufficient set of measures to reduce or prevent potential or resulting harm. Implementation of the Information Systems Security Policy envisages security checks, data transmission network monitoring, as well as preventive measures. Regular IT security and personal data protection training is organized for IT users. Automated security incident management and risk management have been implemented. Statistics demonstrate that the number of IT security incidents dropped significantly over the last five years.

The IT User Support Centre provides IT user support, by applying a one-stop approach to process applications based on ITIL guidelines. Since 2007, the IT User Support Centre has processed and resolved more than 160,000 IT user applications.

The types and number of technical equipment vary. The information on specific technical equipment at the Institute of Digital Humanities as of January 2024 is given below.

Institute of Digital Humanities (IDH)

IDH has the following multimedia equipment at its disposal (the table also includes auditorium equipment):

Equipment	Quantity
Portable and tablet computers	7
Desktop computers	60
Monitors	60
Copiers, including scanners	4
Projectors	6

Printers	6
Television sets	1

The premises of the Institute of Digital Humanities at 1 Kronvalda Boulevard are equipped with everything necessary to comprehensively implement the study process that meets the requirements of the modern higher education. Each study auditorium has a set of multimedia equipment installed – a computer with the internet connection, a speaker system, a projector. The auditorium equipment, office equipment, computer equipment, software for the learning process are periodically improved. Students of the study programs have been provided with workplaces in computer laboratories with computer software necessary for the acquisition of the study program. The issue of purchasing and updating new and existing software is considered and reviewed annually.

Section 3.3.1 of the description of each study program in the study field contains information on the software and hardware-specific provision specific to the study program.

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

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

Elections of RTU academic staff are held in accordance with the requirements of the Law on Higher Education Institutions and Cabinet regulations based on the recommendations of the Council of Higher Education, in accordance with the Constitution of RTU and the regulations approved by the Senate “On the Procedure of Electing Professors and Associate Professors” and “On the Procedure Of Electing Assistant Professors, Lecturers and Assistants” (publicly available at RTU webpage (in Latvian), as well as included in Annex P11), as well as in compliance with other internal laws and regulations. The website of [Personnel Recruitment and Diversity Guidelines](#) contains information on sample documents for submitting applications, on the procedure of electing assistant professors, lecturers, assistants, professors and associate professors, the procedure for the election of scientists and tenured professors, as well as the academic staff selection process. By visiting the website, you can familiarize yourself with RTU Diversity, Equality and Inclusion Policy, RTU Gender Equality Plan, RTU Personnel Policy and RTU Anti-Corruption Action Plan for 2023–2024.

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

Regarding academic positions for professors and associate professors, where the term of election

expires in the respective academic year, periodic evaluation of scientific and pedagogical qualifications is performed in accordance with the [Procedure for Election of a Candidate for the Position of Professor or Associate Professor](#) and the [Procedure for Assessing the Qualification of an Existing Professor or Associate Professor](#) (also attached in Annex P11) approved by the RTU Senate Meeting on 30 May 2022.

The Personnel Department informs the head of the organizational unit of the professor or associate professor about the need to organize the evaluation of the professor or associate professor. The evaluation is performed by the Board of Professors of the field in accordance with the Law on Higher Education Institutions, the Regulations of the Council of RTU Professors and the Regulations on Periodic Evaluation of Professors and Associate Professors approved by the RTU Senate. After the evaluation, the Council of Professors of the study field submits an opinion on the result of the evaluation to the Rector and the Personnel Department. Taking into account the evaluation of the Board and the procedures and criteria set by the higher education institution, the employment contract with the associate professor or professor may be extended for a definite or indefinite term.

If, as a result of the evaluation, the scientific and pedagogical qualification of a professor or associate professor meets the evaluation criteria set by the higher education institution, the employment relationship is continued. If, as a result of the evaluation, the qualification of a professor or associate professor does not meet the evaluation criteria set by the higher education institution:

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

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

The employment relationship shall be established by means of a written employment agreement between the Employer and the Employee at least two working days before the commencement of employment. The employment agreement shall be drawn up in duplicate. One copy shall be kept by the Personnel Department (in accordance with RTU File Nomenclature) and the other shall be issued to the Employee. Prior to entering into the employment agreement, the applicant is acquainted with RTU Rules of Procedure. Employee's duties are defined in accordance with the Classification of Occupations of the Republic of Latvia and RTU Position Catalogue, Unified Work Remuneration Procedure at RTU (see Annex P11), RTU Rules of Procedure and the requirements laid down in the job description, which is an integral part of the employment agreement. Job description shall be presented to and signed by the Employee. Job description shall be drawn up in duplicate; one copy shall be issued to the Employee and the other shall be kept according to RTU Case Nomenclature.

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

Visiting academic staff shall be employed in compliance with:

- [Law on Higher Education Institutions](#);
- [Labour Law](#);
- [Immigration Law](#);
- Cabinet Regulations [No 568](#) "Regulations Regarding the Procedure by which a Research Institution Concludes and Terminates Employment Agreements with a Foreign Researcher" as

of 21 July 2008 (in Latvian);

- Cabinet Regulations No 225 “Regulations Regarding the Amount of Financial Means Necessary for a Foreigner and the Determination of the Existence of Financial Means” as of 25 April 2017;
- Cabinet Regulations 25 “Implementing Regulations for the First, Second and Third Project Applications Selection Round of Specific Objective 8.2.2 “To Strengthen Academic Staff of Higher Education Institutions in the Areas of Strategic Specialization” of the Operational Program “Growth and Employment” as of 9 January 2018 (in Latvian);
- RTU internal regulations “Procedure of Involvement and Employment of Visiting Academic Personnel at RTU” as of 26 November 2018 (see Annex P11);
- RTU internal regulations “Unified Work Remuneration Procedure at Riga Technical University” as of 27 April 2020 (amendments on 28 September 2020, 21 December 2020, 25 January 2021, 31 January 2022) (see Annex P11).

According to the results of the applicant selection competition, the employment agreement with the visiting academic staff is signed within a month, specifying an hourly rate. Job description is also provided, which includes specific job responsibilities (delivering lectures, designing study courses, lecture cycles, supervising study papers, etc.). The workload of the visiting academic staff member may include the provision of face-to-face work (delivering lectures, providing tutorials, conducting seminars, supervising graduation papers, etc.) and remote work if it complements the face-to-face work (video lectures, tutorials, supervision of graduation papers). If the work is to be carried out remotely, face-to-face visits (e.g., tutorials) should be provided at the organizational unit.

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

New academic staff members are provided with a briefing when starting employment at RTU. The employees familiarize themselves with the University rules and regulation, RTU study regulations, assessment methodology of learning outcomes, and other materials; the most important things about RTU e-learning environment ORTUS, the study process and the planning of study work are also demonstrated.

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.

In order to promote career development of the academic personnel of Riga Technical University, to purposefully manage the performance of the individual work of the employees and to ensure the full use of the professional potential of the academic personnel for the joint achievement of strategic goals of RTU, starting with 2024 RTU will fully implement the Performance Management System for the academic staff. This practice has been adopted in most universities; it helps create an individual career development plan for each individual, allows to more fully assess the contribution of each member of academic staff to the overall development of the university and to determine the corresponding remuneration. The system records individual goals and work performance results for evaluation for all groups of academic positions, heads of academic departments and PhD students. The fulfilment of individual goals will be evaluated at least once a year, taking into account the overall performance of the employee (in all positions).

At the end of 2018, the Centre for Academic Excellence (teaching and learning centre) was established at RTU in order to support RTU academic staff (in the areas of pedagogical, intercultural communication and self-development). The main tasks of the Centre for Academic Excellence are as follows:

- to organize various educational events, such as seminars, thematic series of events, guest lectures, conferences, discussions with the participation of the Latvian and foreign specialists;
- to coordinate experience exchange activities within faculties and other organizational units;
- to inform (including posting to ORTUS) the academic staff about the latest teaching and learning trends that are appropriate for RTU;
- to provide guidance to academic staff on the use of teaching and learning methods, as well as on the assessment of students' knowledge, skills and competence;
- to inform students about learning opportunities, such as platforms, systems, applications, effective methods and forms of learning that can be used both in the study process and individually.

Each semester, a core set of activities is offered taking into account the professional competence and needs of the academic staff, which are identified through a survey, in which the lecturers indicate the most important topics and areas in which they want to improve themselves. Student surveys data and information from student self-governments are also evaluated, to gain some topics which should be improved for lecturers from students' point of view. At the same time, proactive actions are being taken to assess the potential needs of academic staff.

The Centre for Academic Excellence organizes two methodological conferences a year. The conference organized in the autumn semester is dedicated to the modern content of the study courses, while the conference held in spring focuses on modern teaching and learning methods. Materials of all events are available on ORTUS Moodle system within the study course "Materials of the Centre for Academic Excellence".

After each professional development event, participants complete assessment questionnaires, which enable organizers to improve the range of offered events. Personnel survey participation rates vary within the range from 30 to 50%. In order to promote the development of competences of the academic staff, the student surveys are analyzed each semester, as well as discussions with the representatives of faculties, student self-governments and the instructors themselves take place.

Along with the announcement of the emergency situation and transfer of the education process to the remote mode, the CAE on the ORTUS portal developed a site "Support in the provision of remote courses". The site consists of six sections: General Information, Technical Assistance, Pedagogical Assistance, Experience Stories, Distance Exams and Mutual Support. Each section is

regularly updated with relevant resources. Academic staff appreciate such the resource, and also suggest the other materials to be included.

Since March 2020, almost 90 webinars have taken place (both organized by CAE and international partners, in which RTU educators were invited to participate). Webinars organized by the CAE were recorded, with more than 400 participants participating online, and the recordings were viewed more than 650 times.

RTU IT User Support Centre regularly organizes training on IT systems and the latest technology tools for RTU academic and general staff. Training is organized on the following topics:

- E-learning environment (*Moodle*) for beginners;
- E-learning environment (*Moodle*) for advanced users;
- MS *Outlook* email and calendar;
- *Office365 Teams* and *OneDrive*;
- Searching in subscribed databases;
- Record-keeping systems;
- Basic IT security issues working with RTU information systems.

In May each year, the Student Parliament of RTU organizes the contest “Annual Award of the Student Parliament of Riga Technical University”. During the event, RTU staff and members chosen by the students are awarded the honorary titles “Instructor of the Year” and “Student Support of the Year”.

To recognize and appreciate RTU academic staff, since 2018, RTU has been organizing contests “Annual Academic Excellence Awards” and “Young Academic Staff Member of the Year” in cooperation with the foundation “Riga Technical University Development Fund” and Industry Service Partner Ltd. The aim of these events is not only to award the best academic staff members, but also to promote creativity in the academic environment.

Since 2019, RTU has been implementing a qualification advancement project in cooperation with the Ministry of Education and Science of the Republic of Latvia and the Ministry of Education of the Republic of Latvia, which provides for the training of academic staff of the leading Latvian universities at the University at Buffalo in the USA. The training program consists of two parts – (1) to acquire the teaching methodology from the position of the student and (2) to acquire the teaching methodology from the position of the educator. Each of the training stages lasts one semester in the U.S. Currently, there is 1 lecturer in the study field who participated in this study program.

In addition to RTU centrally organized measures to raise qualifications, the Institute of Digital Humanities (formerly the Institute of Applied Linguistics, organizational unit of FETH) regularly organized scientific methodical seminars, for example:

- “Cross-Cultural Aspects and Study Work in Multinational Environment”;
- “Modern Trends and Opportunities in Student-Centered Education”;
- “Professional Development and Mobility Opportunities within the EMT Cooperation Network”;
- “Development of DIGCOMP 2.2 Higher Level Skills for RTU Academic Staff and Students”;
- “Intercultural Communication in Translation”;
- “Competences of a Text Editor”;
- “New Methodology for Workload Accounting”;
- “Challenges and Opportunities when Organizing the Study Process in a Multicultural Environment”;
- “Modern Understanding of the Study Process”;
- “Self-Directed Study Process: Conditions and Regularities”;

- “Formulation of Hypotheses in the Development of Bachelor and Master Theses”.

Academic personnel involved in the implementation of the study programs within the study field actively participate in the professional advancement seminars. It is not practically possible to precisely evaluate the exact attendance figures regarding joint RTU training events by organizational unit since only absolute attendance figures are available. At the same time, attendance of the events organized by the Institute of Digital Humanities is carefully monitored. The average participation rate is within the healthy range of 50-70% attendance.

The professional development activities have already improved the quality of studies and the pedagogical methods used, as well as provided an opportunity to expand the diversity of academic projects in which the academic staff members implementing the programs of the study field are involved, thus contributing to the implementation of the digital transformation agenda of Latvia.

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 the academic staff at the Institute of Digital Humanities of RTU is established in accordance with the Law on Higher Education Institutions of the Republic of Latvia and the Constitution of RTU. Within the study field, classes are conducted not only by academic staff of RTU Institute of Digital Humanities, but also by practicing translators, industry specialists and guest lecturers.

As of January 2024, 48 members of academic staff in the implementation of the study field “Translation” (the composition of academic staff is changing in time), of which 37 (~ 77%) have been elected to one of the academic positions at RTU, 10 (~ 21%) are employed temporarily in one of the academic positions. The rest are in other types of employment relationships or work in positions that do not require election- 1 (~2%).

The breakdown by position is shown in the following figure:

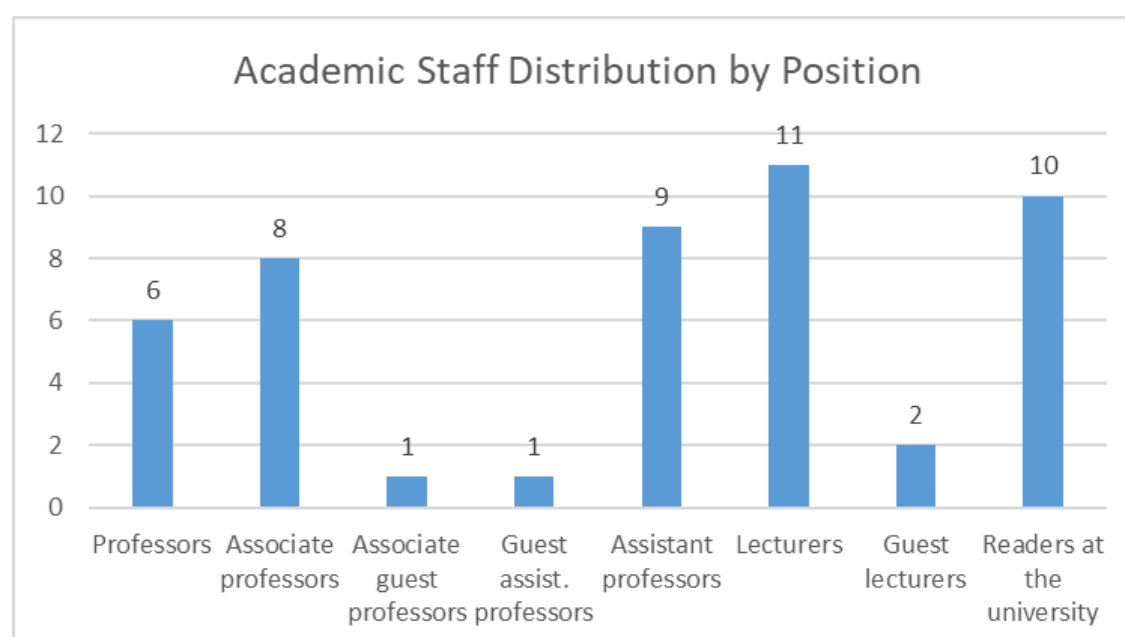


Fig. 4. Breakdown of academic staff working within the study field “Translation” by position.

As can be seen in the figure representing the distribution by positions, a significant part of the academic staff is made of professors, associate professors and assistant professors, together making up more than half of the academic staff. Of all academic staff, ~46% are lecturers, visiting lecturers and readers.

Of all academic staff 22 (~46%) are made up of staff with a doctorate in the field of their specialization, while 23 (~48%) of persons with a Master's degree in the field of their specialization and 3 (~6%) are PhD candidates, that is, are going to obtain their doctorate in the near future.

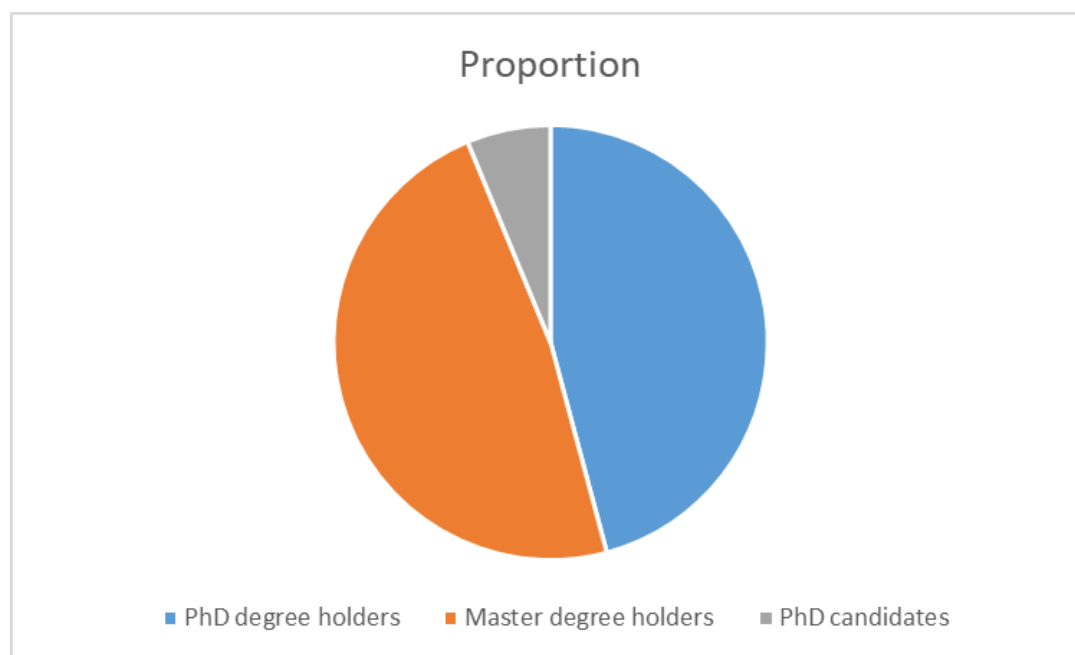


Fig. 5. Breakdown of academic staff working within the study field “Translation” by degree.

In most cases, it is not possible to strictly delineate and determine the academic and research workload, because on a daily basis the duties of the staff overlap and all elected members of academic staff have both academic and research workload, as well as, in some cases, administrative work. RTU does not strictly delineate academic and research workload. Its proportion for each member of academic staff is determined individually, planning the employee's workload in the department, as well as taking into account their position, involvement in the implementation of projects, their professional competencies and experience.

Determining remuneration and workload for academic (pedagogical) work, administrative work and research (including work in the projects) work, the basic principle of integrated planning is used, taking into account the planned amount of work for the current reporting period by the semester or academic year, and making an adjustment for the work done in the previous period. Academic work includes contact hours in auditoriums and computer rooms, tutorials, supervision and review of study and graduation papers, work in examination committees, methodological work and activities that improve the quality of studies, etc.

Administrative (organizational) work includes the management of study programs, work in councils/committees/council/Senate, management of organizational units, etc.

Research (scientific) work includes attraction and management of projects, performance of research tasks, which are paid from development funds or with third party funding (including contracts, contract work with legal persons in Latvia/abroad, etc.), development of publications, supervision and review of PhD Theses, work with PhD students, tutoring.

In most cases, it is not possible to strictly separate and define academic and research workloads, as there are overlaps in day-to-day staff responsibilities and all elected academic staff members have both academic and research workloads and, in some cases, administrative work. RTU does not strictly regulate academic and research workload. The proportion is determined individually for each member of the academic staff, taking into account the staff member's position, involvement in projects, professional competences and experience.

Of the elected academic staff, the majority are lecturers (~27%), readers (~21%), assistant professors (~21%), associate professors (~19%) and professors (~12%), which indicates the availability of relatively highly professional academic staff for successful implementation of the study field.

The division among the above-mentioned categories of positions indicates a relatively healthy and steady availability of competences in the study field, as well as a positive process of workforce renewal. This ensures sustainable development of the study field in the future.

Academic staff from other organizational units and sectors with appropriate professional experience are also involved in the implementation of the study process. In order to ensure a balanced proportion between the content of academic and practical studies within the framework of study courses, as well as the acquisition of high-quality knowledge corresponding to the current business environment in the study process, high-level experts, experienced and successful management professionals from the companies and organizations in the industry are attracted as guest lecturers in the implementation of study courses. The main goal of attracting such academic staff is to increase the quality of the study content and transfer current trends in the field in the study curriculum.

Improving the competences of academic staff by engaging in mobility programs and attracting foreign lecturers is essential to ensure the quality of the study process. The mobility of the academic staff in the study field is considered to be quite high, and it has taken place in various forms. Many members of academic staff have improved their qualifications by participating in international exchange programs for academic staff (e.g., ERASMUS+, EEA and others). During the reporting period, academic staff and administrative staff actively participated in international exchange programs and delivered guest lectures abroad. A total of 32 mobility trips were carried out, involving 17% of the academic staff. Detailed information on the academic staff mobility is provided in Annex P27.

The qualifications of the academic staff correspond to the specifics of the study programs, that is, the academic staff have obtained a Master or PhD degree in applied linguistics, translation studies or terminology corresponding to the study course. Most have obtained a PhD degree in the fields and sub-fields of science corresponding to the study field, but depending on the taught course, there are also representatives of the academic staff with a PhD degree in economics, engineering sciences, pedagogy, social sciences, etc. Many academic staff members of the study field holding a PhD degree are experts of the Latvian Council of Science in the relevant sub-fields of science. These indicators are very important for ensuring the quality, sustainability and succession of academic staff.

According to the needs and specifics of each study course, high-level specialists (guest lecturers) from the industry – translation offices or professional organizations, state institutions, non-governmental organizations, etc. may be involved in the implementation process of the study programs. In this way, close cooperation with the industry is also ensured and mutual thematic and development detachment is reduced. The involvement of industry representatives varies from year to year. It depends on the course plan and the specializations chosen by the students. It should be noted that a large part of the guest lecturers are cooperation partners of the Institute of Digital

Humanities, as well as former graduates.

A summary of the qualification of the academic staff involved in the implementation of the study programs in the study field, the study courses implemented, the knowledge of foreign languages is given in Annex P19.

In the reporting period, the following guest professors delivered lectures and seminars:

In academic year 2022/2023

- Professor Nijole Maskaliūniene from Vilnius University (Lithuania) delivered a lecture “Conceptual Metaphor Theory: Perspectives in Translation”;
- Professor of English Language and Linguistics Nihada Delibegović Džanić from the University of Tuzla (Bosnia and Herzegovina) delivered four lectures “Introduction to Phraseology”, “Modified Phraseological Units in Different Forms of Discourse”, “Conceptual Integration Theory and its Application in Different Registers” and “Phraseological Units with Special Elements”;
- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses “Machine Translation” and “Computer-Assisted Translation Tools”.

In academic year 2021/2022

- Professor Stuart Dunn from King’s College London (the UK) delivered a lecture “Growing up Tall and Proud: Place and the Internet from the Cold War to COVID”;
- Professor Emeritus Kirsten Malmkjær, University of Leicester (the UK) delivered a lecture “Why is Semantics so Hard? (cf. Putnam 1970/1975: 152) And what are the Consequences for Translation?”;
- Professor Marie-Claude L’homme, University of Montreal (Canada) delivered a lecture “Polysemy: A Marginal Phenomenon in Terminology?”;
- Assistant professor Tatiana Vysotska from Dnipro National University (Ukraine) delivered lectures and seminars related to translation of specialized texts;
- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses “Machine Translation” and “Computer-Assisted Translation Tools”.

In academic year 2020/2021

- Industry representative Andrejs Vasiljevs, Head of TILDE Ltd., delivered seminars “Terminology and Terminography Practice in Latvia”;
- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses “Machine Translation” and “Computer-Assisted Translation Tools”.

In academic year 2018/2019

- Professional editor, lecturer Aija Sīle from Ventspils University College (Latvia) delivered 4 seminars “Text Editing Strategies in English and Latvian”

In academic year 2017/2018

- Professor Gregory M. Shreve, Kent State University (the USA) delivered a lecture “Translation as a Complex Adaptive System: Implications for Cognitive Translatology”;
- Professor Pamela Faber Benítez, University of Granada (Spain) delivered a lecture “Specialized Knowledge Representation: From Terms to Frames”;
- Dr Stuart Dunn, King’s College London (the UK) delivered a lecture “The Language of Maps:

Translating and Teaching Spatial Literacy Across Cultures”;

- Professor Michael Cronin, Dublin State University (Ireland) delivered a lecture “The Limits to Growth? Translation and Ecology”

In academic year 2016/2017

- Professor Mohammed Moubtassime from Sidi Mohamed Ben Abdellah University (Morocco) delivered two lectures “Culture and Corporate Communication” and “Comparative Linguistics and Translation”.

In academic year 2015/2016

- Professor Christiane Nord, University of the Free State (South Africa) delivered a lecture “Meaning – Sense – Function: What Is Transferred?”;
- Professor, Dr. philol. Nijole Maskauliūniene, Vilnius University (Lithuania) delivered a lecture “Conceptual Metaphor in the Discourse of Economy: The Problem of Equivalence in Translation”;
- Professor, Dr. philol. Anita Naciscione, Latvian Academy of Culture, (Latvia) delivered a lecture “Metaphorical Terminology in Scientific Texts”;
- Professor Christina Schaeffner, Aston University (the UK) delivered a lecture “Meaning Transfer and News Translation: A Contradiction in Terms”;
- Assistant Professor Dalila Belhassen, University of Science and Technology (Algeria) delivered a lecture “Cross-Cultural Communication, Introduction to Linguistics”.

In academic year 2014/2015

- Industry representative Vasilijš Ragačevičs representing Skrivanek Baltic Ltd. (former Skrivanek) delivered lectures on terminology management, sharing professional experience in the use of digital tools available on the market;
- PhD candidate Rosario Napolitano from Napoli University (Italy) delivered lectures on critical discourse analysis, focusing on such sub-themes as critique, power, history, and ideology.

A separate annex P20 contains CVs of the academic staff. Certifications regarding the knowledge of the official language and foreign language of the academic staff in accordance with the national legislation are appended to the relevant annexes.

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.).

RTU Career Support and Services Department provides students with a wide range of career and psychological support services which are available on RTU Ķīpsala Campus.

Career development support involves:

For prospective students:

- consultation on study program selection;
- consultation on study selection and skills profiling;
- attendance an annual Career Day;

- career choice seminars within RTU Open Days and upon request.

For the current students:

- regular seminars and individual consultations on the development of career management skills, writing CVs and cover letters, job interview process;
- seminars on the development of entrepreneurial skills;
- project "RTU Golden Fund" to honor the best graduates and to promote new opportunities in the labor market;
- student summer camps for the development of career management and social skills and competences;
- online resource [E-career](#);
- an annual career day aimed at informing students majoring in engineering, humanities, natural and social sciences about the best and leading companies in the respective fields and bringing them closer to potential partner companies for undertaking internship and employers.

Psychological support involves:

- individual consultations and support in case of difficulties with studies (time planning, lack of motivation, social anxiety, adaptation difficulties) and individual psychologist consultations on personal issues and difficulties (including crisis intervention).

Seminars and workshops on the following topics:

- adaptation events for first-year students - informative classes within the study course "Introduction to Study Field", seminars on the development of learning and communication skills;
- stress management methods;
- time planning methods; o self-motivation;
- emotion management and development of emotional intelligence;
- public speaking skills.

[Support](#) is differentiated by the target groups:

- prospective students (secondary school pupils, vocational school graduates, other prospective students): consultations concerning studies are available, including skills diagnostics.
- first-year students: informative classes within the framework of the study course "Introduction to Study Field"; seminars on the development of learning skills; information letters on career and psychologist support opportunities; individual career and psychologist consultations; and other activities in cooperation with businesses and non-governmental organizations.
- all RTU students: individual career and psychologist consultations, seminars and classes, guest lectures, RTU Career Day.
- foreign students (*Erasmus+* mobility and full-time): individual and career support consultations are available in English; wherever possible, seminars and classes are conducted in English, such as seminars on writing CVs and cover letters, time management.
- students with special needs: psychological and career support consultations are provided upon request; physical access to the room; opportunity to come with one's mentor or interpreter.
- graduates: career support consultations are provided if necessary; consultations on writing CVs and cover letters, job interview process, career opportunities.
- staff: consultations on work and study related issues are provided to RTU academic and

general staff members, if necessary.

As a result of COVID-19 pandemic, the offer has become even more accessible, as counselling and also career classes can be offered remotely.

In 2014, the Student Services Centre was opened in Ķīpsala Campus. It ensures day-to-day support under the supervision of the Career Support and Services Department:

- provides answers to various questions that students may have;
- provides printing, copying and binding services;
- issues identification cards;
- draws up references and transcripts, if necessary.

Further information is available [here](#).

In 2019, work was started on strengthening support for students with disabilities and in 2020 [guidelines](#) were issued with recommendations for effective communication and improvement of the study environment for people with disabilities and special needs. The guidelines are available in printed form at RTU Student Service Center and can also be accessed electronically in Latvian and English.

RTU International Cooperation Department has academic consultants who consult foreign students on studies and practical issues. Academic consultants keep track of the students' academic performance and attendance, as well as meet students on a regular basis to make sure their studies are successful, both in and outside the classroom. Shortly after the arrival of students, academic seminars are held, which are compulsory for all new students. Academic seminars are held approximately twice a week at the beginning of each semester, in line with the student influx. During these seminars, academic consultants introduce students to RTU internal rules, their responsibilities and rights, academic integrity, and various other practical aspects. In the future, it is planned to divide the students into groups according to the study programs and to involve the heads of the study programs in the seminars so that the students would get acquainted with the management of the programs in due time. If during the semester a student is observed to face difficulties with the study process (attendance, academic arrears), the student is invited to an individual meeting with his/her academic consultant to discuss the best possible solutions to the problem. Each academic consultant has to arrange meetings with 2-5 students per week. After a month, students are invited to the meeting again to discuss their progress and make sure the situation has improved.

At RTU International Cooperation Department (ICD), students have a contact person for facilitating the immigration process. The contact person organizes immigration seminars and document examination at the beginning of the semester. The Department arranges an appointment for students with the Office of Citizenship and Migration Affairs of the Republic of Latvia.

Employees of RTU ICD International Student Admissions Group organize virtual seminars for international students, which take place before the beginning of the academic year / semester and students enter Latvia in order to inform students about practical issues related to entering and staying in Latvia (entry requirements, vaccination, self-isolation, accommodation, etc.)

ICD in cooperation with the Student Service provides international students with their career counsellor, who explains employment-related issues to the students and introduces them to the available vacancies, thus facilitating students to gain work experience and develop their skills and abilities.

In order to ensure cooperation with the students of different groups and the possibility to acquire study courses remotely or in a hybrid mode, the faculties implementing the study field have made a

systematic contribution to the improvement of technical support by equipping study rooms with video and sound recording equipment, as well as with online streaming equipment.

In order to promote the creation of an inclusive study environment, the faculties implementing the study field in Kipsala Campus have been equipped for the admission of students with reduced mobility:

- the main entrances provide access to buildings for wheelchair users;
- in order to access the “Domus Auditorialis” conference center, an appropriate elevator has been built;
- persons with reduced mobility have specially equipped WC facilities;
- in the auditoriums the width of the door is appropriate;
- easy access to the canteen and movement between buildings is ensured without leaving the buildings in the yard via air passages.

Every year, the Student Self-Government of the study field organizes gathering events, for example, the annual IDH (formerly IAL) first-year student gathering event before the start of studies at the beginning of September. Students also get involved in events organized by RTU Student Parliament.

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).

RTU Strategy defines research excellence as one of the pillars of development in order to achieve the set goals and objectives while implementing the Strategy. Therefore, in accordance with the effective regulation (RTU Senate Decisions No. 663 “On Approval of the New Edition of RTU Regulations “On the Procedure for Election of Professors and Associate Professors and Evaluation of the Qualification of the Active Professors and Associate Professors” of 30 May 2022, No. 589 “On the Approval of the New Edition of RTU Regulations on the Procedure for Election of Assistant Professors, Lecturers and Assistants” of 27 April 2015, No. 632 “On Approval of the Procedure for the Election of Research Assistants, Researchers and Leading Researchers to Academic Positions at Riga Technical University” of 23 September 2019 (available only in Latvian), available in attachment P11), performance of professors, associate professors, assistant professors, lecturers, leading researchers and researchers is re-evaluated every six years.

The development of study programs is based on two main aspects - the needs of the national economy and the areas of scientific research. Research and creative activity of the study field is carried out in accordance with the principles of academic freedom, promoting the achievement of the strategic aims of the participating faculties. Within the study field "Translation", research is carried out in the field of applied linguistics, translation studies, LSP application and development, terminology and management of terminology, which are particularly relevant in the context of the integration of the European Union and the reliability and sustainable development of the Latvian language. Representatives of the academic and scientific staff involved in the study process are

encouraged to carry out current research in the sectors relevant to the national economy, facilitating the achievement of the strategic goals of the Latvian state and RTU, promoting the creation, accumulation and transfer of new knowledge. A significant part of key performance indicators of the academic staff is related to scientific activity, including the number of publications, their citation index, the amount of attracted research funding, innovation indicators, a set of other measures and indicators. Depending on the achieved indicators, e.g., adjustments are made to the performance-based funding, which allows managing the development process and promoting it in the necessary areas.

Academic staff members actively participate in research activities at the regional and international level, publishing their research results in the mentioned fields both in Latvia and abroad.

Specific research areas of the Institute of Digital Humanities:

- Digital humanities;
- Development of translatology in the digital age;
- Terminology and terminotics;
- Interdisciplinary research in the humanities;
- Applied, comparative and compositional linguistics: scientific and technical discourse, cognitive processes underlying the translation process, semantic and pragmatic aspects of translation, metaphor, metonymy, telescoping and other figurative language forms in translation, text/corpus linguistics, scientific written language, LSP, translation of multimodal texts;
- E-studies, sustainable development in the humanities;
- Language technologies.

The academic staff members of IDH have been conducting important research in several scientific areas for years. In the research carried out by IDH, much attention has been paid to the analysis of various aspects of the development and use of the state language, to the identification of its role in the emerging terminology science, term creation and term practice, which fully corresponds to the positions set forth by the National Language Policy Program. According to one of the guidelines of the National Language Policy Program, the creation of a scientific and practical base for ensuring the functions of the Latvian language as a state language is especially relevant. It envisages the development of the Latvian language grammar, linguistic encyclopedias, various types of dictionaries and manuals for users of the Latvian language.

In 2013, at RTU level six research platforms were founded for RTU dominating strategic research fields as a tool for promotion cross-disciplinary and cross-faculty researcher cooperation in the fields of industrial and social relevance. These platforms include: "Energy and Environment", "Cities and Development", "Information and Communication Technologies", "Transportation", "Materials, Processes and Technologies", "Safety and Security". The researchers of the study field "Translation" mainly conduct research within the framework of the "Information and Communication Technology" platform and also participate in research and projects implemented in other platforms, ensuring the vertical and horizontal integration of research results between the important platforms of RTU.

The research carried out within the study field "Translation" expands the theoretical framework in the study of specialized translation and field-specific terminology, as well as helps find solutions to the current challenges of language planning, management, and standardization. Academic staff members of the study field "Translation" have made a significant contribution to the study of STEM+ terminology, analyzing the meaning of terms, the issues of their creation, development, and implementation under the influence of linguistic, interlinguistic and extralinguistic factors.

There are several support mechanisms for the involvement of academic staff in scientific activities, including the services provided by RTU Development Fund and project application opportunities within Research Platforms.

The goal of [RTU Development Fund](#) is to provide financial support to different research related activities, for example, finance research equipment maintenance, protect and license intellectual property, cover the costs of PhD studies, publish scientific journals, visit and organize scientific conferences, support researchers in establishment of new advanced research laboratories. The Development Fund is a research activity support tool, which stimulates the development of strategic fields of research.

IDH academic staff are actively involved in the development of research project applications and their implementation. Currently, IDH academic staff participate in the project "Language Technology Initiative" 2.3.1.1.i./0/1/22/I/CFLA/002 LU reg. No. ESS2023/453, developing the study module "Language Technologies for Multimodal Information Processing" The curriculum of the study module has been developed in connection with the provisions of Section 20 of the regulations regarding the investment made within the EU Recovery and Resilience Facility 2.3.1.1.i. "Ensuring the Acquisition of Advanced Digital Skills" (Cabinet Regulation No 453 of 14 July 2022). Section 20 lays down the priority areas of applied knowledge and skills for the recovery and transformation of the national economy. The module primarily contributes to the development areas listed in Sub-Section 20.2, however, the outcome generated while designing the study module in a limited capacity is also applicable to the areas mentioned in other sub-sections:

- 20.1. National language resources (including language corpora) and platforms for their use and analysis – within the framework of the study module, in a limited capacity, attention will be paid to the development of lexicographic and terminographic resources of the Latvian language in the contrastive perspective;
- 20.2. Language models and toolkits for automatic analysis and synthesis of text – within the study module, students will learn and develop skills to create (inc. participate in creation), adapt and effectively use semantic, pragmatic, semiotic and sentiment analysis language models to solve practical research and industrial complex problems with limited definition related to content creation and modification of information, as well as knowledge management;
- 20.3. Language technology for the processing of audiovisual materials (inc. materials for developing skills) – within the scope of the study module, students will acquire and develop their skills to select, process, and adapt data of all formats (textual, audiovisual) for various applications;
- 20.4. Technologies, tools and infrastructure for developing language technology-related skills and promoting inclusive education – increase of the level of student preparedness will contribute to a wider application of language technologies for solving contextual tasks with limited definition.

In cooperation with the leading specialists of the relevant scientific and technical field, the work on the development, systematization and harmonization of terminology will be continued. In order to promote the standardization of terminology, the IDH actively cooperates with the State Language Center, the Directorate-General for Translation of the EC and other EU institutions whose task is to promote the improvement of the quality of international communication in professional fields. New cooperation opportunities are being sought, interdisciplinary and multilingual research and academic projects are being proposed, and emerging areas of science are being developed.

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.

Scientific research is of particular importance in the scientific university, and it must also provide a basis for academic work. The study content must be related to the latest scientific trends. This approach is implemented in the study field "Translation". Research components in work with students are provided by participation in projects, contractual work and conferences, as well as development of publications. Every year, the academic and scientific staff of IDH publish the results of their research in various local and international scientific publications and present more than 20 reports at local and international scientific conferences. The diversity of the studied topics and issues clearly illustrates the readiness and creative energy of the staff to address new challenges, as well as prevents the risks of stagnation of scientific and research activities. Publications of the academic staff are provided in their attached CVs or on ORTUS website www.ortu.rtu.lv. The most important publications of the academic staff of the study field "Translation" are summarized in the appendix "List of publications, patents, artistic works of the academic staff in the reporting period" (Appendix P24).

When developing scientific articles for publication, the IDH academic staff integrate the results of their research into the content of study courses, supplementing teaching materials with practical examples, the latest findings and theories of scientists, which in turn promotes students' understanding of the problems and trends of translation studies, LSP use, terminology, term creation and practice, different methods of language planning, as well as gives them the opportunity to fully interpret and analyze the obtained results. It ensures a provision of a high-quality study process with a distinct research component integrated therein, as well as promotes understanding of the graduates about internationally recognized scientific research and sustainable innovations and knowledge transfer in the national economy.

In the context of RTU overall strategy, the aim of the study field is to achieve excellence in studies, scientific research, high-quality and sustainable innovation, as well as to contribute to the implementation of the general RTU Strategy. To promote the excellence of scientific research and contribution to the development of the national economy, the organizational unit implementing the study programs in the study field – The Institute of Digital Humanities of the Faculty of Computer Science, Information Technology and Energy has set a number of development goals:

- to promote cooperation with the industry of language service providers in order to determine the most important and promising areas of research in applied linguistics and to find solutions to the current challenges of the industry;
- to participate in the creation, adaptation and expert use of new language technologies, taking part in the development of language technology tools for industry needs;
- to strengthen existing scientific capacity in order to promote the international recognition of IDH and the development of scientific thought. The achievement of the task is related to the increase in the number of publications and the citation of publications, as well as investment in the fields of applied research;
- to involve new PhD candidates in research in relevant fields of study;
- to intensify innovation and technology transfer, which promotes the establishment of long-term cooperation between the industry and RTU, as well as allows improving the skills and abilities of the existing academic staff for the commercialization of the obtained research results.

The interdisciplinary role of research is ensured by engaging in the work of RTU Research Platforms, the aim of which is to provide interfaculty, interdisciplinary research in the areas of significance to the national economy and society. Research platforms are a cooperation coordination mechanism, the task of which is to analyze the needs of enterprises and various state institutions in order to define potential research fields according to RTU competencies, to organize relevant internal project competitions, applications for international projects, cooperation with companies and state institutions.

Linking of scientific research with the study process is ensured by using available principles of knowledge transfer and continuous improvement of competences, which is manifested by integrating research results into study courses and study process, involving students in research, introducing students to current research results, enabling them to perform research activities independently and in cooperation (in group work). Linking science and research with the study process is also ensured by the involvement of guest lecturers in the lectures and practical classes, with students actively participating in international conferences and seminars, drawing up international scientific publications and participating in international cooperation research projects.

RTU provides several items of research infrastructure and prototyping objects which can also be used in the study process within the study field "Translation". Listed below are the opportunities offered by RTU that can be used in research in the fields of language technology, natural language processing, sentiment analysis, machine translation, terminotics, term coinage and term practice:

- RTU Design Factory provides rich possibilities for prototyping and for conducting various measurements;
- RTU HPC Centre intensively used in the framework of PhD and applied research;
- Plagiarism control laboratory is used in the study of text analysis methods, as well as to improve the quality of studies;
- IDH computer classrooms are equipped with computers with machine translation and eye movement tracking software installed.

The comprehensive study of the LSP used in science, terminotics, term coinage and term practice allows developing modern teaching materials that meet market requirements, and engaging students of social, engineering and translation studies in research dedicated to the theory and practice of linguistics, thus promoting their participation in international seminars and conferences.

Students and researchers collaborate on various projects, in the implementation of which the academic and scientific staff of the Institute of Digital Humanities participate. Projects and project objectives are listed in Annex P23.

As it can be seen from the presented list of the most significant projects, students and researchers cooperate within the framework of various projects, which in its turn helps develop scientific thought, study curriculum, pedagogical methods, as well as promotes labor supply and know-how in the areas important for the Latvian economy.

It can be concluded that scientific research plays a significant role in ensuring and developing the pedagogical work of the study field. Academic staff of the study field work in close cooperation with the scientific environment. The academic staff include the latest scientific discoveries and topical issues of the Latvian and global industries within the curriculum of the study courses they deliver. Thus, a unique set of knowledge, skills, and competencies is developed to achieve learning outcomes. Summarizing and evaluating the involvement of academic staff in research at the national and international level (in the fields corresponding to the content of the study programs) and the integration of the obtained information in the study process, it can be concluded that it fully meets the requirements

The full list of scientific publications can be found in the creative and scientific biographies (CVs) of each faculty member (see Annex P20) and in the list of publications of the study field for the reporting period (see Annex P24).

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 strategic development and improvement perspectives of the study programs within the study field “Translation” are closely linked and are planned in accordance with the Strategy, mission, vision and Excellence Approach of the Institute of Digital Humanities, the Faculty of Computer Science, Information Technology and Energy, and Riga Technical University.

The academic staff of the study field “Translation” actively promote international cooperation in scientific research by participating in international scientific activities → international projects, publishing research results in internationally indexed scientific journals and conference proceedings, international conferences, working on editorial boards of scientific journals and scientific conference program committees, reviewing PhD theses in foreign universities.

The academic staff involved in the implementation of the study programs are active in various educational, scientific and professional institutions and associations around the world, share their experience by editing journals, and organize international scientific conferences. The management of the faculty supports the activity of the academic staff, which is related to the promotion and strengthening of national and international inter-institutional cooperation.

The contribution of the academic staff of the Institute of Digital Humanities in promoting and strengthening cooperation is reflected in the Table 2.4.3.1.

Table 2.4.3.1. Activities Promoting Inter-Institutional Cooperation of the Academic Staff of the Institute of Digital Humanities on a National and International Scale

No.	Name, Surname	Activities promoting inter-institutional cooperation on a national and international scale
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1.	Marina Platonova	Member of The Alliance of Digital Humanities Organizations (ADHO).
		Member of the European Association for Digital Humanities
		Member of the board of the European Commission DGT cooperation network "European Master's in Translation" and co-head of the Traineeship and Professionalization working group
		Member of the Latvian Language Expert Commission of the State Language Center
		Honorary member of the Latvian Association of Translators and Interpreters
		Member of the European Society for Translation Studies
		Member of the editorial board of the Handbook "Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments".
		Member of the editorial board of the 8th series of scientific articles "Humanities and Social Sciences" of Riga Technical University
		Head of the organizing committee and member of the scientific committee of RTU biennial international scientific conference "Meaning in Translation: Illusion of Precision".
2.	Larisa Iljinska	Member of the scientific and editorial committee of the TOT conference "Terminology & Ontology: Theories and Applications" (University of Savoy).
		Honorary member of the Latvian Association of Translators and Interpreters
		Head of the scientific committee and member of the organizing committee of RTU biennial international scientific conference "Meaning in Translation: Illusion of Precision".
3.	Tatjana Smirnova	Member of the editorial board of "Baltic Journal of English Language, Literature and Culture".
		Member of the organizing committee of RTU biennial international scientific conference "Meaning in Translation: Illusion of Precision".

4.	Airisa Šteinberga	Board member of the Association of Professional Psychologists of Latvia
		Member of the International Academy for the Humanization of Education
5.	Antra Roskoša	Member of the editorial board of the journal "Social Sciences Herald".
6.	Zane Seņko	Member of the organizing committee of RTU biennial international scientific conference "Meaning in Translation: Illusion of Precision".
7.	Oksana Ivanova	Member of the organizing committee of RTU biennial international scientific conference "Meaning in Translation: Illusion of Precision".

Cooperation in scientific and/or applied research also takes place within the framework of scientific projects.

Table 2.4.3.2. Research Projects

No	Project	RTU role, partners
1.	Language Technology Initiative	RTU – partner, in cooperation with the University of Latvia (UL), Riga Stradins University (RSU), the UL Institute of Mathematics and Informatics, Ltd TILDE, the UL Institute of Literature, Folklore and Art. International partners – King's College London (the United Kingdom), Vienna University (Austria).
2.	Digital Resources for the Humanities: Integration and Development	National research program RTU – partner, in cooperation with UL Institute of Literature, Folklore and Art, UL Institute of Mathematics and Informatics, UL, Rēzekne Academy of Technologies (RAT), Liepāja University (LiePU); Latvian Academy of Culture, National Library of Latvia.
3.	Creation of interactive learning tools and programs "Programming II" and "Design and Technologies II".	RTU is a partner, in cooperation with UL, RAT, LiePU, Latvian Academy of Sports Education, Daugavpils University (DU), Skola2030.

4.	Latvian Language no. VPP-IZM-2018/2-0002	National research program RTU – partner, in cooperation with UL, LiePU, DU, Ventspils University of Applied Sciences, RAT, UL Institute of Mathematics and Informatics, Latvian Language Agency.
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Within the framework of the National Research Program, the development of scientific fields important for the Latvian economy is promoted by cooperating with research institutions and centres of national significance. As a result of the cooperation, the main achievements are published in internationally recognized and cited publications, thus facilitating integration of the researchers involved in the projects into international scientific discussion.

Project results have a significant impact on the study programs of the study field, because these results and insights are integrated into the study courses and provide additional experience and skills to the students involved in the projects. The projects mainly involve academic staff and PhD students who are responsible for the study process and the study courses implemented therein. Participation in the projects allows PhD students and scientists to provide students and other scientific research participants with new and up-to-date knowledge, thus motivating students to engage in research and continue studies in the next education cycle. It helps develop skills to independently and critically analyse project results and developed solutions that can be used in the respective research fields for solving important tasks and creating and managing independent projects.

One of the most important events on an international scale, which is regularly organized by the structural unit implementing the study field "Translation" – the Institute of Digital Humanities (formerly – the Institute of Applied Linguistics) is the international scientific conference "Meaning in Translation: Illusion of Precision", which is devoted to various theoretical and practical topics, incl. the rendering of pragmatic, semantic and grammatical aspects of meaning in translation; the study of scientific and technical discourse; standardization and harmonization of terminology; problematic issues of text/corpus linguistics; digital aspects of translation; e-learning and digital humanities. The conference gathers scientists, terminologists, translators, language policy makers, specialists in the field of e-studies, and students, creating a platform for dynamic and constructive debates, exchange of experiences and initiation of research.

The world's renowned scientists in the field of translation studies, terminology, digital humanities and digitization of language resources presented their reports at the plenary sessions.

Table 2.4.3.3. Guest Professors

Scientist	Institution
Christiane Nord	University of the Free State, South Africa
Christina Schaeffner	Aston University, Great Britain
Gerhard Budin	University of Vienna, Austria
Michael Cronin	Dublin City University, Ireland
Gregory M. Shreve	Kent State University, the USA
Stuart Dunn	King's College London, Great Britain

Marie-Claude l'Homme	University of Montreal, Canada
Kirsten Malmkjær	University of Leicester, Great Britain
Pamela Faber Benítez	University of Granada, Spain
Maria Teresa Cabré Castellví	Pompeu Fabra University, Spain
Rita Temmerman	Erasmus Brussels University of Applied Sciences and Arts, Belgium
Jose Lambert	Catholic University of Leuven, Belgium
Reine Meylaerts	Catholic University of Leuven, Belgium

In 2016, the articles prepared for the conference were published in the journal "Procedia: Social and Behavioral Sciences" edited by Professor M. Platonova and Professor L. Ilinska. All 40 journal articles are indexed in the Web of Science Core Collection. The journal and its articles are available at [ScienceDirect](#). The publications of the conference organized in 2018 and 2022 were published in the following international journals: "Research in Language" – the journal is indexed in the SCOPUS database; "Vertimo studijos" – the journal of translation studies is indexed in the ERIH PLUS (European Reference Index for the Humanities and Social Sciences) database; and "Journal of Teacher Education for Sustainability" (JTEFS) – the journal is indexed in SCOPUS, EBSCO, EBSCO Discovery Service, ERIH PLUS (European Reference Index for the Humanities and Social Sciences), ERIC (Education Resources Information Center), ProQuest, as well as in many other databases. For publication in the JTES, articles whose updated research directions touch on sustainability issues are considered. The journal's CiteScore (CS) is 1.87. Information about the conference can be found on the websites [here](#) and [here](#).

By developing already existing research areas and international cooperation, it is planned to:

- increase the number of publications in Q1 level scientific journals indexed in the Scopus database;
- draw up and implement more projects in cooperation with foreign partners;
- promote the preparation of publications with foreign co-authors;
- promote the active participation of academic staff in international scientific conferences.

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.

According to the RTU requirements, apart from their involvement in the study process, academic staff should be actively involved in research. Professors and associate professors are re-evaluated and re-elected every six years. Candidates shall meet certain criteria in terms of scientific research, i.e., the number of publications or patents, supervised PhD candidates, etc. (RTU Senate Decision No. 663 "On Approval of the New Edition of RTU Regulations "On the Procedure for Election of Professors and Associate Professors and Evaluation of the Qualification of the Active Professors and

Associate Professors” of 30 May 2022). The rights to supervise development of PhD Theses are granted if the members of the academic staff are certified experts in their fields, which is possible only if certain criteria regarding the number of publications/patents are met (Decision of RTU Senate No. 602 “On Amendments to RTU Regulation on Doctorate” of 26 September 2016). The expert status is granted by the Latvian Council of Science. The database of the experts is published on the National Research Information System ([NRIS](#)).

RTU Research and Innovation Support Fund (order of RTU Rector No 01000-1.1-e/48 “RTU Regulation of Research and Innovation Support Fund” as of 2 February 2024) aims at providing financial support for various research related activities, such as support for maintenance of research equipment, protection and licensing of intellectual property, covering of expenses related to the Doctoral study process, publishing of scientific journals, participation and organization of scientific conferences, support to researchers in establishing new laboratories in a prospective research field. The Research Support Fund is an instrument to support research activities, which foster the development of the strategically important research fields.

The academic staff members of the Institute of Digital Humanities are encouraged to engage in research throughout their career. It is worth noting that several graduates of the study programs implemented within the study field “Translation” joined the Institute of Digital Humanities to continue their careers in the academic environment and engage in research. During the reporting period from 2013 to 2023, more than 10 graduates of the Master study program “Technical Translation” (currently “Technical Translation and Terminology”) joined the team of the Institute of Digital Humanities, and more than 20 work at other structural units of RTU holding different positions. Academic staff of the Institute of Digital Humanities are motivated to develop their careers in science and obtain a doctorate in the relevant field. Currently, 6% of academic staff members are PhD students or PhD candidates, and four of them are graduates of the study programs of the study field “Translation”. The themes of PhD theses being developed by the members of academic staff working in the study field “Translation” are summarized in the following Table 2.4.4.1.

Table 2.4.4.1. Themes of PhD Theses

Name, surname	Theme of the PhD Thesis
Zane Senko	Digital andragogy methods for effective management of language for special purposes units at different levels: Improving terminological competence of students in the field of STEAM
Oksana Ivanova	Holistic ecosystem of specialized translation teaching
Alīna Vagele	Gamification learning trends on digital learning sites: A comparative analysis and practical applications for language teaching
Valērija Markeviča	Development of an innovative mobile application for effective learning of the Latvian language by different age groups, integration of foreign representatives into the Latvian culture and society, and preservation of the Latvian cultural heritage
Jekaterina Martinova	Transformative learning of a language for special purposes: Facilitating student and teacher engagement in the digital environment

RTU personnel development strategy is based on the comprehensive development of the academic staff, which implies their involvement in scientific research and innovation. The FCSITE IDH conducts regular evaluation of the workforce and implements measures for advancement and development of academic staff, which has allowed improving the research indicators in general. During the reporting period from 2013 to 2023, academic staff of the study field "Translation" have published their research results and other academic results in ~130 publications, which are summarized in Annex 24.

It is important to point out that the notable majority of the publications are reports on the results of scientific research published in various types of scientific publications. In line with the specifics of the study field "Translation", the majority of publications were published in the proceedings to the conferences where academic staff participated with their presentations. The summarized data show that academic staff have participated in the conferences with the reports more than 150 times. Members of the Institute of Digital Humanities actively participate in all events of the international scientific conference "Meaning in Translation: Illusion of Precision", presenting papers and publishing the results of their research.

Academic staff of the study field are relatively active in publishing the results of scientific research in scientific monographs and the chapters of scientific monographs, as well as in other collections of scientific publications, which, in addition to the abovementioned platforms, allows focusing attention on specific results, thus promoting international scientific contribution of the academic staff.

In order to promote engagement of young scientists in the current research field, a significant number of publications is published in scientific journals of RTU, the main results of the PhD Theses are also published. In addition, the publication of the main results of the Master and Bachelor papers in the books of abstracts is also promoted, thus facilitating scientific discussion among students and promoting their interest in post-graduate education.

In the reporting period, numerous scientific publications were published, contributing to the promotion of the study field and facilitating its development by updating the learning aids.

Information on the publications of academic staff, participation in the conferences, artistic activities, and participation in the projects is summarized in the relevant annexes (P20 and P24).

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.

RTU maintains mechanisms for involvement of students within all education cycles and study programs in research. Various activities are implemented aimed at enhancing PhD studies and ensuring career opportunities for young researchers in the post-doc period.

Doctoral grants are provided to PhD students on a competitive basis. International calls are made to attract in post-doctoral projects. In addition, the internal Research Excellence Grant for young scientists was established in 2018 as a new initiative, providing 270,000 EUR for a 3-year period

based on the international competition (conditions are similar to European Commission European Research Council grant with international call and evaluation performed by external, i.e., foreign well-recognized researchers). The grant allows young and talented researchers to establish their own research groups and build a research career at RTU. Internal project calls provide additional funding for publishing articles in SCOPUS/WoS indexed editions, and internal projects within 6 research platforms stimulate involvement of PhD and Master students in multi-disciplinary and inter-faculty research projects in cooperation with the industry.

Within the study field "Translation", student research has always been one of the most important elements of the study process. Students are actively involved in research projects and joint publications. Students are offered guest lectures by teaching staff of other Latvian and foreign universities, and their involvement in creative plein airs and competitions are encouraged.

The content of the study programs of the study field "Translation" has been developed in such a way as to involve the junior year students in research. All study papers developed independently by students contain certain research elements, such as term papers and specifically Bachelor and Master theses, which contain the theoretical part as an integral part thereof. By developing a Bachelor or Master thesis and choosing the scientific supervisor and research topic in which the respective scholar specializes, students can apply the acquired theoretical knowledge in solving creative tasks, thus establishing a closer connection between the theoretical and practical knowledge systems, integrating the initial theoretical framework and principles with the results obtained in the course of applied research.

Students of the study programs within the study field "Translation" are motivated to use the opportunities offered by RTU to participate in applied research and artistic creativity. For example, they have the opportunity to attend the study course "Vertically Integrated Project" (VIP) organized by The Design Factory of RTU Science and innovation centre organizes the study course "Vertically Integrated Project" (VIP), during which interdisciplinary student teams develop a challenging long-term research project under the guidance of experienced researchers. The study course is implemented in cooperation with researchers from the Georgia Institute of Technology (the USA). Within the study course, cross-disciplinary student teams are assembled, bringing together students from at least three different study programs, and ranging from first-year Bachelor students to PhD students, as well as involving pupils from the Engineering High School (EHS) of RTU. During the study course, students participate in research work under the supervision of RTU researchers, working together with students of other study programs and gaining experience in research as well as in team and project work. At the end of the study course, each team presents its progress and demonstrates the results obtained. The study course is registered as a free elective study course.

In order to develop students' innovative thinking, creativity and entrepreneurial skills, RTU implements the project "Innovation Grants for Students" (ERDF co-financed project No. 1.1.1.3/18/A/001 "RTU Innovation Grants for Students", the project finished on 30 April 2022). Students of all levels are offered to engage in various activities and improve their entrepreneurial skills, cooperate with the industry, develop early knowledge-intensive business ideas, receive scholarships and support grants. "RTU Innovation Grants for Students" is a platform for students, industry and scientists that promotes mutual cooperation, development and creativity.

Eight activities are implemented in the program "RTU Innovation Grants for Students", of which the most useful for students of the study programs within the study field "Translation" are listed below:

- DEMOLA Latvia – by bringing together students, academic and scientific staff from different universities and industry, innovative solutions concepts for ideas/issues defined by companies are being developed. To solve problems, interdisciplinary and intercultural

student teams are created, involving young specialists of various fields, in order to develop their ability to cooperate with industry representatives already during their studies. The search for new solutions promotes design thinking, provides intercultural experience and understanding of the development of the industry and the development and implementation of new concepts. The cooperation platform DEMOLA Latvia follows the successful international open innovation cooperation platform DEMOLA Network as an example.

- Vertically integrated project (VIP) unites students from different fields, allowing them to develop a large-scale design and research project, while strengthening and expanding the scientific activities of the academic staff. The aim of the activity is to create an opportunity for students from different study programs and cycles to cooperate within a long-term research project – Master students and PhD students supervise design and research projects of the Bachelor students, which may be considered part of the research work of a Master or PhD student.
- RTU IDEALAB - pre-incubator provides support for new or existing business ideas of RTU students, facilitating the commencement of new business activities, providing support for the development and initial testing of a business idea. Both one student and a team where at least one representative is studying at RTU can apply for their ideas in the pre-incubation laboratory. RTU IdeaLAB is implemented at two levels. First of all, training takes place, which is aimed at validating and testing the idea, improving teamwork, identifying the common goal.

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.

Innovation, valorization and introduction of innovative methods in the study process is one of the strategic priorities of RTU. In order to promote the integration of students into innovation processes characteristic to the areas in the study field, study courses related to the development and commercialization of innovative products provided by FEEM academic staff have been introduced in all Bachelor study programs implemented by RTU in all faculties. The course is rooted in the MIT (Massachusetts Institute of Technology) methodology for innovation, innovation development and continuous knowledge transfer. Within the framework of the study course, students practically working in projects develop entrepreneurial competence and creative thinking. Part of the project is performed at RTU Design Factory dealing with prototyping, turning students' theoretical knowledge into real products or services. As a result of the complete process, students understand whether they are scientists, inventors or whether they are engineers and entrepreneurs. Student learn how previously identified consumer needs can be converted into a product or service. It makes a significant contribution to the development of engineering students' skills and competences by promoting their integration into today's innovation and business ecosystems.

RTU maintains the UseScience database, which is available to Latvian and foreign researchers and entrepreneurs including the joint use of equipment and facilities to promote innovation and cooperation with industry companies. This promotes cooperation and efficient use of infrastructure. A database of commercialization offers is also maintained, which allows entrepreneurs to get acquainted with the ideas having commercialization potential which can be jointly developed, which promote the emergence and implementation of joint projects.

In order to promote the introduction of innovations into pedagogical practices of the study field and administrative management practices of organizational units, RTU in cooperation with the Ministry of Education and Science of the Republic of Latvia and the Ministry of Economics of the Republic of Latvia jointly implement projects of the Latvian digital agenda. The projects are aimed at raising the digital skills of higher education and the Latvian society, as well as at the introduction of digitalization-led management processes in the Latvian higher education institutions. Within the framework of the projects, the main activities are focused on the development of academic and administrative staff, taking on the experience of the USA and other countries. The main partners in the U.S. are the University at Buffalo and Massachusetts Institute of Technology. 1 member of academic has undergone training within the framework of the project (for a semester). The employee who has completed the training shares her experience and contributes to the development of the study field.

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 main forms and activities of cooperation are:

- Supervision and review of study and graduation paper, which includes offering the themes of graduation and study papers, scientific supervision, as well as involvement of reviewers and participation in the Viva Voce Examination Committees of graduation papers.
- Provision of internships, which includes the offer and management of internships. The offer of the internship also includes the involvement of an expert in the field – an internship supervisor, who within the framework of daily work ensures the provision of work tasks to the trainee, training and assessment of the performed tasks.
- Cooperation in ensuring the quality of implementation of the study programs in the study field, which includes participation in the Study Field Committee, Advisory Board of the faculties, as well as cooperation within various non-governmental organizations, for example, within the framework of sectoral associations.
- Implementation of national and public development projects, which also include foreign academic institutions, for example, joint implementation of Language Technologies project.
- Joint events and their organization also in RTU premises, which allows maintaining an active dialogue directly with industry representatives and graduates of the study field, who successfully work in various industry organizations.
- Student study trips to the leading industry companies, promoting better understanding of the working environment and the tasks to be solved in practice.
- Improvement of study curriculum with inclusion of sector-specific knowledge blocks in the study process, as well as joint implementation of studies in the fields of skills and knowledge

topical for the sector.

Within the study field, cooperation with professional organizations is manifested in a variety of ways: joint conferences and seminars, scientific cooperation, discussions on the development of the industry and the necessary changes and improvements in the education system. The academic staff working in the study field cooperate with many Latvian universities and scientific institutions in both study and scientific matters, as, for example, with the University of Latvia, Daugavpils University, Liepāja University and Ventspils University of Applied Sciences (VUAS).

An agreement has been signed with Ventspils University of Applied Sciences (available in Annex P02, only in Latvian). VUAS and RTU mutually undertake to provide students with the opportunity to continue their studies in another accredited study program of VUAS or RTU choice. The matriculation of students to the other higher education institution is carried out after the alignment of the study volume and takes place in accordance with the admission rules and matriculation procedure of the respective higher education institution, as well as other documents regulating the study process. The VUAS and RTU undertake to provide opportunities for continuation of studies for students who have started their studies in the terminated program, to take over obligations regarding the possibility for these students to study another study program by transferring the credits acquired from the terminated program. The Faculty of Translation Studies of the VUAS implements both study programs in Latvian and study programs in English, which provides opportunities to continue studies also for foreign students, including according to an individual plan.

Representatives of these institutions deliver lectures as part of study courses, participate in the work of the State Examination Commission, and participate as experts in the work of the Commission of the Study Field "Translation". For example, Professor Jānis Silis from Ventspils University of Applied Sciences was a long-time chairman of the State Examination Commission. Currently, this commission is headed by Associate Professor of Ventspils University of Applied Sciences Guntars Dreijers. Joint applications for scientific projects are submitted and joint projects are implemented. Cooperation partners are selected within the relevant sectors.

Engagement of employers primarily takes place within the mandatory internship envisioned within the study programs. Students can undergo an internship both in a language service provider company and in a scientific institution. The study program management addresses companies in the industry and offers cooperation opportunities for providing internships. Students can find a company that would ensure internship opportunities themselves. Learning trips to the companies in the industry are also organized; companies can make their offer by participating in Career Days and Company Open Days.

In order to ensure the availability of up-to-date and reliable information to the heads of the study programs, surveys of both graduates (new employees of the field) and employers on the curriculum, study forms and the need for their improvement are carried out on a regular basis. Employer survey data show that companies take interest in various types of cooperation, such as providing internships for students (the most common answer), participating in scientific projects, participating in the improvement of the content of the programs, organizing study trips, etc.

As the number of graduates increases, it is more and more difficult to maintain contact with all graduates and employers, however, as far as possible, they are interviewed and the most important proposals for improving the study process are taken into account. Graduates mostly work in the field of business, as well as at state institutions and have successfully integrated into the labor market both in Latvia and abroad. Among the institutions and commercial companies where graduates of the study programs within the study field "Translation" implemented by the Institute of Digital Humanities (IDH) work, we can mention the international translation office EUROSCRIPT,

Hieroglifs, state institutions such as RTU International Cooperation Department, Ministry of Finance, news agency LETA, international companies such as SIEMENS, JSC Valmiera Glass Fibre Factory, as well as private companies, incl. publishing house "Krauklītis" and Ltd BMJ Tehno.

Graduate surveys indicate (see below) that cooperation with the industry ensures the provision of expected knowledge and practical skills to the students.

At the professional study programs, cooperation with employers takes place in the form of mandatory internship, namely, an internship supervisor – a representative of the company – provides feedback on the student's skills, knowledge, work culture and other issues important for the implementation of the internship, which allows evaluating the course of the internship and achievement of the learning outcomes. Each year, the university enters into cooperation agreements with companies and organizations (see Annex P02), where it is agreed on the provision of internship places for students, thus ensuring not only the place of internship, but also specific requirements for those who support the achievement of the objectives of the relevant study programs.

The 2nd year students of the Bachelor study program undergo a mandatory internship within the curriculum. Agreements were concluded on the provision of internships for the students with the Translation and Terminology Center (now the State Language Center), Ltd Skrivanek Latvia, Ltd Hieroglifs, Ltd Nordtext, Ltd Digimedia etc. Most employers evaluate student performance positively. The list of employers and internships is provided in the Section "Other Annexes".

The organizational units involved in the implementation of the study field maintain close cooperation with the associations and professional organizations of the corresponding sectors, which ensures a sustainable and intensive dialogue with industry companies and policymakers necessary for the development of the study field. A particularly valuable cooperation has been established with the director of the State Language Center Māris Baltiņš, who participates in the work of the State Examination Commission, reviews students' graduation papers. A new occupational standard "Translator and Terminologist" was created under the leadership of Māris Baltiņš. The head of the Master study program "Technical Translation and Terminology" Marina Platonova actively participated in the development of the standard together with representatives of Latvian higher education institutions and professional associations.

Representatives of the Latvian Association of Translators and Interpreters participate with reports in the international scientific conference "Meaning in Translation: Illusion of Precision", conduct seminars and lectures for students of the study programs within the study field "Translation".

Representatives of the language service provision industry participate as experts in the work of the Commission of the Study Field "Translation", as well as in the work of the State Examination Commission. Director of Ltd Skrivanek Baltic Vasilijš Ragačevičs is a member of Commission of the Study Field "Translation". Ltd Skrivanek Baltic is one of the largest language service providers in the world with more than 25 years of experience, which has almost fifty branches in different countries of the world – the USA, Austria, Belgium, Bulgaria, the Czech Republic, Estonia, Lithuania, Poland, Slovakia, Slovenia and Germany. Irēna Čippa, co-owner of the translation office "Hieroglifs" and a graduate of the Bachelor study program "Technical Translation", not only participates in the work of the State Examination Commission, but also delivers lectures to students of the study program.

Students of the study field "Translation" regularly participate in the annual competition "The Best Young Translator" organized by Ltd Skrivanek Baltic for students of Latvian higher education institutions. Several RTU students won prize-winning places in this competition, but in 2021, the student of the Bachelor study program Heinrihs Cielavs won the competition.

On 26 June 2017, a new Advisory Board of RTU was established. The aim of the Advisory Board is to

promote the development of RTU in line with the RTU Strategy and the needs of the national economy. The main tasks of the Advisory Board are to advise and provide opinions to RTU Senate and Rector on the issues related to RTU development strategy. The study field in the RTU Advisory Board is represented by 2 advisers out of 23 – Andrejs Vasiljevs, Chair of the Board of Ltd “Tilde” and Māris Balčiņš, Director of the State Language Centre.

Cooperation with higher education institutions in other countries and other fields in Latvia mainly serves as a source for diversifying the study content, improving pedagogical methods, as well as enriching scientific thought. In accordance with the strategic guidelines of the study field and RTU, IDH has set an aim to become the leading centre of pedagogical and scientific thought in its fields with at least regional contribution. To achieve this, cooperation with Latvian and foreign institutions is directed towards the achievement of the following aims:

- internationalization of scientific and pedagogical activities;
- development of students' international experience;
- attraction of international students and academic staff with the aim of improving study and scientific activity processes, as well as establishing long-term cooperation with foreign organizations;
- improvement of the study content in the areas characteristic of the field and, in particular, not characteristic of the field, with the aim of improving the interdisciplinary fields of study.

A summary of cooperation agreements with various Latvian and foreign institutions is given in P02.

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 organizational unit involved in the implementation of the study field – the Institute of Digital Humanities – is relatively active in establishing cooperation with external international organizations. The range of cooperation partners is regularly expanded. Every year, the forms and content of cooperation are improved, within the framework of both academic and commercial cooperation.

The professional Master study program "Technical Translation and Terminology" is included in the EMT ([European Master's in Translation](#)) network, which shows the excellent quality of the study program. The EMT network, a network of postgraduate programs in the field of translation, was founded to improve the quality of training and help new graduates integrate into the translation labor market. It currently brings together more than 150 universities in Europe that offer high-quality Master studies in translation. The mobility of students and academic staff is promoted within the framework of the EMT network. Students have the opportunity to participate in internship programs offered by the European Union DGT (Directorate-General for Translation). It is planned to apply for and implement joint research projects, as well as to increase the number of mobility program participants within the EMT network. M. Platonova successfully works for the board of the EMT network, T. Smirnova is a member of the "Collaborative Learning and E-Learning" working

group, Z. Senko is a member of the "Employability" working group. In connection with the EMT network, prof. L. Iljinska, prof. M. Platonova and assoc. prof. T. Smirnova participated in several forums organized by the Directorate-General for Translation of the European Commission in Brussels, the EMT network meeting in Dublin (Ireland), Nitra (Slovakia) and Vienna (Austria).

In academic year 2017/2018, the project "Seven-Year Experimental Latvian Language Training Program for BISU Chinese Students" was launched. 20 BISU (Beijing International Studies University) students intensively studied Latvian, English, Latvian history and other study courses within the framework of the Bachelor study program "Technical Translation". The Chinese students acquired the basics of the Latvian language under the guidance of the instructors of the Institute of Digital Humanities (former Institute of Applied Linguistics) even before going to Latvia and after the study year that the students spent at RTU, they returned to Latvia in academic year 2019/2020 to continue their education already as the 2nd year students of the professional Bachelor study program "Technical Translation". The project was unique, it resulted in the training of interpreters/translators in the Chinese-Latvian language pair. The project was funded by the Government of the People's Republic of China. As part of the project "Seven-Year Experimental Latvian Language Training Program for BISU Chinese Students", two academic staff members of RTU went to Beijing. The instructors taught the Latvian language, culture of the Latvian language, history of the Latvian culture to the students of Beijing International Studies University. Publicity information on the project is available [here](#).

The project was successfully completed in academic year 2021/2022 when 12 students completed the professional Bachelor study program "Technical Translation". Several graduates of the study program continue their studies at Master study programs of RTU.

In parallel to this project, the Faculty and BISU implemented another project, i.e., in academic year 2018/2019, 11 students came to the faculty, who studied the Latvian language at BISU for two study years. When they arrived in Latvia, their goal was to improve their knowledge of the Latvian language and start their studies in the 2nd year of the professional Bachelor study program "Technical translation". In academic year 2019/2020, 7 students of this project came to RTU for one study year. The studies were aimed at in-depth learning of English and Latvian, as the translation took place from Latvian into English and vice versa.

During the reporting period, cooperation agreements have been signed with world-leading universities in the fields of digital humanities and other related researched fields, including translatology and terminology. In 2021, an agreement was signed with King's College London (ranked 40th best university in the world), and in 2023 an agreement was signed with the Catholic University of Leuven (ranked 61st best university in the world). The cooperation agreements are attached in Annex P02.

In addition to consultative cooperation, academic staff of the study field is active in cooperation with various non-governmental organizations. The main international cooperation organizations:

- European University of Technology ([EUT](#)) – unites technical universities of EU countries for the development of joint research and study programs (Université de Technologie Européenne).
- Alliance of Digital Humanities Organizations ([ADHO](#)) unites the world associations and organizations in the field of digital humanities.
- European Association of Digital Humanities ([EADH](#)) unites European professionals and researchers in the field of digital humanities (including in data processing and digitalization, interdisciplinary research, archive/corpus management, etc.).
- The Association for Researching and Applying Metaphor ([RaAM](#)).

Cooperation with higher education institutions in other countries and other fields in Latvia mainly

serves as a source for diversifying the study content, improving pedagogical methods, as well as enriching scientific thought. In accordance with the strategic guidelines of the study field and RTU, IDH aims to become the leading center of pedagogical and scientific thought in their fields at least with regional impact. In this regard, cooperation with foreign institutions is directed towards the achievement of the following objectives:

- Internationalization of scientific and pedagogical activities;
- Development of students' international experience;
- Attraction of international students and academic staff with the aim of improving study and scientific activity processes, as well as establishing long-term cooperation with foreign organizations;
- Improvement of the study content in the fields characteristic of the study field and, in particular, not characteristic of the study field, with the aim of improving interdisciplinary study fields.
- Development and implementation of joint study programs;
- Development and implementation of joint MOOCs;
- Exchange and enrichment of academic staff and students, as well as other mobility activities.

In January 2024, 2 cooperation agreements have been signed within the study field (subject to change) which also include mutual recognition of learning outcomes and other types of cooperation initiatives.

RTU carefully considers potential cooperation partners to avert possible risks to its reputation and reduce possibilities to incur non-eligible costs that may emerge in case cooperation partners do not fulfil contractual obligations. The decisions on participation in major international organizations, associations and foundations are adopted at the level of RTU Council.

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.

To attract foreign students to RTU, two communication target groups are mainly addressed:

- the internal: management team; general staff, academic staff; existing students;
- the external: prospective foreign students (foreign students studying in Latvia, foreign pupils and students, parents of foreign pupils and students); foreign graduates; mass media; opinion leaders; educational institutions; student recruitment education agencies; diplomatic and consular missions of the Republic of Latvia.

The communication strategy uses several types of information channels, choosing the most appropriate for each target audience – paid advertising channels, earned and owned ones. Marketing communication is an essential part of addressing foreign audience using all the traditional marketing tools – advertising in media and other channels, event marketing, direct marketing, digital marketing etc. The main marketing tool used to reach foreign audience is participation in various educational exhibitions and seminars organized by educational agencies in target markets. Continuity in the provision of information and promotion of studies is ensured by the long-term partner universities and educational agencies. In order to ensure a constant presence

and provision of quality information about studies at RTU and student selection, RTU has opened its own information and study centers in specific countries.

Various virtual seminars are widely used to address potential students, in which RTU International Cooperation Department (ICD) employees participate, existing students and employees delegated by the heads of the study programs, who introduce prospective students to RTU infrastructure, study opportunities and requirements for foreigners, curriculum of the study program, future study opportunities, as well as career opportunities upon completion of the study program.

ICD international student admissions staff help potential students in the issues related to the choice of admission and study program using online counselling opportunities. Consultations are organized by prior appointment, every week, within a period of two months before the end of the enrolment period. Potential students who have provided their contact information to RTU in connection with the commencement of studies, but have not submitted their applications for studies, are regularly repeatedly addressed at least once a month.

Public relations tools (press releases, media events, face-to-face meetings, interviews, opinion polls, etc.) and RTU social media channels (Facebook, WeChat, WhatsApp, Youtube, etc.) are used in corporate communication. RTU internal channels (ORTUS portal, email, etc.), information seminars and special events are used for internal communication.

Foreign student enrolment rates are summarized starting with academic year 2014/2015, indicating whether the student is pursuing undergraduate or graduate studies. The number implies only students enrolled in the first year.

The number of applications processed is much higher than the number of students enrolled.

Table 2.5.3.1. Foreign Student Enrolment Rates

	2014./15.	2015./16.	2016./17.	2017./18.	2018./19.	2019./20.	2020./21.	2021./22.	2022./23.	2023./24.
Received applications	38	26	26	28	17	36	10	16	29	29
Enrolled in undergraduate studies	19	9	7	16	5	7	2	2	1	3
Enrolled in graduate studies	1	2	1	0	0	1	1	1	0	2
Enrolled together	20	11	8	16	5	8	3	3	1	5

The number of students enrolled in mobility programs demonstrates a general increasing trend. Students who want to take advantage of mobility to go to study in other countries are relatively few, which is typical of the study field due to the fact that it is not always possible to find a study program in translation with the necessary pair of working languages.

In addition to student mobility, the study field actively welcomes guest professors in order to improve the study process and the quality of studies in general, as well as to ensure that students have access to knowledge that cannot be provided by the academic staff of the study field in an appropriate quality. The main difficulties in attracting foreign visiting professors are related to obstacles in establishing working relationships and a lack of resources to offer foreign experts a competitive salary. One of the solutions is to use the possibilities provided by electronic tools, organizing guest lectures in a remote face-to-face format. For example, within the study course (ETH714) "Terminology Research in the Era of Digital Humanities", some lectures are delivered online by Professor Koen Kerremans of the Free University of Brussels.

Academic staff actively use the opportunity to gain experience and get acquainted with the good practices of foreign higher education institutions by undertaking ERASMUS+ exchange visits for academic staff. Every year, at least four academic staff members go on exchange to one of the program's partner universities. Information about the mobility of academic staff is provided in their CVs (Annex P20).

In order to expand the skills and abilities of the academic staff, a number of academic enrichment initiatives, including trainings outside of Latvia, have been launched within the study field.

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 field "Translation" was accredited in 2013. In the evaluation of experts, some recommendations were given both for the study field as a whole and for the study programs separately.

A summary of the most important recommendations and actions taken are summarized in the table:

Expert Recommendations	Measures taken
Since, at present, there are no state-budget funded places in either BA or MA program, this issue should be considered by the RTU administration.	The need for LSP translators is apparent in the labour market and thus education and training of LSP or technical translators is an issue of state significance. Currently, 5 budget-funded study seats are allocated annually at the BA and 2 at the MA study programs. The opportunities to increase the number of budget-funded study seats are being discussed with RTU management.
To ensure efficiency of the study process much more work should be done with specific translation software so that the students learn to translate, as well as work with terminology in various databases and practice text editing .	<ol style="list-style-type: none"> 1. During the reporting period, 2 computer classrooms were equipped (48 workplaces in total). Licensed machine translation software (TRADOS) was installed on each computer. 2. A mobile simultaneous translation booth and the auxiliary equipment have been purchased to offer students of the study field to acquire additional competences and experience in interpreting. 3. A special course addressing specifically editing has been included in each study program - VTT707 Stylistics and Editing in the BA and ETH710 Digital Editing and Publishing that students of the MA study programme can use as an elective.

The library should be better supplied with **appropriate books and periodicals** in translation and interpretation theory and practice.

The range of reference literature has been considerably supplemented. The list of purchased entries is given in section Other Annexes. RTU maintains subscription to a range of high-quality databases providing authorized ORTUS users free access to such e-resources that are most appropriate for the needs of the study programs in the study field “Translation” as:

- **E-book databases:** SpringerLink, ProQuest Central Academic Complete, eBook Academic Collection EBSCOhost, eBook Open Access Collection EBSCOhost, ScienceDirect handbooks (Elsevier).

- **E-journal databases:** Scopus, ScienceDirect Freedom Collection (Elsevier), Academic Search Complete EBSCOhost, Wiley Online Library.

Keep more in touch with your alumni, e.g. introduce a **systematic database about your graduates** further studies and employment.

The international scope of the study programs within the study field “Translation” is both its advantage and drawback in terms of cooperation with the alumni – the fact that graduates develop a set of skills and competences that makes them eligible to enter the next-cycle study programmes abroad or seek for international employment attests the quality of the study program, at the same time, being abroad students get detached from their *alma mater* and are not always willing or capable to maintain engaging ties with RTU. International students also at times remain beyond the reach. RTU Alumni Association has been established to maintain closer ties with the alumni. It maintains a database of alumni, actively promotes participation in the activities it organizes and promotes positive image of RTU reporting on the achievements of RTU graduates (see 2.2.4. for more detail). Cooperation with RTU Alumni Association shall be further promoted.

The well-established **cooperation with employers** should be applied more in **developing the strategic plans** for the further development of SPs.

Cooperation with the employers is maintained along several lines:

- All new study courses developed to bring the study programs in compliance with the needs of the labour market and current research trends are approved by the Committee of the Study Field "Translation" comprising employers;
- The curriculum of the existing study courses is regularly revised upon consultations with the industry in general and Committee of the Study Field "Translation" in particular;
- The Committee provides advise on the necessary changes to the study programmes. All changes to the study programmes within the field are approved by the Committee of the Study Field "Translation" comprising employers.
- On 26 June 2017, a new Advisory Board of RTU was established. The aim of the Advisory Board is to promote the development of RTU in line with **the RTU Strategy and the needs of the national economy**. The main tasks of the Advisory Board are to advise and provide opinions to RTU Senate and Rector on the issues **related to RTU development strategy**. The study field in the RTU Advisory Board is represented by 2 advisers out of 23 – Andrejs Vasiljevs, Chair of the Board of Ltd "Tilde" and Māris Balčiņš, Director of the State Language Centre.

Sustainability policy aimed at recruiting teacher professionals should be developed.

Staffing is one of the main focuses of sustainable study program management.

Both highly professional members of academic staff and industry experts are involved in implementing the study programs within the study field. Study field management seeks for every opportunity to engage foreign professors, both as guest professors delivering full study courses and tutors administering workshops and seminars (see 2.5.3). In the recent years, many talented members of academic staff joined RTU family, much attention has been paid also to professional development of the existing members of staff. They are motivated to use career development opportunities offered by RTU, other Latvian universities and ERASMUS+ exchange program. A number of lecturers participated in staff mobility for training.

Professor Marina Platonova was granted the status of a visiting fellow in digital humanities at King's College London, which is ranked in the top 50 best world universities. Academic and administrative staff can actively use the opportunities provided by ERASMUS+ program in the implementation of studies, internships and staff mobility at partner universities.

Inese Kočote spent a semester at the University at Buffalo (the USA), gaining experience in natural language processing applications.

Students and academic staff should be encouraged to participate more actively in presentation of their **research work** at conferences, regional and international events (e.g. international conferences of young researchers take place annually at VeA, LU, DU, Vidza, AR, EKA, and BSA). Outcomes of the teachers' and students' research works should be better used, for instance, creating a database for best translation BA and MA papers.

Students are encouraged to participate in research projects and joint publications. Students are offered guest lectures by teaching staff of other Latvian and foreign universities, and their involvement in creative workshops and competitions are supported. Students take an active part in the scientific conferences organized by the institution implementing the study field, acting not only as support staff but also as active participants in conference sessions, round tables, and discussions. The insights gained during these research-intense events are frequently further reflected upon in student graduation papers. For instance, 16 students participated in the work of the plenary and working sessions of the conference "Meaning in Translation: Illusion of Precision" in 2016, 18 – in 2020, and 12 – in 2022. Students are encouraged to participate in the activities organized by other Latvian HEIs – students are always briefed and invited to attend the conferences organized by UL, UD and VUAS. A considerable number of programme graduates have started their research and/or academic career at RTU, 8 graduates continue their studies at PhD study programs (see 2.4.4. for more detail).

The **cooperation** among the translation SPs **in the Baltic States** should be further enhanced, e.g. creating a joint Pan Baltic **database of academic staff research** in translation theory and practice could be considered.

Cooperation among universities implementing study programs in translation is conducted both within the DGT EMT network and through a series of dedicated mechanisms promoting Pan-Baltic cooperation. Cooperation with the Lithuanian universities is particularly strong: representatives of Vilnius University and other universities regularly deliver guest lectures to the students of the study field, participate in the conferences organized by RTU and provide expert advice on a range of matters related to international cooperation. In turn, academic staff of the study field biannually visit the conferences organized by Vilnius University and publish the results of their research in Scopus indexed journal Vertimo Studijos. Cooperation with Estonian universities is not as intense, so there is room for improvement. Currently, cooperation is mainly manifested through mutual visits to the conferences and seminars organized by institutions in Latvia and Estonia. RTU can consider taking the lead in establishing a network of experts working in the field of LSP translation and/or terminology management to promote securitability and consistent use of the languages of the Baltic countries.

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	P11_1.1.2_List_of_internal_regulations.zip	P11_1.1.2_ļeksejo_normatīvu_aktu_saraksts.zip
The management structure of the higher education institution/ college	RTU_Management_Structure.pdf	RTU_Parvaldības_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)	P13_2.1.2_Study_Field_Translation_Development_Plan_EN.pdf	P13_2.1.2_Studiju_virziena_Tulkošana_attīstības_plāns_LV.pdf
The management structure of the study field	P14_2.1.3_RTU_Study_Direction_Management_Structure_ENG.pdf.jpg	P14_2.1.3_RTU_studiju_virziena_parvaldības_struktūra_LV.jpg
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.	P15_2.1.4_Vienosanas_Veā+un+RTU_Tulkošana.pdf	P15_2.1.4_Vienosanas_Veā+un+RTU_Tulkošana_2024+jan.edoc
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Confirmation - on compensation for losses.edoc	Aplicinājums - par zaudējumu kompensāciju.edoc
Standard sample of study agreement	P17_2.1.4_Study_agreements.zip	P17_2.1.4_Studiju_līgumi.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	P18_2.2.4_Students_Graduates_Employers_EN.pdf	P18_2.2.4_Studenti_Absolventi_Darba_dēvēji_LV.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	P19_2.3.7_Mācītspēki_LV_AcademicStaff_ENG (1) (1).xlsx	P19_2.3.7_Mācītspēki_LV_AcademicStaff_ENG (1) (1).xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	P20_2.3.7_Academic_Staff_CV.zip	P20_2.3.7_Mācītspēku_CV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	Confirmation - knowledge of the state language.edoc	Aplicinājums - valsts valodas zināšanas.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.eurpass.lv, if the study programme or part thereof is implemented)	Confirmation - knowledge of the foreign language.edoc	Aplicinājums - svešvalodu prasme.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	P23 Main scientific and-or applied research and-or artistic creativity activities.pdf	P23 Galvenās zinātniskās un-vai lietiskās pētnieciskās jaunrades aktivitātes.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	P24_2.4.4_Publikācijas_LV_Publications_EN_2013-2023.xlsx	P24_2.4.4_Publikācijas_LV_Publications_EN_2013-2023.xlsx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	P02_2.5.1_Sadarbības_līgumi_Cooperation_Agreements (updated).zip	P02_2.5.1_Sadarbības_līgumi_Cooperation_Agreements (updated).zip
Statistical data on the teaching staff and the students from abroad	P25_2.5.3_Statistikas_dati_par_ārvalstsstudenšiem un mācītspēkiem_Statistical data on students and teaching staff from abroad.pdf	P25_2.5.3_Statistikas_dati_par_ārvalstsstudenšiem un mācītspēkiem_Statistical data on students and teaching staff from abroad.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	P26_2.5.3_(RHCTO+RHGTO)_StudMobilitStatist_ienakzei_LV_IncomingOutgoing_ENG.pdf	P26_2.5.3_(RHCTO+RHGTO)_StudMobilitStatist_ienakzei_LV_IncomingOutgoing_ENG.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	P27_2.5.3_ienākošā un izējošā mācītspēku mobilitāte_Incoming and Outgoing Staff Mobility.pdf	P27_2.5.3_ienākošā un izējošā mācītspēku mobilitāte_Incoming and Outgoing Staff Mobility.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	P03_2.6.1_Implementation_of_recommendations.pdf	P03_2.6.1_Rekomendāciju_izpilde.pdf
An application for the evaluation of the study field signed with a secure electronic signature	02000-2.2.1-e_42.edoc	02000-2.2.1-e_42.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
RTU IT sistemu saskarnes	RTU IT sistemu saskarnes.zip
Screenshots of RTU IT systems	Screenshots of RTU IT systems.zip
Domes izraksti HCTO.zip	Domes izraksti HCTO.zip
Institūta padomes protokoli HCTO.zip	Institūta padomes protokoli HCTO.zip
Studiju virzienu protokoli HCTO.zip	Studiju virzienu protokoli HCTO.zip
Domes izraksti HGTO.zip	Domes izraksti HGTO.zip
Institūta padomes protokoli HGTO.zip	Institūta padomes protokoli HGTO.zip
Studiju virzienu protokoli HGTO.zip	Studiju virzienu protokoli HGTO.zip
Profesijas standarts PS-284.pdf	Profesijas standarts PS-284.pdf
2024. Karība, plagiatisma, gadījumu izskatīšanai, nosēguma darbos.pdf	2024. Karība, plagiatisma, gadījumu izskatīšanai, nosēguma darbos.pdf
Darba devēju un prakses vietu saraksts_List of Employers and Internship Companies.pdf	Darba devēju un prakses vietu saraksts_List of Employers and Internship Companies.pdf
DITEF Domes_sēdes_prot_01_15.01.2023_izraksts_9.docx.pdf	DITEF Domes_sēdes_prot_01_15.01.2023_izraksts_9.docx.pdf
Finansējuma sadalījums_Distribution of funding_HCT_HGT.xlsx	Finansējuma sadalījums_Distribution of funding_HCT_HGT.xlsx
Grāmatu saraksts_RTU_Zin.bibliotēka_List of books_RTU Scientific Library.pdf	Grāmatu saraksts_RTU_Zin.bibliotēka_List of books_RTU Scientific Library.pdf
Iegādāto grāmatu saraksts_List of books purchased_2022.pdf	Iegādāto grāmatu saraksts_List of books purchased_2022.pdf
RTU Excellence Approach.pdf	RTU Excellence Approach.pdf
RTU Izcilības pieeja.pdf	RTU Izcilības pieeja.pdf
Ārpus formālās izglītības apgāto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas kārtība Rīgas Tehniskajā universitātē.pdf	Ārpus formālās izglītības apgāto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas kārtība Rīgas Tehniskajā universitātē.pdf
Finansējuma sadalījums_Distribution of funding_HCT_HGT_Labotais_Updated	Finansējuma sadalījums_Distribution of funding_HCT_HGT.xlsx
Programmas direktors_amata apraksts_projekts.pdf	Programmas direktors_amata apraksts_projekts.pdf
Draft job description for the Head of the Program.pdf	Draft job description for the Head of the Program.pdf
RTU_code_of_academic_integrity_LV_ENG.pdf	RTU_code_of_academic_integrity_LV_ENG.pdf
breach_of_academic_integrity_procedures_ENG.pdf	breach_of_academic_integrity_procedures_ENG.pdf
breach_of_academic_integrity_procedures_LV.pdf	breach_of_academic_integrity_procedures_LV.pdf
statement_on_the_breach_of_academic_integrity_LV_ENG.pdf	statement_on_the_breach_of_academic_integrity_LV_ENG.pdf
procedure_on_recognition_competences_ENG.pdf	procedure_on_recognition_competences_ENG.pdf
list_of_bachelor_and_master_thesis_ENG.pdf	list_of_bachelor_and_master_thesis_ENG.pdf
0 Additional information requested after expert onsite visit.pdf	0 Additional information requested after expert onsite visit.pdf
1 Research and academic research activities of leading academic staff_ENG.xlsx	1 Research and academic research activities of leading academic staff_ENG.xlsx
2 RTU Zinātnes un inovāciju atbalsta fonda nolikums_LV.pdf	2 RTU Zinātnes un inovāciju atbalsta fonda nolikums_LV.pdf
3 Komandējuma dokumentu sagatavošanas un aprītes kārtība_LV.pdf	3 Komandējuma dokumentu sagatavošanas un aprītes kārtība_LV.pdf
4 RTU akadēmiskā personāla darba snieguma vērtības kārtība_LV.pdf	4 RTU akadēmiskā personāla darba snieguma vērtības kārtība_LV.pdf
5 MK noteikumi Nr.969 Kārtība, kādā atzīdāmi ar komandējumiem saistītie izdevumi_LV.pdf	5 MK noteikumi Nr.969 Kārtība, kādā atzīdāmi ar komandējumiem saistītie izdevumi_LV.pdf
6 Regulation No. 969 Procedures for Reimbursement of Expenses Relating to Official Travels_ENG.pdf	6 Regulation No. 969 Procedures for Reimbursement of Expenses Relating to Official Travels_ENG.pdf
7 Par_RTU_darbinieku_sveivalodu_prasmes_apliecināšanas_kārtības_apstiprināšanu_LV.pdf	7 Par_RTU_darbinieku_sveivalodu_prasmes_apliecināšanas_kārtības_apstiprināšanu_LV.pdf
8 Rīkojums par angļu valodas kursu apmeklējumu un finansējumu_LV.pdf	8 Rīkojums par angļu valodas kursu apmeklējumu un finansējumu_LV.pdf
9 Par_Rīgas_Tehniskās_universitātes_Darba_kārtības_noteikumu_apstiprināšanu_jaunā_redakcijā_LV.pdf	9 Par_Rīgas_Tehniskās_universitātes_Darba_kārtības_noteikumu_apstiprināšanu_jaunā_redakcijā_LV.pdf
10 Akadēmiskā godīguma kodekss_LV.pdf	10 Akadēmiskā godīguma kodekss_LV.pdf
11 Code_of_Academic_Integrity_ENG.pdf	11 Code_of_Academic_Integrity_ENG.pdf
12 Akadēmiskā godīguma parkapumi_LV.pdf	12 Akadēmiskā godīguma parkapumi_LV.pdf
13 Analysis_of_the_breach_of_academic_integrity_ENG.pdf	13 Analysis_of_the_breach_of_academic_integrity_ENG.pdf
14 DITEF_Karība_plagiatisma_gadījumu_izskatīšanai_nosēguma_darbos_LV.pdf	14 DITEF_Karība_plagiatisma_gadījumu_izskatīšanai_nosēguma_darbos_LV.pdf
15 Cīņas augstskolās un RTU studiju programmās apgūto kursu atzīšana_LV.pdf	15 Cīņas augstskolās un RTU studiju programmās apgūto kursu atzīšana_LV.pdf
16 Regulation_on_the_Recognition_of_the_Courses_ENG.pdf	16 Regulation_on_the_Recognition_of_the_Courses_ENG.pdf
17	17
Par_nolikuma_sāpums_formālās_izglītības_apgāto_vai_profesionālajā_pieredzē_iegūto_kompetenču_un_iepriekšējā_izglītībā_sasniegtu_studiju_rezultātu_atzīšanas_kārtība_LV.pdf	Par_nolikuma_sāpums_formālās_izglītības_apgāto_vai_profesionālajā_pieredzē_iegūto_kompetenču_un_iepriekšējā_izglītībā_sasniegtu_studiju_rezultātu_atzīšanas_kārtība_LV.pdf
18 Procedure_for_Recognition_of_Compencies_Developed_Outside_Formal_Education_ENG.pdf	18 Procedure_for_Recognition_of_Compencies_Developed_Outside_Formal_Education_ENG.pdf
19 Attālinātā darba kārtības noteikumi_LV.pdf	19 Attālinātā darba kārtības noteikumi_LV.pdf
20 RTU_par_rīgas_tehnikas_universitates_ieksejas_kartibas_noteikumiem_studejosajiem_LV.pdf	20 RTU_par_rīgas_tehnikas_universitates_ieksejas_kartibas_noteikumiem_studejosajiem_LV.pdf
21 Internal_Code_of_Student_Conduct_ENG.pdf	21 Internal_Code_of_Student_Conduct_ENG.pdf
22 RTU_rtu_students_macibspeku_un_darbinieku_etikas_kodekss_LV.pdf	22 RTU_rtu_students_macibspeku_un_darbinieku_etikas_kodekss_LV.pdf
23 Code_of_Ethics_of_RTU_ENG.pdf	23 Code_of_Ethics_of_RTU_ENG.pdf
24 Akadēmisko pārdū kārtošanas maksas 2024.-2025. akadēmiskajā gadā_LV.pdf	24 Akadēmisko pārdū kārtošanas maksas 2024.-2025. akadēmiskajā gadā_LV.pdf
25 Bachelor and Master Thesis.pdf	Thesis.pdf
P19_2.3.7_Macibspeki_LV_AcademicStaff_ENG_Explation.xlsx	P19_2.3.7_Macibspeki_LV_AcademicStaff_ENG_Explation.xlsx

Technical Translation and Textuality (42227)

Study field	<i>Translation</i>
ProcedureStudyProgram.Name	<i>Technical Translation and Textuality</i>
Education classification code	<i>42227</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Larisa</i>
Surname of the study programme director	<i>Ilinska</i>
E-mail of the study programme director	<i>Larisa.Ilinska@rtu.lv</i>
Title of the study programme director	<i>Dr.philol.</i>
Phone of the study programme director	<i>+371 29411024</i>
Goal of the study programme	<ul style="list-style-type: none"> • <i>to educate and train translators as versatile language service providers with advanced knowledge of translation theory and practice, specifics of specialized language management, textuality, terminology, translation project management and job-related skills and who would be able to successfully integrate in both national and international labor market and academic environment;</i> • <i>to develop professional qualification of the students in close cooperation with the industry to make sure their degree of preparedness, the set of skills, competences and attitudes meet the international requirements and standards in the field of specialized translation, text production and content management, promoting the competitiveness of the graduates on the labor market and enhancing their career opportunities;</i> • <i>to implement an open, flexible and student-centered study process which would create a democratic sustainable learning environment that would provide students with the opportunity to master the theoretical basis of the chosen scientific or technical field, acquire domain-specific terminology, to develop the toolkit of the contemporary language service provider and to develop profound competence in using the latest language technologies;</i> • <i>to equip the students with the set of academic and professional skills and competences to enable them to continue their academic or professional education both in Latvia and abroad, and develop their critical and analytical thinking skills to promote their independence, creativity, decision making and ability to adapt to the changing environments.</i>

Tasks of the study programme	<ul style="list-style-type: none"> • <i>to provide the students with the necessary theoretical knowledge, practical skills and professional competences required in order to perform high-quality translating and interpreting services;</i> • <i>to improve linguistic competence of the students in all their working languages and advance their terminological, thematic, and pragmatic competence in the relevant branch(es) of science, technology, and/or industry;</i> • <i>to teach the art of preparing abstracts, theses, papers and summaries, to cultivate the skills of translating, interpreting, annotating, editing and post-editing both spoken and written texts in different situations, i.e., comprehend the communicative situation and context;</i> • <i>to develop high-level digital competences of the students to equip them for the work with the cutting-edge AI-powered language technologies, computer-assisted translation applications, machine translation software, localization tools, translation management systems;</i> • <i>to develop students' logical and critical thinking, enhance their creative and cognitive skills that might promote students' further personal and professional growth;</i> • <i>to provide students with practical work experience, offering them the opportunity to apply the acquired knowledge in practice by addressing topical issues in translation studies and language service provision;</i> • <i>to develop students' research skills in translation studies and related fields;</i> • <i>to raise students' awareness of professional code of conduct, lifelong learning and sustainable development;</i> • <i>to promote the development of the study program in line with the trends of the national economy, international market and technological development.</i>
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Results of the study programme	<ul style="list-style-type: none"> • <i>able to use the established theoretical framework and recent research in translation studies, LSP (language for special purposes) area and textuality to justify the topicality of their theoretical research, to develop research papers, term papers, and Bachelor Paper;</i> • <i>able to select, process, manage, and interpret relevant theoretical information to substantiate the choice of relevant translation approaches, strategies and methods and to deal with the emerging translation challenges;</i> • <i>able to use relevant scientific framework, materials, and methods to formulate the aims and tasks of the research paper, providing logical basis for the framework of the work and selecting relevant principles of work layout, to substantiate hypotheses, to select and use relevant referencing techniques;</i> • <i>able to produce appropriate translation of specialized source text into the target language that complies with the terminology alignment practices and consistency principles, ensures accuracy of the content, conforms to the norms and conventions of the target language and culture;</i> • <i>able to perform pre-editing of the source text in order to improve the quality of the machine translation output and post-editing of the machine translation output to ensure that the end product meets the guidelines and quality standards set by the commissioner;</i> • <i>able to participate in the translation project management process, work in a team, plan and coordinate a team;</i> • <i>able to ensure an efficient translation workflow by producing an appropriate translation of a specialized text in a specific field of knowledge, using computer-assisted applications, machine translation tools, translation management systems and modern language technologies;</i> • <i>able to provide appropriate localization solutions in multimodal content creation using available tools and technologies;</i> • <i>able to critically evaluate the reliability of information sources for the production / representation of quality content in the source and target languages;</i> • <i>able to demonstrate logical, analytical and critical thinking skills, develop their own creative and cognitive skills securing further personal and professional growth within the life-long learning paradigm;</i> • <i>able to demonstrate the range of advanced employability and engagement related skills: communicative, negotiation, logical reasoning skills, teamwork skills and managerial skills, and ability to adapt to the constantly changing environment;</i> • <i>able to perform job-related duties in an ethical manner in compliance with the international codes of professional conduct, observing the principles of diversity, equity, and inclusion, sustainable and responsible living and professional performance.</i>
Final examination upon the completion of the study programme	<i>Bachelor Paper</i>

Study programme forms

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education and English language proficiency equivalent to at least B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor degree in technical translation</i>
Qualification to be obtained (in english)	<i>Translator</i>

Places of implementation

Place name	City	Address
Riga Technical University	RĪGA	KALŅU IELA 1, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

The professional Bachelor study program "Technical Translation" is implemented within the study field "Translation" by the Institute of Digital Humanities of the Faculty of Computer Science, Information Technology and Energy (FCSITE) (until the consolidation process, i.e., until 1 January 2024 – Institute of Applied Linguistics (IAL) of the Faculty of E-Learning Technologies and Humanities (FETH)). The program is envisaged for applicants having a general secondary education. It was approved by RTU Senate on 29 January 2007 (minutes No 510).

Duration of the study program is 4 years; volume – 240 CP. Upon completion of the study program, the graduates are awarded the Professional Bachelor Degree in Technical Translation (Annex P28) and the qualification of translator (the occupational standard is currently in the process of harmonization; see the letter from the Latvian Association of Translators and Interpreters in the Section "Other Annexes").

Based on the accumulated experience in academic activities and scientific research, industry collaboration as well as taking into account students' and graduates' recommendations, a decision was taken to change the name of the study program from "Technical Translation" to "Technical Translation and Textuality" (Minutes of the meeting of the Study Field Committee No 23 as of 21 December 2023, see the Section "Other Annexes"). The curriculum of the renewed study program is provided in Annex P09. The decision to submit the updated Bachelor study program for evaluation was approved by the FCSITE Council on 15 January 2024, Minutes No 33000-1 (see the Section "Other Annexes"). The first cycle professional higher education Bachelor study program (hereinafter referred to as the Bachelor study program) was reviewed and approved by the Committee of the Study Field "Translation" (Minutes No 21 of 14 November 2023; Minutes No 23 of 21 December 2023, Minutes No 25 of 15 January 2024, see the Section "Other Annexes"), the FETH Council (Extract of Minutes of the FETH Council e-mail vote No 114(e) of 17 November 2023; Extract of Minutes of the ETHF Council e-mail vote No 119(e) of 28 December 2023, see the Section "Other Annexes") and RTU Senate (Minutes No 679 of 29 January 2024, see the Section "Other Annexes").

Based on the decision of the committee of the study field "Translation" of March 8, 2023 (Minutes No. 33000-1.1-e/11) and Paragraph 5.2 of the Cabinet Regulation No. 322 of June 13, 2017 "On Latvian Education Classification", on March 25, 2024, the RTU Senate made a decision to change the education classification code from 42222 to 42227 (see the Senate decision "On amendments to the Senate decision On the changes in the parameters characterizing the study program of the study field "Translation"" in section "Other appendices").

In the reporting period, the Bachelor study program was implemented in English, as there was no demand among graduates for the program to be implemented in Latvian. This was also one of the reasons for the change of the language of instruction of the study program from Latvian to English (excerpt from the Minutes No 21 of the meeting of the Study Field Committee of 14 November 2023, excerpt from the e-mail vote No 114(e) of the FETH Council of 17 November 2023, see "Other

annexes"). In addition, the implementation of the program in English also facilitates the attraction of foreign visiting professors and provides access to the latest educational tools, research resources and materials, as well as applications.

The administration of the study program in cooperation with the academic staff, guest professors, students, graduates, cooperation partners and industry representatives has introduced several changes to the curriculum of the study program in the reporting period.

For detailed information on the implementation of the recommendations see Annex P03 2.6.1 Implementation of Recommendations.

In the document, all CP values are given according to the ECTS system. Due to the reorganisation of the RTU Study Course Register, new codes were assigned to all study courses. Both the old and the new course codes are indicated in brackets, as all supporting documents feature the old codes.

The following changes were made to the curriculum of the study program (from academic year 2013/2014 to academic year 2019 / 2020):

- The following study courses were **added** to the curriculum: "Civil Defence" (ICA301, 2 CP), "Basics of Labor Protection" (IDA700, 2 CP), "Innovative Product Development and Entrepreneurship" (SDD700 / SDD002, 9 CP), "Introduction into Academic Studies and Research Work" (VSL700 / DE0518, 3 CP), "Terminology Research in the Era of Digital Humanities" (ETH714 / DE0529, 3 CP), "Stylistics and Editing" (VTT707 / DE0532, 3 CP), "Computer-Assisted Translation Tools" (VSL713 / DE0241, 5 CP), "Field Terminology Research and Practice" (ETH715 / DE0527, 6 CP), "Research Writing" (VSL714 / DE0509, 6 CP), "Advanced Grammar Course" (VSL716 / DE0543, 6 CP).
- Whereas, the following study courses were **excluded** from the curriculum: "Computer Science" (RIP168), "Development of Listening Comprehension of Monologues, Dialogues and Professional Texts" (VIA150), "Technical Means for Office Work" (IUV216), "Fundamentals of Law" (IUV101), "Fundamentals of National Economy" (IET109), "United Europe and Latvia" (HSP380), "Political and Economical System of English Speaking Countries" (VIA166), "Terminology of Business and Law" (VIA170), "Patents and Intellectual Property Protection" (VIA186).

The changes were dictated by the industry trends, students' needs and wishes. The changes were discussed and proposed by the Council of the Institute of Applied Linguistics (Minutes No 23200-2/1 of 4 March 2020; Minutes No 23200-2/2 of 27 April 2020; Minutes No 23200-2/4 of 19 June 2020, see the Section "Other Annexes") and submitted for consideration and approval by the Committee of the Study Field "Translation" (Minutes No 11 of 2 March 2020; Minutes No 12 of 27 April 2020; Minutes No. 13 of 8 June 2020; Minutes No 14 of 19 June 2020, see the Section "Other Annexes").

In accordance with Cabinet Regulations No 305 "Regulations on the State Standard of Professional Higher Education" issued on 13 June 2023 and the decision of RTU Senate on the approval of RTU Unified Requirements for Study Programs in a new wording (Minutes No 667, 22 November 2022; see Annex P11), the following changes were made to the curriculum of the study program (see Table 3.1.1.1. below).

Table 3.1.1.1. The Latest Changes to the Curriculum of the Study Program

Part of the curriculum undergoing change	Description
A1	<p>The study course “English-Speaking Countries” (VSL717; 4 CP) was excluded.</p> <p>The study courses “Civil Defence” (ICA301; 2 CP) and “Basics of Labor Protection” (IDA700; 2 CP) were substituted with the study course “Environmental Protection, Civil Defense and Labour Safety Organization” (DBA101 / DE0523; 3 CP).</p> <p>The study courses “Introduction to Translation Theory” (VIA151 / DE0538; 3 CP) and “Introduction to Academic Studies and Research Work” (VSL700 / DE0518; 3 CP) were moved from Part A2 to Part A1.</p>
A2	<p>The study courses “The Terminology Minimum in English” (HVD153 / DE0040; 4 CP) and “Leadership and Communication Skills for Translation Business in Digital Era” (VSL718 / / DE0542; 3CP) were added.</p> <p>The study course “Business Communication” (IUV106; 3 CP) was excluded.</p>
A3	<p>The study course “Introduction to Localization Practice” (VTT711 / DE0535, 6 CP) was added. The study courses “Professional Translation Practice” (VSL723 / DE0512; 9 CP) and “Translation of Specialization Texts” (VIA179 / DE0548; 6 CP) were moved from Part D to Part A3.</p>
B1	<p>The study course “Studies of State Language” (HVD141; 6 CP) was substituted with “Analytical Reading in Latvian” (VSL707 / DE0508; 6 CP).</p> <p>The study course “Basics of Russian” (VIV151; 6 CP) was substituted with “Stylistics of the Native Language” (VSL722 / DE0519; 6 CP).</p>
B2	<p>The study course “Basic Ethics” (HFL336; 3 CP) was substituted with “Ethics of Science and Technique” (HFL405 / DE0434; 3 CP).</p> <p>The study course “Models of Social Development” (HFL118; 3 CP) was substituted with “The History of Technical Sciences” (HSP700/ DE0531; 3 CP).</p> <p>The study course “Social Economics” (IET112, 3 CP) was substituted with “Industrial Relations” (HSP483 / DE0544; 3 CP).</p> <p>The study course “The History of Latvian Culture” (HFL337 / DE0524; 3 CP) was added.</p> <p>The study course “Business Sociology” (HSP488; 3 CP) was substituted with “Sociology of Management” (HSP375 / DE0258; 3 CP).</p>

D The study course “Practice in Consecutive Interpreting” (VIA165 / DE0526; 12 CP) was **moved** from Part A3 to Part D.

The changes were initially submitted for consideration and approval by the Committee of the Study Field “Translation” (Minutes No 23 of 21 December 2023, see the Section “Other Annexes”) and then approved by the FETH Council (Extract of Minutes of the ETHF Council e-mail vote No 119(e) of 28 December 2023, see the Section “Other Annexes”). All changes made to the structure of the study program are in line with the development trends in the field.

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.

Technical translation takes the largest segment of the world translation service market. Along with globalization of world production and consumption, there is a clear tendency for internationalization of global knowledge transfer, and technical translators play a major role in making this transfer effective and efficient. There is a growing constant demand for translation services in technology and science related fields.

The Institute of Digital Humanities within FCSITE has the necessary experience for successful implementation and development of the Bachelor study program “Technical Translation and Textuality”, which envisages:

- offering several fields of specialization in power engineering, information technologies, telecommunications, civil engineering, architecture and engineering economics, where the advanced terminological skills are acquired in the chosen field of specialization;
- attracting academic staff members from different RTU organizational units as well as guest professors to participate in the implementation of the study program, thus establishing interdisciplinary cooperation;
- implementing a student-centered learning approach (within free electives part of the curriculum, students have the opportunity to choose study courses they are interested in).

Based on the decision of the committee of the study field "Translation" of March 8, 2023 (Minutes No. 33000-1.1-e/11) and Paragraph 5.2 of the Cabinet Regulation No. 322 of June 13, 2017 "On Latvian Education Classification", on March 25, 2024, the RTU Senate made a decision to change the education classification code from 42222 to 42227 (see the Senate decision "On amendments to the Senate decision On the changes in the parameters characterizing the study program of the study field "Translation"" in section "Other appendices").

The code reflects the nature and content of the study program. The study program comprises study courses that provide multifaceted knowledge on the current issues in the fields of applied linguistics and translation studies, develop student skills and competences corresponding to the professional Bachelor degree in Technical Translation, improve, develop, and research machine translation (MT) and computer-assisted translation (CAT) tools and technologies to improve the quality of translation. The curriculum reflects the market needs by offering practical courses, strengthening

language training, providing internship opportunities, attracting local and international guest lecturers and industry representatives.

The Bachelor study program “Technical Translation and Textuality” differs from similar translation study programs in the Humanities. It provides training of students in translation of scientific and technical texts in such fields as mechanical engineering, power engineering, telecommunications, information technologies, civil engineering, architecture, engineering economics, logistics, etc. It has an additional emphasis on applied linguistics, rhetoric, terminology and terminography, and covers activities that concern specific translation tasks, projects with the application of computer-assisted translation and machine translation tools. Not only linguists, but also specialists in corresponding fields of technology as well as in innovative product development and entrepreneurship, participate in the implementation of the study program.

The Institute of Digital Humanities actively cooperates with foreign and local higher education institutions, professional associations and the industry. The Institute of Digital Humanities is a member of the European Master’s in Translation (EMT) network; it collaborates with the largest language service providers in the Baltic Region – Tilde Ltd. and Skrivanek Baltic Ltd., as well as specialized translation agencies operating in the niche markets, such as Hieroglifs Ltd., Nordtext Ltd., Linearis Ltd. The Institute offers opportunities for full cycle studies – the graduates of the Bachelor study program “Technical Translation and Textuality” can continue their studies at the second cycle professional higher education Master study program “Technical Translation and Terminology”.

The aims and tasks of the study program, which have been formulated in accordance with the Development Strategy of Riga Technical University, are reflected in the learning outcomes (see Annex P08). The development strategy of the study program complies with [the Education Development Guidelines of Latvia for 2021-2027](#) (available only in Latvian).

The program curriculum ensures the acquisition of a wide range of knowledge and expertise required for translator training. The Bachelor study program “Technical Translation and Textuality” aims at the development of special knowledge, skills and competences necessary in language service provision, such as text production, decision making and problem solving, critical and creative thinking, proof-reading, revising and post-editing, translation project management and quality control. Translators should have linguistic, strategic, methodological, thematic and technological competence. The study program was compared with the [occupational standard](#) "Translator" of 2012 (available only in Latvian).

The studies last for four years, during which students undertake compulsory, field-specific, and elective study courses. Compulsory study courses encourage students to develop the skills and competences necessary for performing professional activities in the chosen field. Students translate different types of texts in special fields aimed at various target groups. They resolve translation challenges of different level of complexity, work in pairs and groups, learn how to cooperate in the implementation of translation projects. Translation projects are aimed at developing students’ digital skills with regard to the application of CAT tools and translation management systems (TMS). Students acquire the basics of localization, develop awareness of differences between translation proper and localization, build initial competence in using localization software and learn about localization workflows. The study program promotes the development of the technological awareness of students so that they can use CAT engines and adjust them to the customized needs of different commissioners. The study program offers students wide opportunities to become digitally literate, visiting the lectures and workshops conducted by ICT and language technology specialists. Within field-specific study courses, students develop their knowledge in the respective field of specialization. Students are encouraged to raise their terminological awareness within the

scope of the selected scientific discipline and beyond it, undertaking independent reading to supplement and consolidate the acquired knowledge. Through a comprehensive overview of genres, techniques and resources of writing, students develop their text production skills. The academic staff members also motivate and support students in their research activities, offering them opportunities to present and publish the results of their research in the Annual Student Scientific Conference of Riga Technical University.

Students appreciate the opportunity to obtain the professional Bachelor degree in Technical Translation, thus improving their competitiveness in the national and international labor market, becoming competent specialists in language service provision in different fields, such as, for example, mechanical engineering, power engineering, information technology, civil engineering, architecture, engineering economics etc. Upon completion of the study program, the graduates are advanced language service providers and unique professionals for the local and foreign labor market.

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

Nowadays, when rapid development of modern technologies and exponential growth of information have promoted major changes in research and social processes, the issue of training professionals has become particularly topical. This issue is considered not only in the context of international integration, but also in the interdisciplinary perspective. A specialist in technical translation is a professional who is able to convey meaning in the source and target languages, to apply translation management systems, to organize, administer and implement comprehensive research in order effectively solve translation challenges.

The Bachelor study program “Technical Translation and Textuality” is not only in line with the labor market trends and requirements, but is also unique, since no other higher education institution in Latvia offers the same or similar study programs.

The graduates of the study program possess a set of skills and competences, such as linguistic competence in several languages, thematic competence, socio-cultural skills, digital skills, as well as service provision related skills. They can not only use the opportunities offered by computer-assisted translation and machine translation tools, but also work within language technology related projects, provide conference interpreting and various localization services. Such a diverse skill set may equip a graduate of the Bachelor study program “Technical Translation and Textuality” for a wide range of careers: technical translator, interpreter, audio-visual translator, terminologist, lexicographer, proof-reader and editor, corpus analyst, language analyst, etc. It should be noted that already during their study years, students of the study program receive job offers.

Graduates of the study program are in demand on the state and international labor market. They work at translation agencies, media centers, publishing houses, private companies, as well as elsewhere where knowledge of foreign languages and such soft skills as communication, teamwork, time management, problem-solving, critical thinking, creativity, and adaptability are required. For example, our graduate Aija Dzērve-Tālute is an in-house Senior Linguist at the Latvian office of a translation and localization company [Synergium](#). The main focus is technical translation in such industries as automotive, engineering, medical, telecommunications to name a few. Her duties involve translating / editing texts in various fields of science using various CAT tools (both online and offline) and following instructions (both internal from the company and instructions directly

from the client). Aija Dzērve-Tālute is also engaged in the translation projects starting from simple translation / editing without machine translation (MT) engines or post-editing of MT produced translations to compilation and translation of glossaries; proofreading documents / instructions / manuals etc. Our graduate Nikita Paņins works for [Cadence Translate](#), which is leading provider of language services for investment and consulting firms around the world. He is involved in translation management projects dealing with language service provision to the private sector.

The profile of our graduate is diverse. For example, while living in Latvia, for five consecutive years our graduate Anastasija Kvjatkovska has been employed as a full-time court translator and interpreter, working in the following language pairs: Latvian, Russian, English and vice versa. After that she has worked as a translator and interpreter at the Embassy of Spain in Latvia, Riga. Currently, Anastasija is working in the field of logistics in Spain and some of her main duties involve translation of transportation documentation (Spanish, English, and Russian). She has also submitted an application to the Spanish Ministry of Foreign Affairs in order to be confirmed by them as a sworn translator in a group of languages: Spanish to Latvian & Latvian to Spanish.

The job profile of our graduates demonstrates that they are able to undertake different roles related to language service provision. Our graduate Kristīne Jankovska has worked as a freelance translator for several Latvian translation agencies and one large US translation company. In parallel, she has also worked as a project specialist at Liepāja Maritime College. Our graduate from Ukraine Oleh Moroz cooperated with Skrivānek Ltd in the area of translation and localization. Graduate Maija Pokule works as a translator at RTU Institute of Digital Humanities. Her responsibilities include translation of institutional texts, project documents and scientific articles from English into Latvian and vice versa.

Today's labor market trends predict that the demand for language service provision specialists (translators, interpreters, translation project managers, editors and proofreaders, localization specialists, etc.) in both the Latvian and international labor markets will only increase (see the [article](#) (information available in Latvian only), [Language services market analysis](#) and the [Trados market trends report](#)). For the reasons mentioned above, the Bachelor study program "Technical Translation and Textuality" is not only in line with the labor market trends and requirements, but also is innovative, as no other Latvian higher education institution offers its graduates such a wide range of study courses related to foreign language acquisition and public speaking, technical translation, computer-assisted and machine translation, terminology management, localization, editing, etc.

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.

Analyzing the statistics of enrolled students in the reporting period, it can be concluded that the number of students in the study program was stable until the pandemic, which negatively affected the number of enrolled students, especially foreign students, resulting in a decrease of 35–40 %. The number of foreign students was also negatively affected not only by the pandemic, but also by the strict enrollment procedure, issuance of long-term student visa, etc.

In academic year 2014/2015, the study program was allocated three state budget funded seats for the first time. Already in academic year 2016/2017, the number of state budget funded seats

increased to 9. At present, there are 14 state budget funded seats. The state budget funding was a motivation for students to choose the study program.

Graduate number dynamics is related to the number of students. In the reporting period, fluctuations in the number of graduates were observed. In academic year 2013/2014, 19 students completed the study program. In academic year 2021/2022, there were 13 local graduates and 13 foreign graduates, while in academic year 2022/2023, 8 local students and 2 foreign students completed the study program (for graduate number statistics see Annex P05).

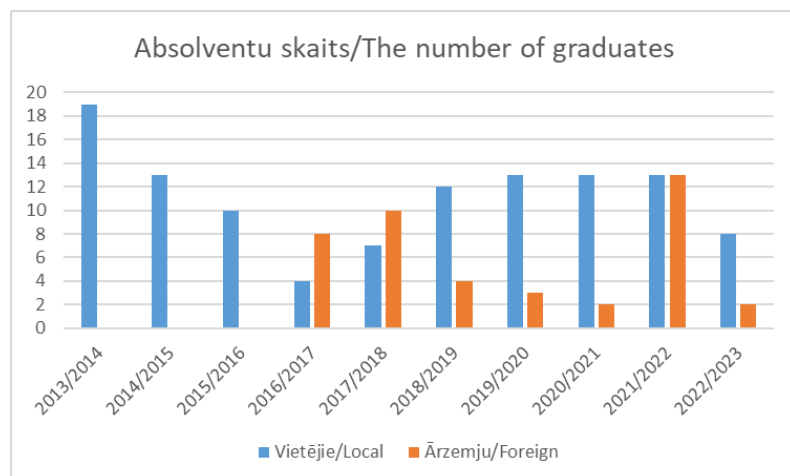


Figure 1. Dynamics on the number of graduates in the reporting period

In the reporting period, a number of foreign students from different countries (Uzbekistan, Kazakhstan, Russia, China, Ukraine) studied at the Bachelor study program. For example, in academic year 2018/2019, 12 students of Beijing International Studies University (BISU, China) were enrolled and all of them successfully completed the Bachelor study program “Technical Translation” in academic year 2021/2022.

Factors leading to the decrease in the number of students:

- 1) Demographic situation in the country;
- 2) Public policy in favor of STEM sectors, i.e., there is a large number of state-funded budget seats available, which means that it is less attractive to pay for one's studies;
- 3) Low solvency of the population and a gradual increase in the tuition fee.

Analyzing student drop-out rate, it should be noted that the most common reason for drop-out at the beginning of studies is that students have an insufficient level of prior knowledge. The number of exmatriculated students also increased significantly under the influence of COVID19. But still the number of students expelled at the later stages of studies (5th–8th semesters) was small. Most of them were exmatriculated for academic failure, which was largely due to their inability to work and study at the same time.

Due to health conditions, family circumstances or difficulties related to the elaboration of the graduation paper, some students take academic leave. It should be noted that no significant changes were observed in the number of academic leaves granted in the reporting period. The administration of the study program maintains close contacts with all students and follows their academic calendar. Towards the end of the academic leave, students on academic leave are sent letters inviting them to resume their studies. These letters also contain information about the changes in the current schedule of the program. However, there are also cases when students do not resume their studies after an academic leave. Similar letters are also sent to the expelled students, inviting them to resume their studies. The letters contain information about their current

academic and/or financial commitments. Promoting the development of the study program, the administration of the study program in cooperation with the representatives of the International Cooperation and Foreign Students Department motivates expelled local and foreign students to resume their studies. Each exmatriculation case is assessed individually, taking into account the current schedule and student's academic arrears.

Information on the dynamics of the enrolled students, the number of graduates and the number of dropouts is provided in Annex P05. The data given in the annex are taken as of September 15 of each academic year. The total number of students also includes the students on academic leave.

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 Bachelor study program "Technical Translation and Textuality" provides students with an opportunity to develop knowledge in their major and to acquire skills necessary for effective and competitive professional activities in the chosen area. Current academic and scientific trends in technical translation and language service provision are taken into account developing and updating the curriculum of the study program. Field-specific study courses are regularly reviewed, thus providing access to the current professional information, ensuring cooperation with specialists in related fields and industry representatives. In the reporting period, the curriculum of the study program was updated at several levels, involving students, graduates, instructors responsible for the study courses, the academic staff members delivering them, and administration of the study program. Changes to the curriculum of the study program have been discussed in Section 3.1.1.

Students of the Bachelor study program have to make several important decisions with regard to the composition of their curriculum. At the beginning of the 1st semester, students must select one compulsory elective study course from the list of Field-Specific Study Courses. Taking into consideration that a contemporary language service provider should be competent in at least two foreign languages, the Bachelor study program "Technical Translation and Textuality" offers opportunities to develop advanced competence in the second foreign language from the 3rd study

semester. The courses in the second foreign language (German, French or Spanish that are the official languages of the European Union) amount to 18 credit points. If students are willing to choose third foreign language, they may take Italian, Chinese, Korean or other language courses as free electives. The list of the extracurricular languages is subject to constant update (for more information see [Technical Translator Academic Manual](#)).

As technical translation requires comprehensive competence in scientific and technical fields, within the Bachelor study program “Technical Translation and Textuality” special attention is paid to the development of students’ thematic competence. For this reason, all students receive training in several thematic fields, such as business and legal translation, with a special focus on a particular field of specialization, such as ICT and telecommunications, economics and management, civil engineering and architecture. Thus, in the 5th–8th semesters, students acquire both study courses common for all students and the courses in the chosen field of specialization.

Students choose not only a second foreign language and an area of specialisation, but also free elective study courses (Part C - the choice is not limited) in the volume of 9 CP implemented by different RTU departments or other universities to deepen their knowledge in the chosen area of specialisation.

Part B2 and C study courses, which have Latvian as the language of instruction, are taught to local students in Latvian together with students from other faculties, while these courses are taught to foreign students in English together with foreign students from other programs.

The study courses promote achievement of the learning outcomes of the program. Each study course, including assessment test and final examination, aims to develop students’ various skills and competences, thus achieving the learning outcomes. Compulsory study courses develop students’ ability to work at the interface of different fields, performing such tasks as cross-cultural research, translation project management, terminology management, content localization, computer-assisted translation tool assessment, source text pre-editing and machine translation post-editing, research proposal development, investment plan creation, etc.

Learning outcomes 1–3 listed in the Mapping of Learning Outcomes of the Study Program, which are reflected in the learning outcomes of both compulsory (Part A - 30 courses) and compulsory electives (Part B - 13 courses), are aimed at improving students’ theoretical knowledge and developing their ability to apply theoretical knowledge in solving various tasks in translation studies and related fields. Learning outcomes of the study program 4–6, which are specifically addressed in Parts A2 and A3 of the curriculum, provide a framework for the development of students’ high-level translation and text production skills. Learning outcomes 7–9 of the study program focus on the development of efficient translation workflow and localization solutions for multimodal content creation using computer-assisted and machine translation tools, translation management systems and modern language technologies. Learning outcomes 7–9 of the study program are reflected in the learning outcomes of the information technology courses in Part A2 of the curriculum.

All study courses of the program develop a set of transversal competences that contribute to the employability of graduates. Learning outcomes 10–12 that are reflected in all study courses are aimed at the development of students’ professional competences, responsible decision-making skills, promoting cooperation in the professional working environment, compliance with the basic principles of occupational standard and professional code of conduct, as well as awareness of ergonomics, occupational safety and civil protection standards, ethical guidelines and sustainable development principles and their integration into professional activities.

The learning outcomes of the courses included in Part D (three study courses) of the curriculum establish the basis for the award of the professional qualification as they are aimed at the

acquisition of practical professional experience. The learning outcomes of these courses correspond most closely to all the outcomes of the study program, demonstrating the focus of the program towards meeting the current requirements of the labor market and addressing the needs of industry. In the final examination, students demonstrate a wide range of learning outcomes: in-depth knowledge and understanding of translation studies and related fields, industry-specific skills, digital skills, interlingual communication skills and transversal competences.

A detailed analysis of the correlation between the study courses and learning outcomes of the study program is provided in the Mapping of Learning Outcomes of the Study Program (see Annex P08).

The professional Bachelor degree in Technical Translation awarded to the graduates of the study program is in high demand on the local and international labor market; it provides opportunities to integrate into the modern academic and research environment. These considerations have largely determined structure, content, potential specialization areas and other parameters of the 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).

Not 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.

Observing the external and internal regulatory documents governing higher education in Latvia, as well as the fundamental principles of student-centered education, the administration of the study program regularly assesses and updates the methods used in delivery of the study courses and study modules. The curriculum of the study program is designed ensuring the balance between the volume of theoretical and practical courses. This approach is also adopted creating the syllabi of individual study courses. Specialists from various fields participate in the implementation of field-specific courses to provide the required level of interdisciplinary theoretical knowledge and practical skills of the students.

The study program is implemented in English, which offers all students equal opportunities to acquire the curriculum using latest study materials and technologies, participating in guest lectures and seminars, undertaking student exchange trips and presenting their research results at local

and international scientific conferences.

Following the principle of student-centered education, as well as considering the feedback of study program graduates, the administration of the study program organizes monthly meetings with students discussing current academic, research, extracurricular activities, and other issues. These meetings help establish clear feedback lines to respond more efficiently to any challenges related to the study process. During COVID19 pandemic, all meetings were organized in the online format using different platforms.

Epidemiological safety regulations related to COVID19 also influenced class scheduling, providing that the study modes used in study program implementation, such as lectures, practical classes, workshops and guest lectures, were organized in a remote, onsite or hybrid formats based on the minimum number of contact hours.

The study program is implemented considering current challenges in the course of study in order to develop students' cognitive skills and abilities, critical and analytical thinking skills, as well as self-study and life-long learning skills, which are necessary in the professional activities of translators.

Within the study program curriculum, many study courses are designed to enable students to perceive information in both visual and audio mode (recorded lectures of RTU academic staff members within the courses "Introduction to Translation Theory", "Terminology Research in the Era of Digital Humanities", "Fundamentals of Written Speech", etc.). Academic staff members use the most up-to-date pedagogical tools that complement and reinforce traditional teaching methods such as Moodle, all Ortus tools, MS Teams, Office 365, Mentimeter, Padlet, Soovle, Hemingway App, Formative, Kahoot, Socrates, etc.

Student needs and interests are taken into consideration by offering them the opportunity to choose a specialization field and corresponding study courses, which are regularly updated and revised. Students are offered the opportunity to attend seminars and lectures aimed at promoting their professional growth in the chosen field. Seminars are held by local and foreign specialists and industry representatives from Hieroglifs Ltd., Skrivane Baltic Ltd., University of Vilnius, University of Latvia, etc. This approach enables students to influence and, to some extent, determine the content of their studies, as well as choose a topical theme for their Bachelor Papers (see Section 3.2.6).

Planning their study time, students can apply for ERASMUS+ and other mobility study and internship exchange trips. As a result, they can find a new impetus for the development of their research, find consultants for their Bachelor Papers, and receive job offers. Students are encouraged to engage in a variety of extracurricular activities, information on these activities is consistently posted on ORTUS portal, circulated via e-mails or other means of communication. Students are encouraged to search for information independently in various resources.

Student-centered education is possible only if cooperation between students and academic staff is ensured. Within the study program, this process is implemented by organizing student surveys (twice a year), in which students have the opportunity to express their opinion anonymously about the course curriculum, delivery, mode, performance of academic staff and other aspects. Survey results are analyzed and discussed with students and academic staff members. Students also express their opinion about the organization of the study process, improvement of the study program, as well as propose the study courses they would like to acquire. For example, as a result of such discussions, such study courses as "Field Terminology Research and Practice", "Research Writing", "Stylistics and Editing", "Computer-Assisted Translation Tools" and "Introduction to Localization Practice" have been developed and included in the study program.

In accordance with the Law on Higher Education Institutions and the Rector's Order No 01000-1.2-

e/1 of 8 January 2024 "On the Transition to the Credit Volume according to the European Credit Transfer and Accumulation System (ECTS) at RTU", from 1 July 2024 all learning agreements with students shall be signed in accordance with the credit volume according to the European Credit Transfer and Accumulation System as stipulated by the Law on Higher Education Institutions. In accordance with the Law on Higher Education Institutions, RTU determines that 1 (one) credit point corresponds to 26-28 hours of study work. Students have 40 hours of study work per week. Detailed information is available in the section "Other annexes" in the document "On the transition to the credit volume according to the European Credit Transfer and Accumulation System (ECTS) at RTU" (available only in Latvian).

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).

Within the study program, students have to undergo internship within the study course "Desk-officer Practice" (VIA111 / DE0522, 6 CP). Internship is implemented in accordance with the Methodological Guidelines for Internship developed and approved by the Council of the Faculty of Computer Science, Information Communication and Energy on 15 January 2024, as well as Regulation on Internship Management Procedure at Riga Technical University approved at the Meeting of RTU Senate on 28 January 2019.

The Faculty, the host organization and the student enter in a trilateral agreement that stipulates the duties, rights and responsibilities of all parties, as well as specifies fieldwork tasks and learning outcomes. Based on the concluded agreement, an internship company assigns a supervisor at the company for the duration of the internship. The student can choose their workplace as an internship place, upon previous agreement with the head of the study program.

The aim of the internship is to practically reinforce the theoretical knowledge and advance skills acquired by the students. Fieldwork tasks are formulated for each student individually according to the individual work plan. The tasks formulated in the plan correspond to the knowledge and skills to be acquired within the study program. The tasks are determined by the supervisor at the company and the fieldwork coordinator at the university. The fieldwork supervisor makes sure that the tasks are set in accordance with the latest development trends in the respective industry. The student regularly contacts both the fieldwork supervisor and fieldwork coordinator for relevant updates on the results and challenges faced within the framework of internship.

During the internship, students should gain understanding of work practices at the institutions or companies whose professional activities are related to one of the specialization areas of the study program. Internship takes place for a month in the 4th study semester according to the work schedule coordinated between the student and institution/company. Students have the opportunity to undertake internship at Latvian or foreign establishments, e.g., Skrivanek Baltic Ltd., Hieroglifs Ltd., NordText Ltd., Rīgas tulki Ltd., Polyglot Ltd., Tulki.lv Ltd., etc. In order to acquaint students with internship opportunities, administration of the study program organizes virtual and/or on-site

Internship Days. Students are given the opportunity to ask questions to potential employers while visiting companies, try to complete small tasks in order to gain better understanding of internship organization model.

Local and international students have the opportunity to choose the internship placement that suits their professional and individual skills. RTU has introduced several support mechanisms for finding internship companies: (1) internship coordinators, who advise students both on internship organisation issues and on solutions for finding internship; (2) offers of internships from cooperation partners in accordance with the concluded cooperation agreements (see Annex P02 "Cooperation Agreements"); (3) RTU Career Centre, whose employees provide students with consultations on internship opportunities in Latvia and abroad; (4) use of the [Prakse.lv](https://prakse.lv) portal for finding internship.

Given the challenges posed by COVID19, in academic years of 2020/2021 and 2021/2022, students were provided the opportunity to undergo internship in another semester.

Before the internship, students are acquainted with the internship documentation and internship organization procedure. During the internship, students communicate with the fieldwork coordinator of the study program and the fieldwork supervisor at the chosen company. An access link to the reference form is electronically sent to the fieldwork supervisor by the Study Management System 7 (seven) days prior to the completion of the fieldwork. Upon completion of the fieldwork, the student submits the fieldwork report to the fieldwork coordinator that is drawn up in accordance with the requirements set in the Methodological Guidelines for Internship. The fieldwork report should be submitted to the fieldwork coordinator at least 5 (five) business days before the public presentation of the fieldwork report in front of the Fieldwork Assessment Commission. The fieldwork coordinator acknowledges the conformance of the report to the requirements set in the Methodological Guidelines for Internship (Annex P31). The Commission assesses the student's fieldwork performance according to a 10-point grading scale. The summative assessment includes the assessments by the fieldwork supervisor and the Commission.

The guidelines for organizing student internship, all necessary documents and task performance procedures are described in Section 3.1. "Bachelor Level: Internship" of [Technical Translator Academic Manual](#).

During the reporting period, students have completed internship at the leading translation agencies, state and municipal institutions, representative offices of international companies in Latvia, higher education intuitions, e-learning and professional development institutions, etc. A wide range of companies that operate in the field are in line with the goals and learning outcomes of the study program. Some companies and institutions are listed below.

Ministries:

- Stenogram Division of the Chancery of the Saeima of the Republic of Latvia
- Ministry of Finance of the Republic of Latvia
- Ministry of Environmental Protection and Regional Development of the Republic of Latvia
- Ministry of Welfare of the Republic of Latvia

State municipalities:

- Riga City Municipality
- Code Parish Administration of Bauska Municipality
- Tourism Department of the Marketing and External Relations Department of Jūrmala City Council
- Strategic Management Affairs and Public Relations Office of State Revenue Service

Higher Education Institutions:

- Institute of Applied Linguistics of Riga Technical University
- International Students Department of Riga Technical University
- Baltic International Academy
- Faculty of Humanities of the University of Latvia

Translation Agencies:

- Translate PRO Ltd.
- Hieroglifs Ltd.
- Nordtext Ltd.
- Language Inspired Ltd.
- Linearis Ltd.
- Skrivanek Baltic Ltd.
- Rīgas tulki Ltd.
- Baltic translations Ltd.
- Translation Agency of sworn translator Volodimir Ivanicko
- RT Tulkojumi Ltd.
- Translation agency "A&S" Ltd.

Public and private companies

- Latvian Shipping Company
- Swedish Medcare HR Partner Ltd.
- Swedbank JSC
- Biznesa došība Ltd.
- LNK Industries JSC
- Language School Ltd.
- Skulte Harbour Management
- SDI Media Latvia
- Linguisto OU
- Filologi Ltd.
- Latvijas gaisa satiksme SJSC
- Rīgas tilti Ltd.
- Juridiskais audits Ltd.
- Latvijas dzelzceļš SJSC

It is important to note that some students undergo internship at their current job, which justifies the importance of the study program and allows demonstrating that it is in demand in both local and international labor market.

Cooperation with employers at RTU is coordinated by RTU Career Center, which establishes and maintains contacts with potential employers, and advises students on professional career development. The Career Center informs about current events in the labor market and internship opportunities in Latvia and abroad. Current vacancies are published on RTU website, under the section of the Career Center. RTU Career Center has also developed a manual "[From Job Advertisement to the First Working Day](#)" (information available in Latvian only), which helps students in the career development.

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).

Not 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.

Upon completion of the Bachelor study program, the students are expected to develop the Bachelor Paper, which amounts to 18 credit points. The empirical/analytical part of the Bachelor Paper presents the analysis of the source and target texts. The main aims of the Bachelor Paper are as follows:

- to ensure students with the opportunity to independently apply the acquired theoretical knowledge in conducting research and implementing empirical tasks;
- to develop and improve critical thinking and analytical skills required to work individually addressing the mainstream theoretical issues in the field of Translation Studies;
- to improve students' ability to analyze topical challenges in a particular scientific and / or technical field;
- to assess students' ability to validate and present the results of their work;
- to attest the overall level of students' theoretical and practical qualification for being enrolled into post-graduate study program.

The Bachelor Paper is a coherent theoretical and empirical research developed under the supervision of the appointed scientific adviser following the deadlines stipulated in the Bachelor Paper Progress Report (hereinafter BPPR). The BPPR is provided to every student at the beginning of the eighth study semester and it should be filled in, signed and submitted to the coordinator of the study program before the viva voce together with the bound Bachelor Paper.

Due to the interdisciplinary nature of the study program, it is often necessary to appoint two scientific advisers and/or invite consultants from the related fields of specialisation to supervise the Bachelor Paper. Students are motivated to select the themes for the Bachelor Paper that are related to specific contextual tasks, translation challenges in the chosen field or personal / individual interest of students. The students of the study program may be inspired by one of the themes provided in the list, which is subject to annual update. The list of the potential Bachelor Paper themes is available on the Faculty webpage, the Faculty Bulletin Board and in the Program Office. One academic year students are not allowed to choose the same themes. The coordinator of the study program is responsible for registering the themes.

The administration of the study program has developed an application form for the Bachelor Paper, which should be completed by the 4th year student stating the scientific adviser of the research, the theme and practical material to be translated within the practical part of the Bachelor Paper. The deadline for application submission is by the spring semester of the 4th study year. Applications are approved and signed by the head of the study program.

The themes of the Bachelor Papers are specific and reflect the topical issues of translation studies, applied linguistics, rhetoric, stylistics, cognitive science, terminology and terminography, machine translation. The themes below can be considered both as possible options and as a source of inspiration:

- A Case Study of Machine Translation: Problems and Solutions
- Advantages and Disadvantages of Machine Translation
- Analysis of Meaning Formation Patterns in Technical Translation
- Choice of Words: Topicality and Fashion
- Cognitive Aspects of Text Translation in the Field of
- Creative Aspects of Translation
- Cross-Cultural Aspects of Technical Translation
- Current Trends in Technical Translation
- Main Translation Theory Concepts Applied in the Translation of Informative Texts
- Meaning Transfer: Metaphor and Metonymy
- Metaphor as a Tool of Intercultural Understanding in English-Latvian / Latvian-English Translation
- Rhetoric of a Modern Text in the Field of Economics
- Strategies for Translating Idioms and Idiomatic Expressions
- Technical Translation: New Term Standardization
- Term Formation in the Field of ...
- Text Viewed in Relation to Genre (Genre Analysis)
- The Role of Terms in the Technical Discourse in the Field of ...
- Translation Challenges in Translating Promotional LSP Texts.

A more detailed list of the themes of the bachelor papers is given in Section 4.1.19 of the [Technical Translator Academic Manual](#).

Statistics on the grades awarded for the Bachelor Papers elaborated by program graduates are given in Figure 3.2.6.1. Information on the graduate dynamics is provided in Section 3.14.

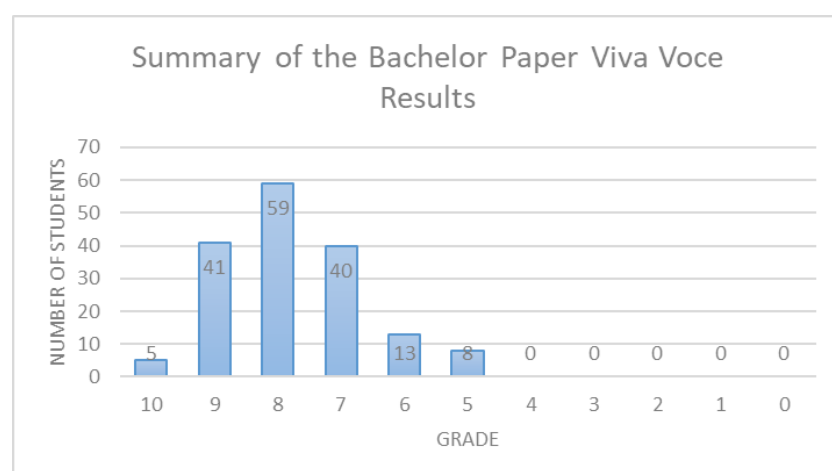


Figure 3.2.6.1. Statistics on the grades awarded for the Bachelor Papers elaborated by program graduates (from academic year 2013 / 2014 to academic year 2022 / 2023)

To ensure comprehensive and quality assessment of students' performance, the State Examination Commission includes industry representatives (translation agencies Skrivane and Hieroglifs), academic staff from other higher education institutions (Ventspils University of Applied Sciences), as well as educational and research institutions (State Language Centre). Experts from other Latvian higher education institutions, as well as industry representatives are also invited to help in the development of the Bachelor Papers.

Elaboration and viva voce procedure of the Bachelor Paper are governed by RTU internal regulatory enactments, including the Regulation "On Final Examinations at Riga Technical University" (approved by RTU Senate on 26 April 2021). Information on the elaboration of the Bachelor Paper is provided in the [Technical Translator Academic Manual](#). The formatting and style guidelines for

3.3. Resources and Provision of the Study Programme

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

The Bachelor study program “Technical Translation and Textuality” is implemented in the modern learning environment. During the reporting period, studies were predominantly organised at 1 Kronvalda Boulevard, providing mainly free elective courses at the Ķīpsala Campus. The lectures are planned taking into account students’ convenience, minimizing the need to frequently change the location of studies.

Starting from the middle of the spring semester of academic year 2023/24, the entire study process is implemented in the Ķīpsala Campus.

The premises of the Institute of Applied Linguistics on 1 Kronvalda Blvd and other premises at Ķīpsala have all equipment and facilities necessary for provision of comprehensive classes in line with modern requirements. Each classroom is equipped with a computer, speakers, and a projector. In the conditions of the pandemic, the study process was mostly organized online, the academic staff members had access to all classrooms, where the software necessary for delivery and visualization of the lecture materials was installed.

The following study premises were available at the faculty building at 1 Kronvalda Blvd.:

- 1 auditorium (120 seats with multimedia equipment and simultaneous translation equipment);
- 2 classrooms (40 seats with multimedia equipment);
- 2 computer rooms (34 seats with multimedia equipment and supplemented with software required for the courses);
- 1 resource room (equipped with 11 workstations, a wide range of methodological and teaching materials, as well as multimedia equipment for the delivery of lectures).

Starting from the middle of the spring semester of academic year 2023/24 the Institute of Digital Humanities (IDH) has relocated to the new premises at 12/1 Āzenes Street. The study process is organized both in RTU joint use premises and the following premises of IDH:

- 2 computer rooms (41 seats with multimedia equipment and supplemented with software required for the courses);
- 1 auditorium (30 seats with multimedia equipment and simultaneous translation equipment);
- 1 resource room sourced with a wide range of methodological and teaching materials.

Auditorium equipment, office and computer equipment, and software for the needs of the study process are continuously updated. Students are provided with the software necessary for acquiring

the study courses.

The resource facilities, which are necessary for delivering the study courses in cooperation with the staff from other faculties, are planned in advance and provided either at the premises of the Faculty or other RTU buildings. Apart from the software used within specific study courses, instructors use the functionalities offered by Ortus e-learning platform and distance learning platforms (MSTeams and Zoom), use MS Office, etc., as well as various electronic resources, digital libraries, databases, for example, ScienceDirect, Scopus, Web of Science, etc. Databases are available to all students and academic staff members on RTU portal ORTUS – Library – Electronic Resources.

The simultaneous interpreting booth is used in the delivery of the study course "Consecutive Translation (Practical Classes)" (DE0526) , which used to be located in the Faculty building at Kronvalda Blvd. 1 - Room 200, but is currently located at 12/1 Āzenes Str. - Room 212. During the Covid-19 pandemic, when the study process was organised in the form of online remote learning, digital tools and platforms custom-developed for simultaneous and conference interpreting, such as interprefy.com, dayinterpreting.com, KUDO, Voiceboxer, etc., were used for training within this course. For example, computer-assisted translation tools (TRADOS, memoQ, MemSource, Phrase, MateCat, SmartCat, Wordfast, etc. etc.), machine translation software (Google Translate, TranslateTilde, DeepL, Bing Microsoft Translator, Reverso Translation, etc.) and various text analysis tools and platforms (Voyant, Lexalytics, MeaningCloud , Textalyser, MonkeyLearn, TextBlob, etc.) are ude in the delivery of the study courses "Computer-Assisted Translation Tools" (DE0241), "Machine Translation" (DE0550), "Introduction to Localisation Practice" (DE0535), "General Translation Practice" (DE0521), "Professional Translation Practice" (DE0512), "Translation of Specialisation Texts", "Translation of Texts in a Special Area" (DE0536, DE0540), "Translation of Legal Texts" (DE0510).

RTU Scientific Library is available for students and academic staff. It provides access to more than 20 databases and is the major resource that ensures the necessary information to the students in their academic and research activities. Detailed information on the Scientific Library is available in the Self-Assessment Report of the Study Field. Every year the collection of new editions is supplemented according to the recommendations of the heads of the study programs and researchers, taking into account the allocated funding. For example, in academic year 2022/2023, we could purchase the books in the field of translation in the amount of 300 EUR (see "List of Books Purchased_2022" in the Section "Other Annexes"). The list of books is regularly reviewed and updated according to financial possibilities. Currently, a wide range of resources in Translation Studies and related fields is available in the database for students and academic staff members (see "List of Books_RTU Scientific Library" in the Section "Other Annexes").

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).

Not 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 study program is funded from both the state budget and tuition fees paid by local and foreign students. The obtained funds are used for remuneration of the academic staff (including guest lecturers) as well as administrative staff involved in the implementation of the study program, business trips and conferences for the academic staff, infrastructure development (including the updating of study equipment), purchase of the study literature, and other relevant expenses.

Operational information on the use of financial resources attracted to the study program, as well as calculated funding data (including study field coefficient of the study program, thematic field coefficients for each study course and other relevant information) is available to the head of each organizational unit on ORTUS platform.

State budget funded seats at the study program "Technical Translation and Textuality" are filled every year. In order to motivate students to advance their theoretical knowledge, develop and improve practical skills, as well as to promote achievement of better learning outcomes, an annual competition for the budget funded study seats is organized in accordance with RTU internal regulations. Student rotation procedures and their conditions are laid down in RTU regulations.

The costs for implementation of the study program are calculated per student in accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia and the methodology developed by RTU and approved by RTU Senate (see "Finansējuma sadalījums_Distribution of funding_HCT_HGT_Atjaunots_Updated" in the Section "Other Annexes").

On the basis of the 2015 research "On Updating of Study Cost Coefficients in Higher Education and Drafting of Proposals for Their Consolidation" conducted by the Ministry of Education and Science, as well as empirical calculations of RTU and in accordance with expert assessments, in order to ensure the cost-effectiveness of the study program, RTU determines the following minimum number of students at the bachelor level study programs in **each academic year**: for full-time intramural local students - 19 students.

RTU ensures the implementation of study programs with a smaller number of students in those study programs which are of strategic importance for both RTU and the country by co-financing their implementation from other RTU funds. In order to ensure the efficiency of study programs with fewer students, similar study courses are implemented simultaneously for students of several study programs, classes are also planned jointly for local and foreign students, if the specifics of the study course and the language of instruction allow for this solution. Other optimization activities are carried out which nevertheless do not reduce the quality of studies.

At the Bachelor study program "Technical Translation and Textuality", the organizational unit successfully implements individual study courses simultaneously for students of several study programs (e.g., courses in humanities), or together for different study forms (state-budget funded and tuition fee-paying local students, foreign students) wherever possible, thus also creating the possibility to implement the program with fewer students than the recommended optimal number to ensure the cost-effective implementation of the study program.

Information on the financial resources of the study program is presented in Figure 3.

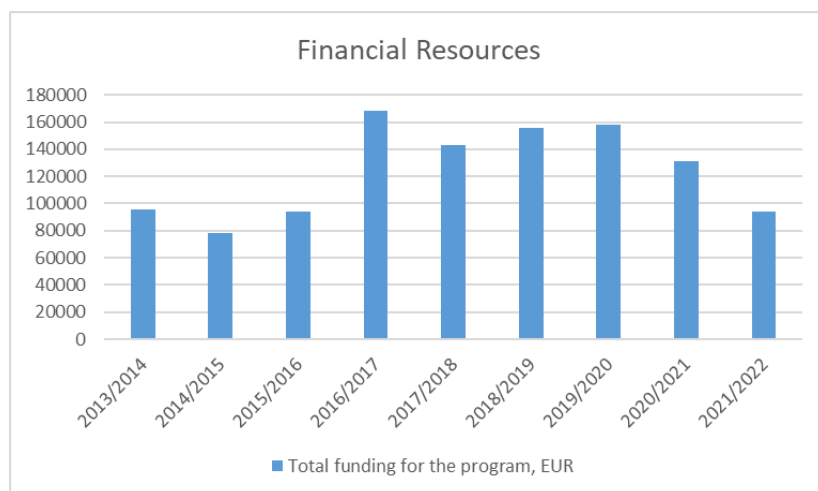


Fig. 3. Total funding for the study program (from academic year 2013 / 2014 to academic year 2021 / 2022)

The main reason for the reduction in funding is attributable to the decline in student numbers for various reasons. One of them is the overall decrease in the number of students enrolled in Latvian universities. Another is the decline in the number of foreign students due to external restrictions as a result of the Covid-19 pandemic. The third factor influencing students' choice of study programs is the state's allocation of state-budget funded study seats to engineering, natural sciences, environmental sciences and health education thematic groups, thus reducing the number of state-budget funded study seats at the Bachelor study program "Technical Translation and Textuality". In addition, the high increase in utility costs due to the energy crisis in the previous year increased the actual costs of the study program. The shortage of funds was covered from the funds accumulated in the previous years.

Information on the distribution of funding between cost items is provided in the appendix "Finansējuma sadalījums_Distribution of funding_HCT_HGT_Atjaunots_Updated" in the Section "Other Annexes").

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.

To promote achievement of learning outcomes of the study program in compliance with the market needs and development trends of the field of technical translation, highly qualified academic staff from Latvia and foreign guest lecturers are involved in the implementation of the study program. It should be noted that the industry representatives take part not only in the implementation of the study program, but also as members of the State Examination Commission for the assessment of

the graduate papers. During the internship, industry representatives involved in the study process provide students with valuable practical experience-based knowledge and help them develop relevant skills and competencies required in the market. Cooperation with industry representatives such as Skrivanek Baltic Ltd., Tilde Ltd., Hierogligs Ltd., NordText Ltd. is very important for the successful implementation of the study program.

The qualification of all members of academic staff complies with the requirements of the regulatory enactments, which are set for the Bachelor level study programs.

Foreign language proficiency of the academic staff is attested in accordance with the Resolution of RTU Senate of 17 June 2019 (Minutes No 631) "Procedure for Certification of Foreign Language Proficiency of RTU Employees" attached in section Other Appendices, (available only in Latvian). In accordance with the mentioned regulation, upon the signing or amending of their employment contract all members of academic personnel have to attest their foreign language proficiency at the required level of which the respective record is made in their personal files maintained and regularly updated by RTU Human Resources Department. Pursuant to the regulation, all members of academic personnel involved in the implementation of the study programme have attested their English language proficiency at level C1 according to CEFR. The only exception is allowed for the instructors of a second foreign language other than English – French, Spanish, and German. These instructors have had to attest language proficiency of their first foreign language at level C1 according to CEFR and English language proficiency at level at least B1/B2. The level of respective foreign language proficiency (English, French, Spanish, German) of each member of academic personnel is indicated in their CV.

All responsible instructors hold a PhD or Master degree in the respective research field. A total of 39 lecturers are involved in the implementation of the study programme, 15 (38%) of them have a Doctoral degree, 3 (8%) lecturers completed Doctoral studies and are PhD candidates, while 21 (54%) lecturers (including representatives of industry) have a Master degree. Information on the distribution of academic staff by position is given in Figure 4.

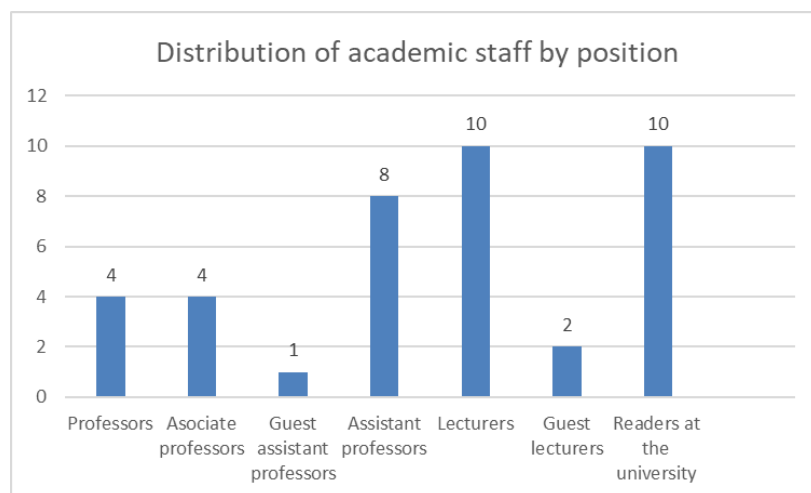


Fig. 4. Distribution of academic staff by position.

It is important to note that the contribution of the academic staff working at the study program is highly appreciated at the international level. Our academic staff are:

- members of several professional associations, the European Association for Digital Humanities, Latvian Association of Translators and Interpreters, European Master's in Translation (EMT), the Association for Researching and Applying Metaphor (RaAM).
- have obtained the status of a visiting professor or leading visiting researcher at the universities ranked among the top 50 in the world (e.g., Professor M. Platonova has been

granted the status of a visiting fellow in the field of Digital Humanities at King's College London);

- the authors and/or main performers of several scientific projects, such as "Creation of Interactive Teaching Tools and Programmes "Programming II" and "Design and Technology II", "Support for RTU International Cooperation Projects in Research and Innovation" (No.1.1.1.5/18/I/008), ESF project "Development of Effective Management of Riga Technical University" (No 8.2.3.0/18/A/012), etc.
- have presented reports at the international conferences in Norway, Austria, Germany, France, Switzerland, Belgium, Italy, Russia, Lithuania, Estonia and Latvia;
- invited as members of scientific committees of international scientific conferences in Latvia, France, Western Europe, Lithuania, and other countries, as well as editorial boards of scientific journals;
- invited to review PhD Theses at other higher education institutions in Latvia and abroad.

Detailed information on the qualifications of academic staff, their scientific, academic and expert activities is given in their CVs (see Annex P20).

To promote the international recognition of the study program and ensure the integration of students in the international labor market, the administration of the study program invites foreign guest lecturers to deliver individual lectures, seminars, study courses and modules, as well as maintains closer cooperation with the guest lecturers from other foreign and Latvian universities to facilitate the development of the field of technical translation.

The guest professors such as Dr. philol., professor Nijole Maskaliūniene (Vilnius University, Lithuania), Dr.philol., professor Jānis Sīlis (Ventspils University of Applied Sciences, Latvia), Dr.philol., assoc. professor Guntars Dreijers (Ventspils University of Applied Sciences, Latvia), Lecturer Aija Sīle (Ventspils University of Applied Sciences, Latvia), PhD student Rosario Napolitano (University of Naples, Italy) were regularly involved in the implementation of the study program.

In the reporting period, 23 guest professors delivered lectures and seminars:

In academic year 2022/2023

- Professor Nijole Maskaliūniene from Vilnius University (Lithuania) delivered a lecture "Conceptual Metaphor Theory: Perspectives in Translation";
- Professor of English Language and Linguistics Nihada Delibegović Džanić from the University of Tuzla (Bosnia and Herzegovina) delivered four lectures "Introduction to Phraseology", "Modified Phraseological Units in Different Forms of Discourse", "Conceptual Integration Theory and its Application in Different Registers" and "Phraseological Units with Special Elements";
- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses "Machine Translation" and "Computer-Assisted Translation Tools".

In academic year 2021/2022

- Professor Stuart Dunn from King's College London (the UK) delivered a lecture "Growing up Tall and Proud: Place and the Internet from the Cold War to COVID";
- Professor Emeritus Kirsten Malmkjær, University of Leicester (the UK) delivered a lecture "Why is Semantics so Hard? (cf. Putnam 1970/1975: 152) And what are the Consequences for Translation?";
- Professor Marie-Claude L'homme, University of Montreal (Canada) delivered a lecture "Polysemy: A Marginal Phenomenon in Terminology?";
- Assistant professor Tatiana Vysotska from Dnipro National University (Ukraine) delivered

lectures and seminars related to translation of specialized texts;

- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses “Machine Translation” and “Computer-Assisted Translation Tools”.

In academic year 2020/2021

- Industry representative Andrejs Vasiljevs, Head of TILDE Ltd., delivered seminars “Terminology and Terminography Practice in Latvia”;
- Industry representative Irēna Čippa (Marketing Director at Hieroglifs Ltd.) delivered lectures and seminars within the study courses “Machine Translation” and “Computer-Assisted Translation Tools”.

In academic year 2018/2019

- Professional editor, lecturer Aija Sīle from Ventspils University College (Latvia) delivered 4 seminars “Text Editing Strategies in English and Latvian”

In academic year 2017/2018

- Professor Gregory M. Shreve, Kent State University (the USA) delivered a lecture “Translation as a Complex Adaptive System: Implications for Cognitive Translatology”;
- Professor Pamela Faber Benítez, University of Granada (Spain) delivered a lecture “Specialized Knowledge Representation: From Terms to Frames”;
- Dr Stuart Dunn, King’s College London (the UK) delivered a lecture “The Language of Maps: Translating and Teaching Spatial Literacy Across Cultures”;
- Professor Michael Cronin, Dublin State University (Ireland) delivered a lecture “The Limits to Growth? Translation and Ecology”

In academic year 2016/2017

- Professor Mohammed Moubtassime from Sidi Mohamed Ben Abdellah University (Morocco) delivered two lectures “Culture and Corporate Communication” and “Comparative Linguistics and Translation”.

In academic year 2015/2016

- Professor Christiane Nord, University of the Free State (South Africa) delivered a lecture “Meaning – Sense – Function: What Is Transferred?”;
- Professor, Dr. philol. Nijole Maskauliūniene, Vilnius University (Lithuania) delivered a lecture “Conceptual Metaphor in the Discourse of Economy: The Problem of Equivalence in Translation”;
- Professor, philol. Anita Naciscione, Latvian Academy of Culture, (Latvia) delivered a lecture “Metaphorical Terminology in Scientific Texts”;
- Professor Christina Schaeffner, Aston University (the UK) delivered a lecture “Meaning Transfer and News Translation: A Contradiction in Terms”;
- Assistant Professor Dalila Belhassen, University of Science and Technology (Algeria) delivered a lecture “Cross-Cultural Communication, Introduction to Linguistics”.

In academic year 2014/2015

- Industry representative Vasilijš Ragačevičs representing Skrivanek Baltic Ltd. (former Skrivanek) delivered lectures on terminology management, sharing professional experience in the use of digital tools available on the market;
- PhD candidate Rosario Napolitano from Napoli University (Italy) delivered lectures on critical discourse analysis, focusing on such sub-themes as critique, power, history, and ideology.

In the reporting period, guest professors and lecturers have delivered courses, lectures and seminars in the volume of 160 contact hours.

Academic staff members involved in the implementation of the study program constantly improve their qualifications by attending various courses and lifelong learning programs, conducting research, participating in conferences and publishing articles in translation and related fields.

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

In the reporting period, the composition of the academic staff was renewed taking into account the changes in the study program. These changes were determined by the learning outcomes, students' and graduates' feedback, recommendations and the necessity to establish closer cooperation with RTU organizational units, Latvian and foreign higher education institutions, as well as industry (see Table 3.4.2.1).

Table 3.4.2.1. Changes in the Composition of the Academic Staff

Acad.year	Professors	Associate professors	Guest assistant professors	Assistant professors	Lecturers	Guest lecturers	Readers at the university	Total
2013 / 2014	3	4	-	6	8	-	12	33
2014 / 2015	4	4	-	6	8	-	12	33
2015 / 2016	4	4	-	6	11	-	11	36
2016 / 2017	4	4	-	6	11	-	11	36
2017 / 2018	4	4	-	6	13	-	11	38
2018 / 2019	4	5	-	4	13	2	10	38
2019 / 2020	4	5	-	4	14	2	9	38
2020 / 2021	5	5	-	4	14	2	9	38
2021 / 2022	5	5	-	6	12	2	9	38
2022 / 2023	4	4	1	8	10	2	10	39

At the beginning of the reporting period, in academic year 2013 / 2014, 33 academic staff members participated in the implementation of the study program, including 3 professors, 4 associate

professors, 6 assistant professors, 8 lecturers, and 12 readers at the university. Based on the results of the analysis of the distribution of academic staff by position, it can be concluded that the qualitative composition of the teaching staff has increased during the reporting period, in line with the strategic objectives of the study program development, with particular emphasis on the increase in the number of professors and associate professors. It is important to note that the academic staff members involved in the implementation of the study program are active in scientific research activities, as they publish scientific articles (including SCOPUS, WoS, ERIH+), participate in international scientific conferences, as well as engage in various international scientific and academic projects.

There are several reasons for the changes in the composition of the academic staff during the reporting period:

- Associate professors and assistant professors have upgraded their qualifications and were elected professors or associate professors, i.e., Associate prof., Dr. philol. Marina Platonova was elected Professor. Assistant professors Dr. sc. admin. Antra Roskoša and Dr. philol. Tatjana Hramova were elected Associate Professors. After the defence of the PhD Thesis "Phonological Iconicity in Expressive and Operative Texts: Contrastive Perspective" (2018), Assistant Professor Tatjana Smirnova was elected to the position of Associate Professor.
- philol. Oksana Ivanova, Mg. philol. Zane Seņko and Mg. philol. Alīna Nidagundi have successfully completed their doctoral studies. The involvement of PhD candidates in the study process promotes the introduction of new teaching methods and approaches.
- Industry representatives have been attracted to the implementation of the study program. For example, Irēna Čippa, Marketing Director of Hieroglifs Ltd., is involved in the delivery of the study courses "Machine Translation" and "Computer-Assisted Translation Tools, where the industry representative introduces students to the latest translation tools used in the professional environment. Nīna Karagodina, who is a translator and interpreter as well as a member of the Latvian Association of Translators and Interpreters, introduces students to the labor market trends and adopts the latest industry requirements in the study process.
- Former LTV journalist, PhD candidate Imants Frederiks Ozols delivers the course "Introduction to Linguistics", focusing on a reasoned choice of language resources depending on the purpose of communication.
- Within the Spanish language courses there is a fruitful collaboration with Lecturer Alberto Fernandez Torres from the University of Latvia. The guest lecturer has a B2 knowledge of the state language, which is also an advantage in terms of explaining complicate language issues to the students.
- Visiting assistant professor from Sumy State University (Ukraine) Alla Krasulia delivered the study course "Introduction to Academic Studies and Research Work" in academic year 2022/2023, as well as supervised the practical part (translation from Ukrainian into English) of the Bachelor Paper of the international full-time student Oleh Moroz.

Irrespective of the reason for replacement of academic staff (termination of employment, inability to increase the workload or any other organizational issues, student complaints etc.), the study course delivery is ensured at a high level.

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).

Not 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).

Not 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).

Since the Bachelor study program “Technical Translation and Textuality” is interdisciplinary, cooperation with RTU faculties is among the main priorities in curriculum design and quality assurance, as well as it is necessary for strategic development of the study program and its successful implementation. Vertical and horizontal cooperation is maintained through a series of targeted activities.

Horizontal cooperation. Academic staff members regularly organize seminars, discuss best practices in curriculum design and testing, which allows ensuring uniformity of assessment. It also helps avoid overlapping or doubling of the curriculum. Academic staff implementing the study courses in the same study module get acquainted with the themes students covered in the preceding period. In such a way, students develop comprehensive understanding of complicated concepts and improve the level of their knowledge. Seminars aimed at promoting best practice and experience exchange and informing academic staff on the quality assurance principles are also regularly organized.

Vertical cooperation. Academic staff are in direct contact with the head and coordinator of the study program on the issues of organization, testing and general management of the study process. This allows immediately and efficiently addressing the emerging issues. Changes to the program curriculum are implemented in accordance with the strategic development trends of the study field “Translation” approved by the Study Field Committee, the Council of the Faculty of E-learning Technologies and Humanities and RTU Study Department.

Successful inter-faculty cooperation is essential for implementation of any interdisciplinary study program aimed at educating and training of specialists. Some courses within the study program “Technical Translation and Textuality” may be implemented only in cooperation with academic staff from different RTU faculties. Inter-faculty cooperation is also necessary for efficient curriculum design to ensure that new study courses are successfully integrated into the study program. Curriculum design, planning, and assessment principles are discussed and approved at the meetings of academic staff and administration of the study program.

The academic staff to students ratio in the study program is 1 per 1.5 students.

The overall structure of the study program, composition of the study courses and integration of new study courses are regularly discussed at the meetings of Curriculum Design and Testing Committee to ensure the study program is student-centered and responsive to new requirements posed by the labor market. Feedback from industry representatives is also taken into consideration.

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	P28_3.1.2_HCT0(47222)_DiplPielik_LV_DiplSupplemt_ENG.zip	P28_3.1.2_HCT0(47222)_DiplPielik_LV_DiplSupplemt_ENG.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	P05_3.1.4_HCT0(47222)_Stud.dinamika_Student_dynamics.pdf	P05_3.1.4_HCT0(47222)_Stud.dinamika_Student_dynamics.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	P06_3.2.1_HCT(47222)_AtbilstibaValstsStandartam_ProfBak_EN.pdf	P06_3.2.1_HCT(47222)_AtbilstibaValstsStandartam_ProfBak_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	P07_HCT(47222)_Relevance to the Professional Standard_EN.pdf	P07_HCT(47222)_AtbilstibaProfStandartam_LV.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	P08_3.2.1_HCT0(47222)_Kartejums_LV_Mapping_EN.pdf	P08_3.2.1_HCT0(47222)_Kartejums_LV_Mapping_EN.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	P09_3.2.1_HCT0(47222)_Plans_lv_Plan_eng.pdf	P09_3.2.1_HCT0(47222)_Plans_lv_Plan_eng.pdf
Descriptions of the study courses/ modules	P10_HCT0(47222)_StudyCoursesdescr_ENG.zip	P10_HCT0(47222)_StudijuKursuapraksti_LV.zip
Description of the organisation of the internship of the students (if applicable)	P31_3.2.4_HCT0(47222)_InternshipManagem.zip	P31_3.2.4_HCT0(47222)_PraksesOrganiz.zip
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)		

Technical Translation and Terminology (47227)

Study field	<i>Translation</i>
ProcedureStudyProgram.Name	<i>Technical Translation and Terminology</i>
Education classification code	<i>47227</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Marina</i>
Surname of the study programme director	<i>Platonova</i>
E-mail of the study programme director	<i>marina.platonova@rtu.lv</i>
Title of the study programme director	<i>Dr.philol.</i>
Phone of the study programme director	<i>+371 29417540</i>
Goal of the study programme	<p><i>- to educate and train highly professional translators and terminologists whose knowledge and skills would meet the contemporary demands and who would be able to work in various fields such as language planning, language resource management, and multilingual content creation, revision and editing, as well as at the interface of these and other fields;</i></p> <p><i>- to implement an open, flexible, student-centered and ICT, including language technology-enhanced study process that would ensure the in-depth acquisition of the theoretical framework of translation studies and terminology;</i></p> <p><i>- to promote and develop creative, scientific, and research skills of the students for independent work in the field of translation studies, terminology, and terminotics, ensuring such a level of preparedness that the graduates of the study program can pursue a PhD degree;</i></p> <p><i>- to develop cognitive, pragmatic, communicative, and creative skills of the students, to promote their independence and initiative, and their ability to adapt to the constantly changing environment;</i></p> <p><i>- to develop students' abilities to operate at the interface of different fields working with a large amount of multilingual information and successfully solving translation and terminology management tasks.</i></p>

Tasks of the study programme	<ul style="list-style-type: none"> • to develop students' skills to independently use theory, methods, and models to conduct research in the field of translation studies and terminology creation and management; • to develop students' ability to perform high-level cognitive activities, to develop their creative abilities providing for the personal and professional growth of the students; • to develop critical and analytical thinking skills of the students and their ability to adapt to the constantly changing work environment; • to develop interlingual communicative abilities of the students to ensure they effectively integrate and successfully work in a multicultural environment; • to develop students' skills and competences in language theory and practice, interdisciplinary and multilingual content creation, revision and editing, in the application of language resources, and understanding of the role of information technology in humanities and natural language processing and text generation research; • to develop students' ability to independently make decisions within the scope of their competence, to critically assess their own level of professional preparedness and their compliance with the requirements of the international labor market; • to develop students' skills to evaluate the relevance of STEM+ problem-solving strategies for addressing work situations of various degree of complexity within interdisciplinary translation studies and terminology projects; • to promote students' understanding of the principles of professional ethics, life-long learning, sustainable development, and diversity.
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Results of the study programme	<ul style="list-style-type: none"> • <i>able to demonstrate advanced knowledge and understanding in the field of translation studies, terminology, and terminotics, able to independently use theoretical concepts, methods, and problem-solving skills to conduct research in the field of translation studies and terminology coinage, as well as to perform highly qualified professional functions in the field of specialized translation and terminology management;</i> • <i>able to creatively solve cross-language communication challenges and complete industry-specific tasks in the field of translation studies and terminology management, create and reproduce high-quality content in native and foreign languages;</i> • <i>able to demonstrate skills and competences in theory and practice of languages for special purposes, interdisciplinary and multilingual text production, application and creation of language resources, understanding of the linguistic and extra-linguistic contexts, analysis of the importance of artificial intelligence in humanities, natural language research, data analysis, and corpora creation;</i> • <i>able to think critically and conceptually and perform inter alia framework-based analysis of terminology within the scope of translation studies;</i> • <i>able to work at the interface of different STEM+ fields, use new information and communication technologies, including language technologies, and exercise digital skills working with the ever-increasing amount of multilingual information, and completing translation and terminology management tasks;</i> • <i>able to successfully use cognitive (developing cognitive skills in the study process), pragmatic (training translation and term-creation skills in practical work), communicative (acquiring knowledge about the interaction of different lingua-cultures), personalized (integrating the principles of student-centered education) and creative (looking for non-standard solutions) models;</i> • <i>able to independently make decisions within the scope of their competence, assess the compliance of their own professional skills and abilities with the occupational standard and the requirements of the international labour market;</i> • <i>able to act in accordance with the principles of professional ethics, observing the principles of sustainable development and organization of a diverse and inclusive work environment.</i>
Final examination upon the completion of the study programme	Master Thesis

Study programme forms

Full time studies - 1 years, 5 months - english

Study type and form	Full time studies
Duration in full years	1
Duration in month	5
Language	english
Amount (CP)	90

Admission requirements (in English)	<i>Professional bachelor degree in translation and the qualification of interpreter, sign language interpreter or translator, or comparable education, and English language equivalent to C1 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master degree in technical translation and terminology</i>
Qualification to be obtained (in english)	<i>Translator and terminologist</i>

Places of implementation

Place name	City	Address
Riga Technical University	RĪGA	KALŅU IELA 1, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Academic bachelor degree in humanities, journalism and communication, teacher education (foreign languages), or comparable education, and English language equivalent to C1 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master degree in technical translation and terminology</i>
Qualification to be obtained (in english)	<i>Translator and terminologist</i>

Places of implementation

Place name	City	Address
Riga Technical University	RĪGA	KALŅU IELA 1, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

The professional Master study program "Technical Translation" implemented by the Institute of Digital Humanities of the Faculty of Computer Science, Information Technology and Energy (FCSITE) (until the consolidation process, i.e., until 1 January 2024 – Institute of Applied Linguistics (IAL) of the Faculty of E-Learning Technologies and Humanities (FETH)) was approved by the Senate of Riga Technical University on 29 January 2007 (Minutes No 510). The study program is implemented within the framework of the study field "Translation".

In the previous accreditation period, the study program "Technical Translation" was granted the code 47222. In accordance with the Commission decision, the study program graduates who have completed 1 year and 5 months of studies are awarded *the Professional Master Degree in Technical Translation* and graduates who have completed the two-year study program are awarded *the Professional Master Degree in Technical Translation and the Qualification of Translator* in compliance with the occupational standard.

Based on the accumulated long-standing experience in academic activities and scientific research, having analyzed the Master study programs in the field of translatology available in the European education area and having familiarized with a number of recommendations from students, members of professional associations and employers, a decision was taken to express the specifics of the program in a more precise way and to change the name from "Technical Translation" to "Technical Translation and Terminology".

The curriculum of the renewed second cycle professional higher education Master study program (hereinafter referred to as the Master study program) for two variants is provided in Annex P09. The decision to submit the updated Master study program for evaluation was approved by the FCSITE Council on 15 January 2024, Minutes No 33000-1. The changes in the content and structure of the study program were examined and approved at the meetings of the Committee of the Study Field "Translation" in 2023, at the meetings of the FETH Council and the IAL Council in 2023, and at the meeting of RTU Senate on 18 December 2023 (Minutes No. 678) and at the meeting of RTU Senate on 29 January 2024 (Minutes No 679). A summary of the changes is provided below.

Based on the decision of the committee of the study field "Translation" of March 8, 2023 (Minutes No. 33000-1.1-e/11) and Paragraph 5.2 of the Cabinet Regulation No. 322 of June 13, 2017 "On Latvian Education Classification", on March 25, 2024, the RTU Senate made a decision to change the education classification code from 47222 to 47227 (see the Senate decision "On amendments to the Senate decision On the changes in the parameters characterizing the study program of the study field "Translation"" in section "Other appendices").

The decision to introduce significant changes to the content, structure and implementation model of the study program was taken to ensure an opportunity for the study program graduates to continue entering the Latvian, European Union's (EU) and international labor markets successfully and efficiently by observing guidelines of the EC Directorate-General for Translation and the

requirements with regards to education and the competence framework (especially highlighting language for special purposes (LSP) and field terminology), as well as by taking into account the current situation in the academic and labor markets in the field of translation studies in Latvia and the EU.

Having received an appeal from industry partners to review the occupational standard for Master students in the field of translation studies and by taking into account the competence framework developed as a result of cooperation by the [European Master's in Translation](#) (EMT) network, it was decided to considerably increase the proportion of study courses related to terminology science, emphasizing the role of theoretical knowledge and practical skills in terminology for translation studies, especially in translation of technical texts, and further on to award *the professional Master degree in technical translation and terminology* and the qualification of *Translator and Terminologist* to graduates of the Master study program.

Such extension of the awardable qualification does not contradict valid regulatory enactments, the professional translatology practice and the labor market requirements in the selected field. In accordance with Cabinet Regulation No 264 "*On the Classification of Occupations, Key Tasks of Occupations and Main Qualification Requirements*", *translator* (2643 10) and *terminologist* (2643 13) belong to the same group of occupations – "Translators, interpreters and other linguists" with similar aims and tasks that anticipate translation of texts of different types and fields in conformity with the set requirements and the text usage specifics, development of the language element classification, dictionaries and other types of language element accounting systems, editing of translated materials, as well as excellent command of field terminology. In 2023, a workgroup headed by the Director of the State Language Centre (SLC) Professor Māris Baltiņš developed and submitted an occupational standard application to the National Centre for Education (NCE). A significant contribution to the development of the occupational standard "Translator and Terminologist", approved on 5 December 2023 and included into the Register of Classification of Occupations under the code PS-284, was made by Professor of Riga Technical University Marina Platonova, Professor of the University of Latvia Andrejs Veisbergs and the Head of the SLC Department of Terminology and Translation of Legal Documents Artūrs Krastiņš.

Such changes will not only increase the competitiveness of the study program on the local higher education market and strengthen its positions in the European Master's in Translation (EMT) network supervised by the EC Directorate-General for Translation, but will also facilitate its international recognition with account of the expressed demand for the high level specialists in field terminology who are capable of joining the multilanguage text formation process and resolving efficiently translation challenges in literature of innovative industries, this way becoming highly demanded hybrid competent specialists and leaders of change. The selected scenario of the study program anticipates efficient and successful learning of the study materials in contrastive cross-sectional approach by integrating a) the theoretical framework formed in English and an opportunity to learn from the world's leading researchers and academia; b) empiric knowledge on the term formation process provided in the official language and topical challenges in translation studies; c) research, academic and professional topicalities in translation studies and terminology science analysed in other languages.

Following the recommendations of the experts received during the previous accreditation, during the reporting period, administration of the study program "Technical Translation and Terminology", in cooperation with the faculty academic staff involved in its implementation, prominent guest professors, the study program students, graduates, cooperation partners and industry representatives, has introduced a number of changes in the program content and structure aiming to express the interdisciplinary nature of the study program, balance theoretical and practical constituent parts of the program, promote cooperation with the industry, improve digital

competence of the students, promote alumni employability, introduce currently topical study courses and strengthen observation of student-centered education principles. Detailed information on the implementation of expert recommendations is provided in Annex P03 2.6.1 Implementation of recommendations.

Table 3.1.1.1. Changes in the Master Study Program (2019 - 2021)

Date	Content
8 October 2019	Following the recommendations of the experts received during the previous accreditation, the council of the Institute of Applied Linguistics took a decision to include the study course "Artificial Intelligence in Humanities" (DSP774/DE0717) into the study program.
27 April 2020	Committee of the Study Field "Translation" coordinated, and Council of the Institute of Applied Linguistics approved inclusion of the study course "Latvian for Foreign Students" (VSL711/DE0140) in the study program.
19 June 2020	Following the recommendations of the experts received during the previous accreditation, the Committee of the Study Field "Translation" coordinated, and Council of the Institute of Applied Linguistics approved inclusion of the study courses "Interdisciplinary Semiotics" (VTT700/DE0714), "Cognition: Meaning Representation" (VTT701/DE0709), "Natural Language Processing" (DIP719/DE0722) in the study program.
12 February 2021	Committee of the Study Field "Translation" coordinated inclusion of the study courses "Media and Society" (HSP702/DE0706) and "Cognitive and Social Psychology" (HSP704/DE0710) in the Master study program "Technical Translation", Part B5.
16 February 2021	The Council of the Faculty of E-Learning Technologies and Humanities took a decision to include the study courses "Media and Society" (HSP702/DE0706) and "Cognitive and Social Psychology" (HSP704/DE0710) in the study program, Part B5.

In this section, the course credits are expressed both in the Latvian CP system and in ECTS, as all changes were made before the full transition to ECTS credits. In the main body of the document, all CP values are provided in ECTS. At the study course names, both the old and the new course codes are indicated in brackets, as all supporting documents feature the old codes.

An overview of the latest changes made in November and December 2023, as well as January 2024, is provided below.

Committee of the Study Field "Translation", Council of the Institute of Applied Linguistics, Council of the Faculty of E-Learning Technologies and Humanities and Senate of Riga Technical University took several decisions on changes in the structure and content of the study program:

- The number of credit points of compulsory study courses was reduced from 24 to 20 CP (from 36 to 30 ECTS);
- The total CP number of the study program is 60 CP (90 ECTS) in the first variant and 80 CP (120 ECTS) in the second variant;
- By observing the student-centered education principles, the list of compulsory elective study courses was supplemented (see below);
- The implementation language of the theoretical framework was specified, i.e., English;
- Professor Marina Platonova was approved as the head of the study program;

- An opportunity was ensured to select free elective study courses in the volume of 4 CP (6 ECTS).

In view of the industry appeal to develop changes in the qualification awardable to the Master study program graduates, new study courses were established for the purpose of strengthening skills in theory and practice of terminology science (20 CP (30 ECTS) in total):

- “Contemporary Approaches to Term Creation: Theory and Practice” (ETH722/DE0721, 4 CP (6 ECTS)) – Part A;
- “Management of Interdisciplinary Projects in Translatology and Terminology” (ETH723/DE0708, 2 CP (3 ECTS)) – Part B;
- “Terminology Data Management: Databases, Collections, Corpora, TM Systems” (ETH724/DE0712, 4 CP (6 ECTS)) – Part B;
- “Interdisciplinary Practice of Terminology” (ETH725/DE0701, 10 CP (15 ECTS)) – Part D.

In addition, changes were made in the list of compulsory and compulsory elective study courses of the study program. The following study courses **were added to Part A**: “Digital Rhetoric” (VTT708/DE0704, 2 CP (3 ECTS)), “Introduction to Data Corpus Analysis in Humanities” (ETH719/DE0724, 2 CP (3 ECTS)), “Modern Technologies in Translation” (VSL720/DE0711, 2CP (3 ECTS)), “Translation of Texts in the Special Field” (VSL721/DE0716, 4 CP (6 ECTS)). In compliance with the Law on Higher Education Institutions, the study course “Latvian for Foreign Students” (VSL711/DE0140, 1 CP (2 ECTS)) **was introduced** for foreign students in **Part A** of the study program. The following study courses **were withdrawn from Part A**: “Modern Technologies in Translation” (VIA612, 3 CP (3 ECTS)), “Translation of Specialization Texts” (VIA607, 6 CP (9 ECTS)). The study course “Artificial Intelligence in Humanities” (DSP774, 2 CP (3 ECTS)) **was transferred** from Part B **to Part A**.

Whereas, the following study courses **were added to** the list of **compulsory elective** study courses: “E-Pedagogy and E-Didactics” (ETH705/DE0703, 2 CP (3 ECTS)) and “Multimedia Content Localisation” (VTT709/DE0702, 2 CP (3 ECTS)), “Advanced Course in the Second Language (the German Language)” (VIA618/DE0713, 4 CP (6 ECTS)) “Advanced Course in the Second Language (the Spanish Language)” (VIA617/DE0715, 4CP (6 ECTS)), Advanced Course in the Second Language (the French Language) (VSL701/DE0728, 4CP (6 ECTS)), Scientific Writing (VIA604, 2 CP (3 ECTS)). The following courses were **withdrawn** from Part B1: “History of Translation Theory” (VIA608, 2CP (3 ECTS)); Translation of Eurotexts (VIA614, 2CP (3 ECTS)); Translator/Interpreter Skills (VIA610, 2CP (3 ECTS)); Theoretical Linguistics (VIA603, 2CP (3 ECTS)).

Part B5 “Pedagogy and Psychology Study Courses” and the study courses contained therein were excluded from the curriculum, whereas Part B2 “Humanities and Social Studies Study Courses” in the volume of 2 CP (3 ECTS) was included in both implementation variants of the study program. Part C “Free Elective Study Courses” in the volume of 4 CP (6 ECTS) was created for both variants of the study program.

The volume of Part D “Internship” was changed for the 2nd variant of the study program from 32 CP to 26 CP (from 48 ECTS to 39 ECTS) by withdrawing the study courses “General Translation Practice (VIA176, 8 CP (12 ECTS)), Desk-officer Practice (VIA111, 4 CP (6 ECTS)), Translation of Specialisation Texts (VIA179, 4 CP (6 ECTS)) and including the study course “Interdisciplinary Practice of Terminology (ETH725, 10 CP (15 ECTS)) in the 2nd implementation variant of the study program.

A new study course “Master Thesis” (VTT710/DE0725, 20 CP (30 ECTS)) was developed for the purpose of highlighting the specifics of the awardable degree and the occupational standard.

In accordance with the Cabinet regulations, all students who have not mastered study courses related to civil defense and environmental issues in their previous study level have to take the

following study courses: “Environment and Climate Roadmap” (VAS038, 1 CP (2 ECTS)) and “Civil Defence” (ICA105, 1 CP (2 ECTS)).

The aims, tasks and learning outcomes of the study program were updated relevantly to the changes in the study program content.

As a result of all introduced changes, a decision was taken to approve the name of the new Master study program as “Technical Translation and Terminology”, specify admission requirements and further on to award the professional Master degree in technical translation and terminology and the qualification of Translator and Terminologist to the study program graduates.

The active participation of the Master study program professors in the EMT network since 2014 (including in the network council) has provided wider opportunities for the study program students, graduates and academic staff to get involved in the process of developing and renewing the translator competence framework, to follow efficiently changes in the industry labor market, to establish tighter cooperation contacts, to strengthen the academic and scientific reputation and capacity of the study program and Riga Technical University, as well as to confirm the high quality level of Latvian education.

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.

At present, several universities of the European Union provide students with an opportunity to obtain profound knowledge in field terminology, terminography and terminotics within the framework of study programs in humanities, interdisciplinary and engineering sciences. In the educational area, there are study programs awarding the Master degree in translation and terminology, for example, Malta University implements the study program *Master in Translation and Terminology Studies*. Cologne University of Applied Sciences (TH Köln, Germany) offers to its students the study program *Master in Terminology and Language Engineering*, which includes a substantial localization and translation study module.

Reacting to challenges of the professional communication context in the multilingual, interdisciplinary and multicultural environment, study programs are created that combine research of a wide range of problematic issues in terminology and humanities, analyze the interrelation of terminology and language technologies, as well as profoundly investigate the theory and practice of terminology and translation studies.

Such knowledge and skills provide students with more academic freedom and professional convincement, develop their critical thinking, profound analytical and cognitive elasticity skills when working with texts in a special field, solving translation challenges and engaging in professional communication.

RTU Institute of Digital Humanities of the Faculty of Computer Science, Information Technology and Energy has accumulated a valuable experience and knowledge for implementing this study program:

- excellent interdisciplinary cooperation among different organizational units of engineering, humanities, arts and social sciences is successfully organized;
- several specialization areas are offered (students have an opportunity to study profoundly the theory and practice of translatology, as well as field terminology in the selected area, i.e., IT, architecture and construction, economics and finances, energy, environment, chemistry and materials science) to apply skills in translation studies and terminology science, as well as related areas;
- student-centered approach is implemented, respecting the needs and wishes of students (students actively express their opinions on improving the content and structure of the study courses, changes in the study process, quality and other aspects);
- leading specialists in the field are involved in rendering the study content (industry representatives, field specialists, foreign and local guest professors are invited).

The aims and tasks of the Master study program “Technical Translation and Terminology” have been set in compliance with the university and faculty strategy and reflected comprehensively in the formulated learning outcomes (see the Mapping of the Study Courses in Annex P08). The selected development direction of the program is in compliance with the National Language Policy Guidelines for 2021–2027, where one of the goals is to develop the academic Latvian language, Latvian terminology and term formation, thus facilitating the securitability and sustainable development of the official language. It is important to note that nowadays mutual development of terminology and translation studies in the atmosphere of digital technologies determine essentially the full-fledged functioning and sustainability of any language.

Based on the decision of the committee of the study field “Translation” of March 8, 2023 (Minutes No. 33000-1.1-e/11) and Paragraph 5.2 of the Cabinet Regulation No. 322 of June 13, 2017 “On Latvian Education Classification”, on March 25, 2024, the RTU Senate made a decision to change the education classification code from 47222 to 47227 (see the Senate decision “On amendments to the Senate decision On the changes in the parameters characterizing the study program of the study field “Translation”” in section “Other appendices”).

Within the implemented study program, students are offered to develop different skills such as creative solution of terminological and translation issues, analytical and critical thinking, inquisitiveness and excellent professional communication, profound understanding of Latvian terminology and theoretical term formation in the contrastive aspect, knowledge of scientific principles and practical term formation, conceptual thinking and terminological analysis within the framework of translation studies.

The study program concept differs from the translation program in humanities with an additional inclination to applied linguistics, interdisciplinary studies and terminology science that determine the specifics of the methodology. The study program graduates need to develop skills of working with the continuously growing number of terms and to increase knowledge in the selected specialization field. The study program is implemented with the participation of not only philologists, terminologists and translators, but also specialists of respective engineering industries.

The program is developed in such a way as to allow students to obtain theoretical knowledge and improve practical skills in different aspects of the translator’s work both on the local and international labor market.

During the study period, students are offered compulsory study courses aimed at obtaining and consolidating competences and knowledge in such modern thematic areas as text analysis, data corpus analysis, digital rhetoric, translation technologies, terminology and terminography, application of artificial intelligence in humanities.

The list of compulsory elective study courses is regularly reviewed and updated. Promoting integration and observation of student-centered education principles in the study process, to achieve the highest and most efficient results, the compulsory elective study courses are divided by the study area that can be selected by students, i.e., Modern Approach in Studies of Languages for Special Purposes, Theory and Practice of Translation Studies, Theory and Practice of Terminology Science. Students can master profoundly academic writing, interdisciplinary semiotics, natural language processing, semantic and pragmatic aspects of translation, language cross-cultural aspects, management of interdisciplinary projects in translology and terminology, terminological data management. To consolidate humanitarian and social competences, students can select mastering e-pedagogy, cognitive and social psychology, media and society study courses.

Students of the Master study program obtain the required skills of working with the continuously increasing volume of multilanguage information, as well as develop and improve their knowledge in the selected specialization field. The studies last for 1.5 or 2 years, during which compulsory study courses, field-specific and free elective study courses are offered. The program volume and the total duration of studies depend on the previously obtained education and professional qualification:

- 1) 90 CP – full-time studies – for students with the professional Bachelor degree in translation, or equivalent education and the qualification of interpreter, sign language interpreter or translator – 1 year and 5 months, obtaining the professional Master degree in technical translation and terminology and the qualification of Translator and Terminologist;
- 2) 120 CP – full-time studies – for students with the academic Bachelor degree in humanities, journalism and communication, teacher education (foreign languages) – 2 years, obtaining the professional Master degree in technical translation and terminology and the qualification of Translator and Terminologist.

Upon completion of the study program, students obtain the Master degree in technical translation and terminology, as well as the qualification of Translator and Terminologist, in accordance with the occupational standard "Translator and Terminologist" which had been approved on 5 December 2023 and included in the Occupational Register with the code PS-284. The obtained education and granted qualification allows the graduates to enter the national and international education and research area in the field of translation studies and terminology and to successfully compete on the labor market.

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

The development paces of modern technologies, the integration of digital skills, as major requirements, into all areas of human activities and the continuously increasing volume of interdisciplinary information have brought fundamental changes into different areas, including the field of translation studies and terminology. The challenges of educating wide profile specialists are solved not only in the industry's vertical integration context, but also in the interdisciplinary cross-section. A specialist in the field of translation studies and terminology is a hybrid wide profile expert capable of reflecting the content in the native and foreign languages, searching for correct references, compiling and comparing, harmonizing and unifying terms from different fields, recognizing information management models, using lexicological terminological data findings, digitalization, classification and reflection models, performing comprehensive research for effective

solution of interdisciplinary challenges, offering a new vision for solution to various cross-language communication issues and specialization contextual tasks.

The Master study program implemented at RTU offers students to obtain skills and competences in understanding and creating language resources, LSP theory and practice, interdisciplinary and multilanguage text production, linguistic and interlinguistic context comprehension, analysis of artificial intelligence application in humanities, natural language research, data analysis and corpus formation.

It is the *interdisciplinary* (involvement of specialists from different fields in the studies), *multilingual* (the study courses are conducted in different languages) and *cross-cultural* (the specifics of term formation and terminology of each lingoculture is taken into account) way of developing the study program that facilitates the development of terminology theory and practice of all European languages, recognition of Latvian as a highly developed language in term formation in the academic and professional area of the European Union, affects the extension of the Latvian language environment, provides students with knowledge that ensures the required support to Latvian in competition with other bigger languages of Europe and the world and helps students to successfully enter the labor market. Currently, the qualification of Translator and Terminologist is not awarded by any Latvian, Estonian or Lithuanian higher education institution, although several study programs offer study courses, study modules and practice related to terminology development.

The selected development direction of the study program “Technical Translation and Terminology” is in compliance with [the National Language Policy Guidelines for 2021–2027](#) (information is available only in Latvian), where one of the most important goals for the Latvian language development in general and within the framework of applied linguistics, including translation studies, is the development of terminographic scientific principles and practical term formation as part of scientific activities, research into field-specific vocabulary and integration of digital methods.

The usefulness of the professional Master study program “Technical Translation and Terminology” is confirmed by the growing demand for specialists in interdisciplinary translation studies and terminology with the relevant professional qualification on the national and international labor markets. For successful and efficient solution of topical context tasks and challenges, the study program graduates obtain skills in evaluating theories, methods and paradigms of translation studies, terminology and terminotics and introducing them in practice. Specialists in interdisciplinary translation studies and terminology are required at state and municipal institutions, translation agencies, media centers, publishing houses, higher education establishments, lifelong education projects, private companies (especially joint ventures), representative offices of foreign companies in Latvia and everywhere where excellent knowledge of the theory of translation studies and terminology science, IT, terminological data findings, analytical reasoning and processing skills, foreign language knowledge, presentation skills and a creative approach to work are required. Within the framework of the developed program, students are ensured an opportunity to profoundly obtain the aforementioned competences.

Until 2022, the geography of employment and the range of positions taken by the study program graduates was rather wide. The study program graduates work at Rietumu Bank in the translator’s position, DNB and Tesla, being engaged in localization and other activities, as well as successfully continue their PhD studies, addressing not only issues in the field of translation studies and terminology, but also andragogy, pedagogy, knowledge management, analysis of aspects of digital humanities within the framework of translation studies and terminology. Themes of their PhD theses are summarized in Table 2.

Table 2. Themes of PhD Theses

Name, surname	Theme of the PhD Thesis
Zane Senko	Digital andragogy methods for effective management of language for special purposes units at different levels: Improving terminological competence of students in the field of STEAM
Oksana Ivanova	Holistic ecosystem of specialized translation teaching
Alīna Vagele	Gamification learning trends on digital learning sites: A comparative analysis and practical applications for language teaching
Valērija Markeviča	Development of an innovative mobile application for effective learning of the Latvian language by different age groups, integration of foreign representatives into the Latvian culture and society, and preservation of the Latvian cultural heritage
Jekaterina Martinova	Transformative learning of a language for special purposes: Facilitating student and teacher engagement in the digital environment
Diāna Ivanova	Organizational approach to technology-based e-learning

We are proud that our study program graduates are motivated and interested in continuing their career at Riga Technical University:

- by conducting lectures and classes both at the faculty and other organizational units of RTU – several graduates of our study program are elected for academic positions (lecturers, researchers, assistants);
- by supervising, consulting and/or reviewing term papers of students, projects and graduation papers or their parts on terminology and translation challenges;
- by cooperating in administrative structural units of the university, strengthening their work and facilitating reaching of their strategic goals;
- by representing the university on the national and international scale, sharing their valuable experience with other students;
- by cooperating in the implementation of academic and scientific research projects.

The interdisciplinary, multilingual and cross-cultural aspects of the study program provide opportunities for successful solving of different issues. At present, the labor market tendencies allow forecasting that the demand for such specialists both in Latvia and on the international labor market will only increase. Due to the aforementioned reasons, the Master study program “Technical Translation and Terminology” is not only relevant to the labor market tendencies and requirements, but is also innovative, as no other Latvian higher education institution offers its graduates such a wide range of study courses related to terminology and awards the qualification of Translator and Terminologist.

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.

When analyzing statistical data regarding students, it can be concluded that the number of students admitted to the Master study program varies, though from 2018 to 2020 an increase in the number of admitted students was observed. In 2020, the observed growth of the number of students can be explained by an opportunity to combine studies with work more easily, as during the pandemics, studies and job duties could be done remotely. The subsequent drop in the number of students can be explained with the duration of the pandemics. The reduction in the number of admitted students can also be explained with changes in legislation, both in Latvia and other countries. For example, foreign students prefer to study in such countries where there are less restrictions for employment of foreign students.

It is worth noting that decisions taken on the level of the European Union, news published in mass media and advertised activities also influenced the number of Master students. For example, at all translation competitions (e.g., [EUtraining](#)) organized under the supervision of the European Union institutions, in advertisements on internship opportunities for translators at different institutions (e.g., [Traineeships](#)) and also in academic and scientific research materials and statements of the EC Directorate-General for Translation (e.g., the [Merit-Ene Ilja article](#)), it is stated that translators and interpreters do not necessarily need a Master degree in order to apply for activities and work in their position, and it is sufficient to have university education corresponding to the 6th level of EQF, i.e. a Bachelor degree.

When starting the study program in academic year 2007/2008, the number of enrolled students was stable and with a small increasing dynamic, although studies were conducted only for full payment. Starting with academic year 2017/2018, the study program was granted state budget seats, which allowed slightly increasing the number of students.

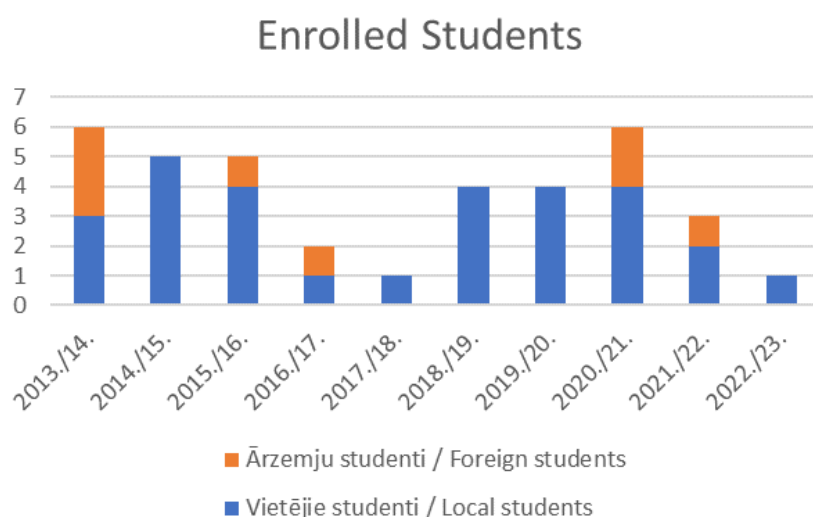


Fig. 1. Statistics of enrolled students

With account of the structure and the field specifics of the Master study program “Technical Translation and Terminology”, as well as the fact that translation working languages that could be ensured within the program of the implementing organizational unit were limited, popularity of the study program among foreign students was very small. Foreign students come mostly from the following countries: Armenia, Azerbaijan, Russia, Turkmenistan and Uzbekistan. This can be explained with the Russian language knowledge and correspondingly an opportunity to create high

quality translations, working with English and Russian. For the purpose of modernizing the study program content (introducing modern and vitally important study courses), optimizing its structure (offering the expressed student-centered education) and increasing the number of students, including foreign students in the study program, a decision was taken to introduce several changes (see 3.1.1 and other related sections) and change the study program name to “Technical Translation and Terminology”. The conformity of the study program to the market development tendencies and a high demand for such hybrid specialists form the basis for increasing the number of students in the future. The opportunity provided during the study period not only to profoundly master several working languages majoring in specific fields, but also to find out comprehensively about the terminology theory and practice processes in the interdisciplinary environment in the contrastive aspect forms a portfolio of skills and competences, provides graduates with a high added value and a competitive advantage.

The dynamics of the number of graduates is related to the number of students and its changes. During the reporting period, fluctuations in the number of graduates are observed. In total, the number of graduates can be evaluated as stable, as the study program is completed by over 50% from the admitted students and in some years this figure was even higher. The confirmation of this is also a small number of exmatriculated students.

When analyzing the drop-out of students, the chief reason to be mentioned is academic failure caused in most cases by the inability of students to combine work with studies and/or family circumstances. This was especially clearly observed with the start of the Covid-19 pandemics. Students, feeling that they are not capable of combining studies with work, as well as due to health problems, family circumstances or difficulties with the development of the Master Thesis, choose to take an academic leave. There were also cases when students, following expiry of the academic leave, did not resume their studies – this being the second most widespread reason for terminating studies (see Annex P05).

The study program administration keeps contacts with all students and, wherever possible, follows their academic calendar. By the end of their academic leave, students receive letters with an invitation to resume their studies, as well as are provided with information on the updated schedule of the study semester and a summary of their current liabilities. At later stages, exmatriculated students also receive letters with an invitation to resume their studies and information on their academic and/or financial liabilities. Every case of student’s exmatriculation is evaluated individually.

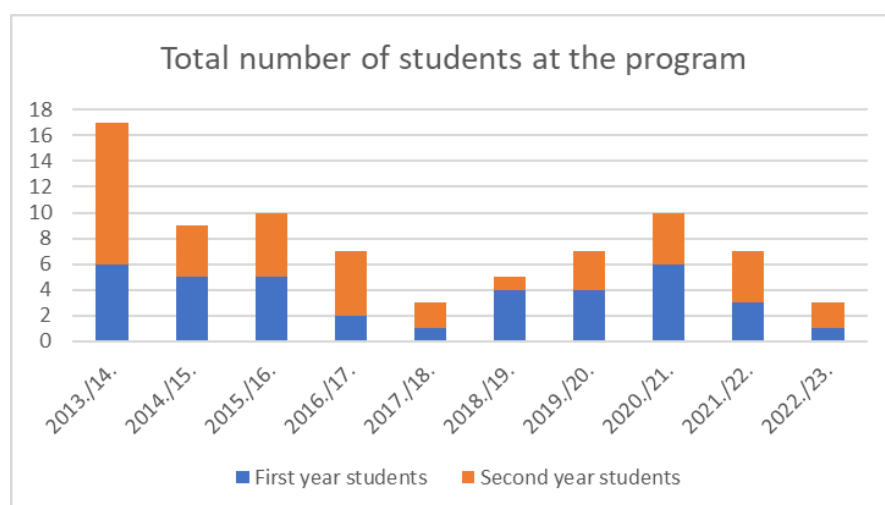


Fig. 2. Total number of students at the program

Information on the dynamics of the enrolled students, the number of graduates and the number of

dropouts is provided in Annex P05. The data given in the annex are taken as of September 15 of each academic year. The total number of students in the first and second study year also includes the students on academic leave.

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).

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The study program's curriculum has been developed and regularly updated, considering the established theoretical framework and the most recent findings of translation studies research, terminology, and terminotics. The curriculum has been carefully designed in consultations with industry experts to make sure the skills, competences, and attitudes of program graduates are in line with the current labor market demand and that graduates of the study program are professionally equipped to efficiently account for the industry trends, address the developmental needs of the national economy, and meet topical societal needs. The learning outcomes of the study courses constituting the study program were formulated to ensure they efficiently align with the study program's aims, tasks, and learning outcomes. They are regularly revised based on the feedback received from students, employers, field experts, and academic staff to make sure the graduates are equipped with the set of transversal interdisciplinary skills and competencies that would allow them to seamlessly integrate into both academic and professional community.

For each study course, one or more languages of instruction are indicated in the RTU register of study courses, i.e. some study courses are taught only in Latvian, while others are delivered in both Latvian and English. The language of instruction of a study course coincides with the language of instruction of the study program. The relevant organizational unit is responsible for ensuring the quality of the course curriculum in the chosen language.

The compulsory (Part A - 11 study courses) and compulsory elective (Part B - 17 study courses) study courses provide students with the opportunity to develop a range of interdisciplinary and field-specific skills, competences and attitudes to be able to efficiently perform their professional

activities and conduct research in the respective field – translation studies, terminology, and terminotics. Learning outcomes 1 to 3 listed in the Mapping of Learning Outcomes of the Study Program focus on the development of the theoretical framework of the body of knowledge in the respective disciplines, developing student ability to masterfully and flexibly apply theoretical findings for solving a wide range of applied industry and research tasks, to come up with new creative solutions and promote development of both industry and the research field. A considerable emphasis is placed on the development of ICT competence and their application in translation studies, terminology, and terminotics research, which is pronouncedly reflected in both Learning outcomes 1-3 and learning outcomes of the study courses in Sections A and B1 of the study program. Advanced competence in using language technologies, ICT solutions for language service provision, and AI-powered language processing tools is a significant competitive advantage that students acquire within the study program, which has the potential to promote their research and professional career.

The contemporary labor market has demonstrated an increasing need for hybrid-competent participants who are cognitively and emotionally flexible and mature, are ready to act beyond the scope of a single discipline or industry, and are capable of solving challenges at the interface of various fields of STEM+ knowledge. Learning outcomes 4 to 6 of the study program are reflected in the learning outcomes of all study courses; however, they are addressed within Section B2 of the study program comprising the courses on humanities and social sciences. Learning outcomes 4 to 6 provide a framework for the development of high-order cognitive skills of the students, their ability for analysis and synthesis, critical and analytical thinking skills, creativity and inspiration, as well as help students develop emotional stamina, cognitive flexibility, and empathy. These skills make students better adapted to the constantly changing environments, promote their strife for life-long learning, and pave the path for constant personal and professional development.

All study courses of the study program, including the extracurricular courses envisioned for certain groups of students who either have not acquired them within the previous education cycles (VAS038 “Environment and Climate Roadmap”; ICA105 “Civil Defence”) or shall acquire them following Cabinet Regulations (VSL711 “Latvian for Foreign Students”), develop a set of transversal competences promoting graduate employability, as well as their social and civic integration and engagement. Learning outcomes 7 and 8 featured in all study sources focus on the development of professional competences of the students, their decision-making skills, promoting responsible attitude towards self and others while operating in compliance with the occupational standards and codes of professional conduct, norms of ergonomics, occupational safety and civil defense, codes of ethics and principles of sustainable development, diversity, and inclusivity. These transversal competences make the graduates of the study program full-fledged ethical participants of the labor market who can efficiently initiate and lead change on the way to building a sustainable civic society based on humanitarian and democratic values.

In accordance with the principles of academic freedom and promoting the development of a student-centred educational framework, students may enrol in study courses of the appropriate cycle at RTU or another higher education institution within the framework of Free electives (Part C - the choice is not limited) of the study programme, amounting to 6 credit points.

The learning outcomes of the study courses aimed at the development of hands-on professional experience and provide the basis for awarding professional qualification included in Section D (up to 3 study courses) demonstrate the densest match all learning outcomes of the study program, which attests to a strong focus of the program on meeting current demands of the labor market and addressing of topical needs of the industry. In the course of the final examination (Part E - 1 study course), students are provided with the opportunity to demonstrate a wide range of learning outcomes they have achieved in the course of studies – their advanced knowledge and

understanding in the field of translation studies, terminology, and terminotics; cross-language communication skills; ICT skills; industry-specific skills that can be flexibly adapted to the needs of a particular enterprise; theory and practice of languages for special purposes, interdisciplinary and multilingual text production, application and creation of language resources; ability to work at the interface of different STEM+ fields; ability to successfully use cognitive, pragmatic, communicative, personalized, and creative models; to act ethically and responsibly as full-fledged responsible individuals.

A detailed analysis of the correlation between the study courses and the learning outcomes of the study program is given in the Mapping of Learning Outcomes of the Study Program (see Annex P08).

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).

In the modern education area, there is an increasing interest in interdisciplinary study programs that allow students to become hybrid specialists enjoying demand on the labor market and becoming change leaders. The study module offered to students of the Master study program "Technical Translation and Terminology" provides an opportunity of a horizontally and vertically integrated education, i.e., to acquire knowledge relevant to the chosen profession in the related fields of translation studies and terminology, and in the related fields of linguistics and information technology; as well as to study themes of the aforementioned fields profoundly, obtaining competences and skills required for the profession, including textuality, terminotics, rhetoric, natural language processing, terminography and corpus linguistics. Such an approach to education content formation provides graduates with wider opportunities for entering the academic and scientific research environment. To a large extent, it determines the necessity of restructuring the study program and affects its content, possible specialization areas and other important parameters.

The specialization areas offered within the study program are in conformity with the education areas ensured by faculties of Riga Technical University: architecture and civil engineering, information technologies and telecommunications, economics and management, power and electrical engineering, environment and climate change, chemistry and biotechnologies, mechanical engineering. All specialization areas have a common framework of knowledge in the field of translation studies and terminology, which, by observing student-centered education principles, can be adjusted by students of the study program to their professional challenges by choosing between several compulsory elective study courses of the study program and between different compulsory elective study courses offered by FCSITE and other faculties. All recommended study courses are adjusted to the aims and tasks of the field⁴ of translation studies and terminology and will facilitate the successful integration of young researchers into the academic, scientific and professional environment.

All changes made to the structure of the study program and amendments to its curriculum are fully in line with the development trends in the field of translation studies and terminology. The word cloud representing key words of the study program is provided below.



Fig. 3. The Most Important Key Words of the Study Program

To successfully implement the described study model, it is required to attract highly qualified academic staff members that are not only actively engaged in academic activities, cooperate with industry representatives, but also participate in scientific research activities by regularly publishing their observation and research results in different level scientific publications and participate in local and international conferences with reports on their contribution to translation studies and terminology. It is important to note that the thematically vertically/horizontally integrated nature of the academic staff reports, cross-cultural and multilanguage creative way of solving problematic issues, the interdisciplinary vision of the implemented projects, the willingness to explore new emerging scientific fields in translation studies and terminology demonstrate transparently that awarding the Master degree in technical translation and terminology is deeply rooted in the achievements and insights of the scientific field. A full description of the qualifications of the academic staff is provided in other sections of this report and the related appendices.

Taking care about the transfer of knowledge and skills to students, and emphasising that the granting of the Master's degree in technical translation and terminology is deeply rooted in the achievements and insights of the respective discipline, the study programme is based on and implemented by adopting different models, including *cognitive* (development of cognitive skills in the study process), *pragmatic* (training of translation and term creation skills in practical work), *communicative* (obtaining knowledge in interaction of different lingocultures), *personified* (integration of student-centered education principles), *creative* (searching for non-standard solutions). The diversity of models allows students to develop intrapersonally and interpersonally and successfully integrate in the academic and research environment, providing significant contribution to the development of the national economy. Students and graduates of the study program actively:

- publish scientific articles in journals indexed in Web of Science, ERIH+ and other databases. During the reporting period, over 30 articles have been published;
- participate in academic and scientific research projects for the purpose of facilitating the development of terminology science and practice of the Latvian language (National research program project "Latvian Language") and developing the language technology competence (Language Technology initiative), digitalization of the study course content in translation studies (within the project "Development of Effective Management of Riga Technical University"), localization of the study content of prominent foreign universities (localization in Latvian of the study course content created by Harvard University), popularization of the Latvian language and its knowledge improvement for foreign students (RTU and Beijing

International Studies University (BISU) - the 7-year long project of studying the Latvian language and culture);

- cooperate in organizing international scientific conferences “Meaning in Translation: Illusion of Precision” at the faculty. The conference was organized in 2012, 2016, 2018 and 2022, and the next conference is scheduled for 2025.
- represent their study program, faculty and university at international professional forums organized by the EC Directorate-General for Translation (e.g., EMT network meetings, Translating Europe Forum).

For the purpose of viewing the diversity of research themes of the Master study program students and highlighting their relation to the research areas developed by the academic staff of the study program, the following illustrative material is provided (Fig. 4).

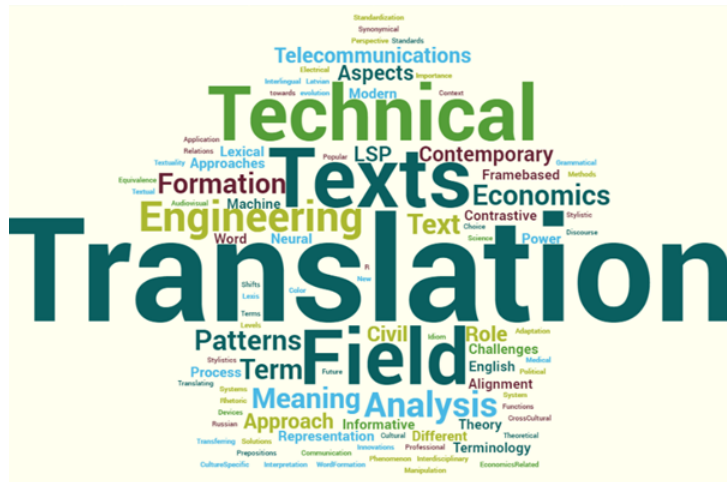


Fig. 4. The most important key words of student research

The range of research topics for the Master students is reviewed and supplemented every year. Along with the development of the interdisciplinary field of translation studies and terminology, as well as with the change in the study program structure and content, new research areas in translation studies and terminology are being created continuously.

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.

With the changing market requirements with regards to *the previous education* (the Master degree in translation is not necessarily required for work at EU institutions), *the level of IT skills* (IT competences are required not only for an independent user but also on the proficient user level), *competence framework* (field terminology, terminotics and data processing competences come to the foreground), theoretical and practical preparation and learning paradigms of students change as well.

The Master study program “Technical Translation and Terminology” ensures students with access to theoretical knowledge and practical skills, observing the student-centered education core principles. We are aware that modern students give preference to the study programs that not only offer obtaining the high-level theoretical knowledge, but also implement the student-centered study process, providing students with *freedom of choice* and an opportunity to affect, determine and select the framework of competences and skills that are of importance to them.

In order to provide the students that enroll the Master study program “Technical Translation and Terminology” with a degree other than translation theory and practice with the opportunity to develop a set of advanced job-related skills, they are engaged in intense, student-centered training. Adopting practice-driven training methodology, the study courses delivered during the additional semester aim at the development of practical translation, localization, editing, terminology management, and digital text processing skills. These study courses amount to 30 credit points, which translates into not less than 800 hours of the supervised and autonomous translation practice conducted both in the computer labs equipped with the up-to-date CAT and MT tools and independently. Students solve a range of contextual translation, localization, editing and terminology management tasks in accordance with the specifications of the translator and terminologist job profile. Within cooperation with the industry, students receive help in finding internship opportunities at the enterprises seeking for language services to make the training relevant for the industry needs.

The interdisciplinary, multilingual and cross-cultural aspect of the student-centered Master study program allows students to solve different contextual tasks and issues in translation studies and terminology successfully, effectively and efficiently.

The interdisciplinary (including internal and external) approach in rendering the study materials is observed also when creating the content of separate study courses. For example, specialists from different fields participate in the implementation of the study courses “Digital Rhetoric”, “Terminology and Terminography”, “Introduction to Data Corpus Analysis in Humanities”, “Contemporary Approaches to Term Creation: Theory and Practice”, “Management of Interdisciplinary Projects in Translatology and Terminology”, thus facilitating the acquisition of interdisciplinary theoretical knowledge and taking care of the development of practical skills.

The multilingual and cross-cultural direction of the program implementation ensures students with access to the international level knowledge, provides an opportunity to improve by attending lectures of leading guest professors in the field, allows obtaining the study materials comprehensively and profoundly, motivates to participate in the best practice exchange activities (including within Erasmus+) and to integrate in the labor market faster and more successfully.

It is important to note that within the framework of 7th level EQF study program, students have to acquire the curriculum both attending the classes and by means of *self-study*. The compulsory minimal proportion of contact hours is 40% from the total volume of the curriculum, whereas self-study includes a considerable volume of reading and individual assignments.

In accordance with the Law on Higher Education Institutions and the Rector's Order No 01000-1.2-e/1 of 8 January 2024 "On the Transition to the Credit Volume according to the European Credit Transfer and Accumulation System (ECTS) at RTU", from 1 July 2024 all learning agreements with students shall be signed in accordance with the credit volume according to the European Credit Transfer and Accumulation System as stipulated by the Law on Higher Education Institutions. In accordance with the Law on Higher Education Institutions, RTU determines that 1 (one) credit point corresponds to 26-28 hours of study work. Students have 40 hours of study work per week. Detailed information is available in the section "Other annexes" in the document "On the transition to the credit volume according to the European Credit Transfer and Accumulation System (ECTS) at RTU"

(available only in Latvian).

The abilities of students to learn independently, get involved in the study process, form and comprehend the study content, demonstrate analytical and critical thinking skills, cognitive skills can be successfully developed by introducing *the problem-solving model for diverse challenges* into the studies. This approach envisages offering students different paths to achieving learning outcomes, e.g., within the study course “Contemporary Approaches to Term Creation: Theory and Practice”, students can qualify for the exam using diverse ways of collecting the required number of test points.

Different *learning styles* are taken into account when developing and implementing the curriculum that comply with the knowledge and skill transfer models listed in Section 3.2.2 (cognitive, pragmatic, communicative, personified and creative). Many study courses are designed to enable students to perceive information in both visual and audio mode (lectures of guest professors are recorded, including for the study course “Terminology and Terminography”), sequentially (solution of different tasks, e.g., within the study courses “Introduction to Data Corpus Analysis in Humanities” and “Natural Language Processing”), globally (expressing an opinion in the form of a reasoned, scientific, critical, philosophical essay, e.g., within the study course “Digital Rhetoric”). The staff members successfully integrate modern pedagogical tools (Moodle, all ORTUS tools, MS Teams, etc.) in the study process.

Diverse students’ needs and interests are observed by offering them a maximally wide number of specialization areas in accordance with the RTU scientific areas. Taking care of the overall professional development of students, several changes have been introduced to the study program, as summarized in Section 3.1.1. Implementation of study courses of the updated study program is ensured by local and foreign specialists and the industry representatives. During the reporting period, students had an opportunity to attend different guest seminars, guest lectures and roundtable discussions (more information is provided in Section 3.4.1).

Student-centered education is possible only by strengthening *the cooperation between students and academic staff members*. This is achieved by organizing semestral opinion polls twice a semester, listening to individual wishes of students and when meeting with students at tutorials. Students can express their opinion regarding the study course content, delivery, mode, academic staff performance and other aspects, which is also related to observation of the *reflection* principle. Establishing and supporting feedback is an important tool that helps react to any challenges in the study process faster and more efficiently. During the Covid-19 pandemics, discussion of challenges was organized in a remote way by using different platforms (MSTeams, Zoom, Google Meet, Webex, Whatsup, etc.).

The selected path of implementing the study program is in conformity with the modern development tendencies in the education area both in Latvia and the European Union.

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).

Until 2023, all first-year students of the professional Master study program “Technical Translation” (now “Technical Translation and Terminology”), including those who had already been awarded the qualification of translator following graduation of the Bachelor study program, had to undertake a compulsory internship in the second study semester in the volume of 9 CP under the study course “Internship (Translation Methods and Practice)” (VIA010). The Methodological Guidelines for Internship are available in Annex P31. The internship could be undergone both in the industry and through participating in university activities of different types. Having introduced changes in the content and structure of the Master study program, the study course VIA010 is retained in its existing volume but with the specified aims and tasks.

The main aim of the internship is to improve theoretical knowledge of students and strengthen their practical skills. The aim is achieved by stimulating students to use the obtained knowledge in full professional capacity by fulfilling the internship tasks.

Students can freely select one of the three possible internship scenarios, which are developed by observing several student-centered education principles, including introduction of *the problem-solving model for diverse challenges*, application of *different learning styles*, observation of *students’ interests*. The following internship scenarios are available: pedagogical (including the study content development), editorial (including reviewing), terminological (including applied research activities related to terminography). Several internship scenarios allow local and international students to choose an internship placement matching their professional and individual skills. RTU maintains several support mechanisms, including internship coordinators, [RTU Career Centre](#), internships offered in cooperation with the portal [Prakse.lv](#), and internship offers received from cooperation partners, including international enterprises that use English or any other EU language as a working one (see Annex P02 “Cooperation Agreements”). More detailed information about each scenario is provided below.

Within the framework of the pedagogical internship, it is anticipated to conduct practical classes under the mentor’s supervision, extra-curricular activities, including the time required to prepare for practical classes, checking tasks of students and for communication with students, as well as tutorials with academic staff and preparation of presentations and a report. Students have to submit a portfolio of study materials, where all data prepared for each class (lecture, practical class, seminar) are summarized, a summary regarding the assigned and checked tasks, information sources, which are fully or partially used to prepare for the classes. The aim of the pedagogical internship is to provide students with an opportunity to obtain experience in conducting study courses in the field of translation studies and terminology and conducting lectures at higher education institutions.

When students select to perform editing, reviewing and localization tasks, they are assigned a mentor, who is responsible for their performance assessment at different stages. The volume of texts to be edited, reviewed and/or localised by students is up to 25 000 words. Upon completion of the editorial internship, alongside with an editorial report, students have to submit a portfolio of texts. It is important to note that when performing editing and/or reviewing of any texts, students are set a compulsory requirement to observe the norms and regulations of the Code of Ethics and the Code of Academic Integrity. It means to give respectful comments regarding authors and substantiate every made correction.

The aim of the editorial internship is to provide students with an opportunity to obtain experience in editing, reviewing and localization of technical texts of different complexity. RTU has a lot of different internal and external projects, where students can be involved in different capacities.

Following completion of the terminological internship, students are invited to submit a comprehensively investigated set of terms in a digital format, containing a minimum of 150 terms in a particular field. Different types of terms, term mining and registration works, terminology management systems and their role in the formation of term collection are studied in full volume within the framework of several study courses, e.g., “Terminology and Terminography”, “Contemporary Approaches to Term Creation: Theory and Practice” and “Terminology Data Management: Databases, Collections, Corpora, TM Systems”. At the end of the study semester, students have to submit a glossary of terms and the terminological internship report, which includes information on the types of performed activities, numerical data (the number of terms, the number of terminography sources in the source and target languages, the number of analyzed categories, etc.), major challenges and main findings when undertaking the terminological internship.

The main aim of the terminological internship is to allow students to obtain experience in formation and management of termbases.

Students have to publicly present all materials developed during their internship. During the public presentation of the internship, students present their internship results in a 7-minute-long presentation to the Internship Assessment Commission.

Students who have obtained a Bachelor degree in linguistics, pedagogy or related fields are required to undertake an additional internship in the volume of 30 CP, i.e., the duration of studies is 2 years. Until 2023, students of the Master study program undertook part of their internship in the industry within the study course “Desk-officer Practice” (VIA111, 6 CP). Some of the internship host organizations are listed below:

- JSC Latvijas pasta banka;
- JSC LNK Industries;
- JSC Latvijas Valsts meži;
- Latvian Shipping Company (LSC);
- Linguisto OU (Language training in Estonia);
- Ltd EVRY;
- Ltd Intertransauto;
- Ltd Rīgas tulki;
- Ltd Baltic Premium Partner;
- Strategic Management Affairs and Public Relations Department of State Revenue Service.

With the change in the content and structure of the study program and in order to establish a tighter cooperation with the industry, students who have to take the two-year study program are offered the internship in the volume of 30 CP within the study courses “Interdisciplinary Practice of Terminology” (ETH725) and “Professional Translation Practice” (VIA177). The aim of the internship is to facilitate application of the theoretical knowledge obtained by students during the internship by solving specific tasks and problematic issues in the field of translation studies and terminology. The offered model motivates students to be more actively involved in solution of real challenges (trying different approaches), ensures transfer of knowledge and skills (exchange of best practices), facilitates successful integration of future graduates in the labor market, helps students to develop interpersonally and intrapersonally.

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).

Not 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.

Upon completion of the Master study program, students have to develop a Master Thesis. The Master Thesis (30 CP) is independent research in the field of translation studies and terminology that consists of theoretical, analytical and practical parts. In the theoretical part of the Master Thesis, students research their chosen topic and solve contextual problems, providing a review of relevant theoretical literature, justifying the relevance of the chosen topic, and analyzing its impact on the development of the professional field. It is important to emphasize that developing a Master Thesis is an effective way of developing students' skills in identifying and solving professional challenges, evaluating theoretical knowledge and skills in data retrieval, compilation, and systematization, and academic presentation skills.

The analytical part of a Master Thesis is the investigation of a problem in the field of translation studies and terminology. In the course of their research in the field of translation studies and terminology, students 1) analyze the mechanisms of cross-linguistic meaning transfer; 2) explore the challenges of terminology creation at different levels; 3) apply, validate and compare different digital translation tools (machine translation, translation support tools); 4) explore the process of multimodal and intersemiotic information reproduction, processing, and transfer; 5) compare and study modern methods of text analysis; 6) examine in detail the issues of terminology practice and contextual challenges; 7) analyze the challenges of digital rhetoric; 8) examine the difficulties of reproducing lexical and stylistic devices in technical texts; 9) study the interrelationships between meaning and context from the perspective of interdisciplinary information; 10) study socio-cognitive, socio-cultural, socio-linguistic phenomena.

Students use both quantitative and qualitative research methods in the development of their Master Thesis. Although quantitative methods seem to be of secondary importance in the field of linguistics, students are encouraged to use various methods of statistical analysis (e.g., when studying the frequency of use of certain linguistic and/or terminological elements) when analyzing sociocognitive, sociocultural, sociolinguistic aspects. The variety of qualitative research methods gives the students the freedom to use them in different combinations. This allows them to achieve results quickly and efficiently. Students will actively apply lexico-semantic, pragmatic, stylistic, semiotic, textual, multimodal, cognitive, frame-based, corpus-based, and other research methods within the framework of comparative and contrastive linguistics.

The students propose the themes of the Master Thesis in consultation with the scientific adviser. The administration of the Master study program encourages students to choose research topics that are relevant to their work responsibilities or whose in-depth analysis will contribute to the resolution of current contextual challenges and issues. Some themes of the Master Theses are listed below:

- „...nym“ Words in Technical Translation;
- Translating Audiovisual Material: Challenges of Choice;
- Different Approaches to Textual Analysis in the Translation Process;

- Theoretical Aspects of Translating Culture-Specific Items Used in the Texts in the Field of Economics;
- Interpreting Different Levels of Grammatical and Lexical Equivalence in Technical Text Translation;
- A Frame-Based Approach to the Representation of Terms in the Field Power and Electrical Engineering;
- The Role of a Frame-Based Approach to Terminology in Technical Translation;
- Information Structure: Interpretation of New Concepts;
- Internationalization as an Aspect of Technical Term Standardization;
- Intertextuality and the Translator's Visibility in Intertextual Translation;
- Changes in Contemporary Language and Digital Rhetoric;
- Color Representation Aspects in Technical Text Translation;
- Cultural Adaptation in Technical Translation: A Contrastive Analysis;
- Lexical Stylistic Devices in the Translation of Informative Texts;
- Rhetoric and Stylistics of Contemporary Popular Science Texts;
- Translation Methods of Unfindable Words (Neologisms, Idioms, and Phrasal Words) in the Field of Telecommunications;
- The @evolution of Neural Machine Translation Systems in LSP Text Translation;
- Meaning in Context: Technical Text Translation in the Field of Civil Engineering;
- Meaning and Context in Hybrid Texts: Pragmatic Aspects of Translation
- The Phenomenon of Synonymy Relations in Technical Text Translation;
- An Interdisciplinary Approach to Contemporary Translation Theory: Political Discourse;
- Cross-Cultural Aspects in Technical Text Translation;
- Translation of Technical Texts in the Field of Power Engineering: Interlingual Alignment of Terms;
- Terminology Coinage and Alignment in the Field of Sustainable Construction
- Term Formation Models and Alignment Challenges in the Field of Telecommunications;
- Term Formation Models in the Field of Civil Engineering.

Statistics on the grades awarded for the Master Theses elaborated by program graduates are given in Figure 5. Information on the graduate dynamics is provided in Section 3.1.4.

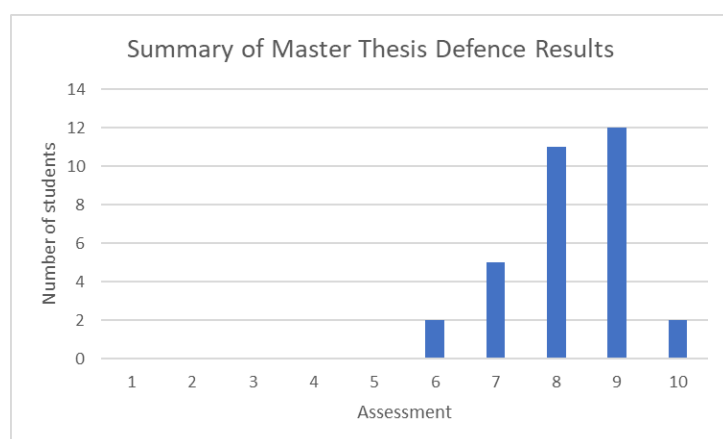


Fig. 5. Summary of the grades awarded for the Master Theses for the period from academic year 2014/15 to 2022/23

In order to provide a qualitative and comprehensive assessment of the students' performance, the State Examination Commission includes representatives from industry (translation agencies SkrivaneK Baltic and Hieroglifs) as well as academic staff from other universities (Ventspils

University of Applied Sciences) and educational and research institutions (State Language Centre). Several academic members of the Institute are involved in supervising, consulting and reviewing the graduation paper. Consultants may be invited during the development of the Master Thesis, e.g., representatives of employers, as well as specialists in the field. The willingness of professionals and representatives of the translation industry to engage in solving real contextual problems of translation studies and terminology confirms the importance of this research area and determines its impact on the qualitative development of professional communication, thus strengthening terminology science and practice in both national and interlingual contexts. Graduates of the program are highly qualified specialists with a broad strategic interdisciplinary vision that attests to their ability to take on change management and focus on achieving results.

Elaboration and viva voce procedures of the Master Thesis are regulated by both RTU internal regulatory enactments, including the Regulation “On Final Examinations at Riga Technical University” (approved by the Senate on 26 April 2021), and custom-designed guidelines developed by the Institute and Faculty. Information on Master Thesis elaboration is summarized in the [Technical Translator Academic Manual](#), which is freely available to all students.

The updated edition of the Academic Manual will be published in academic year 2024 / 2025.

The formatting and style guidelines for graduation papers are laid down in the [Formatting and Style Guidelines for Study and Graduate Papers](#).

3.3. Resources and Provision of the Study Programme

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

The study program “Technical Translation and Terminology” is implemented in the modern learning and research environment. In the reporting period, interdisciplinary studies were implemented in various RTU premises in Riga: 1 Kronvalda Boulevard and Ķīpsala Campus. Starting from the middle of the spring semester of academic year 2023/24 study process is implemented solely in Ķīpsala Campus. Scheduling the lectures, the administration of the study program tries to account for student interests and convenience, minimizing the need to frequently change the location of studies, thus providing for sufficient resting time between the classes.

The Faculty building at 1 Kronvalda Blvd. and other auditoriums are equipped with all equipment and facilities necessary for the provision of comprehensive higher education in line with modern requirements. In accordance with the principles of student-centered education and taking care of students’ interests, the faculty has a comfortable lounge, which provides an opportunity to study, get acquainted with current information, as well as to relax and use the resources of the freely available bookshelf (book exchange).

Each classroom has a set of multimedia equipment – a computer with an internet connection, a loudspeaker system, a projector (the equipment is regularly updated). Even though in the

conditions of the pandemic, the study process was mostly organized in the online format, the faculty had access to all auditoriums, where the software necessary for delivery and visualization of the lecture materials presenting sample solutions to the definite case studies was installed. The following study premises used to be available at the faculty building at 1 Kronvalda Blvd.:

- 1 auditorium (120 seats with multimedia equipment and simultaneous translation equipment);
- 2 classrooms (40 seats with multimedia equipment);
- 2 computer rooms (34 seats with multimedia equipment and supplemented with software required for the courses);
- 1 resource room (equipped with 11 workstations, a wide range of methodological and teaching materials, as well as multimedia equipment for the delivery of lectures).

Starting from the middle of the spring semester of academic year 2023/24 the Institute of Digital Humanities (IDH) has relocated to the new premises at 12/1 Āzenes Street. The study process is organized both in RTU joint use premises and the following premises of IDH:

- 2 computer rooms (41 seats with multimedia equipment and supplemented with software required for the courses);
- 1 auditorium (30 seats with multimedia equipment and simultaneous translation equipment);
- 1 resource room sourced with a wide range of methodological and teaching materials.

For courses conducted in cooperation with lecturers from other faculties at the faculty or in other RTU buildings, all material and technical facilities are planned in advance and provided in full. In addition to the software provided for the specific course, lecturers use RTU Ortus e-learning platforms, MTeams and Zoom remote study platforms, Word, Excel, PowerPoint, Matlab, etc., as well as various electronic resources, digital libraries and the following databases IEEE Xplore Digital Library, ScienceDirect, Scopus, Web of Science, SpringerLink, etc.

For implementing the study course “Consecutive Translation (Practical Classes)” (VIA615), a simultaneous interpreting booth is used, which used to be located in the Faculty building at 1 Kronvalda Blvd. Room 200 and now is situated at 12/1 Āzenes Street Room 212. During the Covid-19 pandemic, when the study process was organized in a remote face-to-face form, digital tools, platforms and software specially developed for simultaneous and conference interpreting were used for implementing this study course, for example, interprefy.com, dayinterpreting.com, KUDO, Voiceboxer, etc.

The courses “Modern Technologies in Translation” (VIA612), “Modern Methods of Text Analysis” (VIA605) and “Translation of Texts in the Special Field” (VSL721) are taught using computer-assisted translation tools (TRADOS, memoQ, MemSource, MateCat, SmartCat, etc.), machine translation software (Google Translate, Bing Translator, TranslateTilde, DeepL, Pragma, etc.) and various text analysis tools and platforms (Voyant, Lexalytics, Textalyser, etc.).

Several courses (e.g., Artificial Intelligence in Humanities (DSP774) and Natural Language Processing (DIP719)) are taught using computer labs at Ķīpsala Campus for students’ convenience. Various tools such as UGIN, Orange, Protégé-Frame are used to teach the course “Artificial Intelligence in Humanities” (DSP774). Python, Anaconda, Jupyter are used for the course “Natural Language Processing” (DIP719).

RTU Scientific Library provides access to more than 20 databases for students and academic staff. More detailed information about the Scientific Library can be found in the Self-Evaluation Report of the study field. Currently, a wide range of resources is available in the literature database, which is aimed specifically at students and staff in the field of technical translation and terminology. The list of books is regularly reviewed and updated according to financial possibilities.

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).

Not 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 study program is funded from both the state budget and tuition fees. The obtained funds are used for remuneration of the academic staff (including visiting professors) and administrative staff involved in the implementation of the study program, business trips and professional advancement courses for the academic staff, infrastructure development (including the purchase and updating of research and study equipment), purchase of the study literature, scientific books and journals, and to cover other relevant expenses.

Operational information on the use of financial resources attracted to the study program, income and expense flow, funding to be allocated for implementation of the study program and study courses attached thereto in future periods, as well as calculated funding data (including thematic field coefficients for each study course, study field coefficient of the study program, the number of students for whom the funding was calculated and other relevant information) is available to the head of each organizational unit remotely on ORTUS platform.

It should be noted that the study program implementation cost is a variable number. The costs for implementation of the Master study program are calculated per student in accordance with the Cabinet regulations and the methodology developed by RTU and approved by the Senate.

The number of state budget funded seats at the study program “Technical Translation and Terminology” is small and they are fully filled every year. The admission competition rates fluctuate from year to year. If it is necessary, an annual competition for the budget funded study seats is organized in accordance with RTU internal regulations. Student rotation procedures and their conditions are laid down in RTU regulations.

Table 3.3.3.1. Information on the Financial Resources of the Study Program

Academic year	State subsidy, EUR	Tuition fees at the program, EUR	Total study program funding, EUR	Optimal desired cost per 1 student, taking into account the effective regulation,, EUR
2014 / 2015	-	-	-	-
2015 / 2016	-	-	-	-
2016 / 2017	-	-	-	-
2017 / 2018	8395	10889	19284	2926
2018 / 2019	21867	0	21867	3063
2019 / 2020	26144	782	26926	3190
2020 / 2021	5204	6961	12165	3232
2021 / 2022	5219	8510	13729	3423
2022 / 2023	5421	3000	8421	3423

Inter alia RTU ensures the implementation of study programmes with a smaller number of students in those study programmes, which are of strategic importance for both RTU and the country, as well as in new study programmes in their first years of implementation, providing co-financing from other funds of RTU. In order to ensure the efficiency of study programmes with a smaller number of students, coinciding study courses are implemented simultaneously for students of several study programmes, as well as classes are planned jointly for local and foreign students, if the specifics of the study course and the language of instruction allow for this solution, and other measures are taken that do not reduce the quality of studies.

In the Master study programme "Technical Translation and Terminology", the organizational unit successfully ensures simultaneous implementation of certain study courses for students of several study programmes (e.g. humanities study courses) or jointly for different study forms (budget and fee-paying local students, foreign students) wherever possible, thus also creating the possibility to implement the programme with a smaller number of students than the recommended optimal

number to ensure the cost-effective operation of the study programme.

Information on the distribution of funding between cost items, cost per student for each of the study programme implementation variant (90CP and 120CP) and other data are provided in the section Other appendices to the study field self-assessment report in the appendix "Distribution of Funding" (available only in Latvian).

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.

Highly qualified academic staff from Latvian and foreign higher education institutions, as well as industry representatives are involved in the implementation of the study program. Such an approach promotes achievement of comprehensive learning outcomes of the study program in line with the market needs and development trends of the field of translation studies and terminology.

It is undoubtedly important to note that the qualification of all members of academic staff complies with the requirements of the regulatory enactments, which are set for the Master level study programs. All responsible instructors hold a PhD degree in their respective research field.

Foreign language proficiency of the academic staff is attested in accordance with the Resolution of RTU Senate of 17 June 2019 (Minutes No 631) "Procedure for Certification of Foreign Language Proficiency of RTU Employees" attached in section Other Appendices, (available only in Latvian). In accordance with the mentioned regulation, upon the signing or amending of their employment contract all members of academic personnel have to attest their foreign language proficiency at the required level of which the respective record is made in their personal files maintained and regularly updated by RTU Human Resources Department. Pursuant to the regulation, all members of academic personnel involved in the implementation of the study programme have attested their English language proficiency at level C1 according to CEFR. The only exception is allowed for the instructors of a second foreign language other than English – French, Spanish, and German. These instructors have had to attest language proficiency of their first foreign language at level C1 according to CEFR and English language proficiency at level at least B1/B2. The level of respective foreign language proficiency (English, French, Spanish, German) of each member of academic personnel is indicated in their CV.

Several academic staff members participating in the delivery of study courses have been granted the status of an expert of the Latvian Council of Science. In the reporting period, more than 120 publications on current developments in the field of linguistics, translation studies and terminology were published by academic staff in scientific journals and conference proceedings at various levels. A total of 29 academic staff members are involved in the implementation of the program, of whom 16 (55%) hold a PhD degree, 3 (10%) have completed Doctoral studies and are PhD

candidates, while 10 (35%) members (including industry representatives) hold a Master degree. To give students a deeper understanding of the practical application of knowledge, guest professors are also involved in the implementation of the program. Information on the distribution of academic staff by position is given in the figure below.

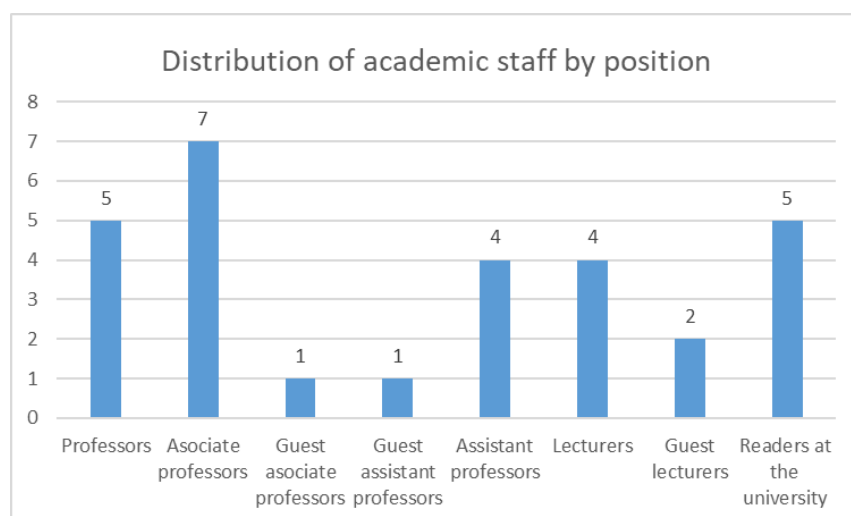


Fig. 6. Distribution of academic staff by position

We are proud that the contribution of the academic staff working at the study program is highly appreciated at the international level. Our academic staff:

- are members of several professional associations (Latvian Association of Translators and Interpreters, European Master's in Translation (EMT), EST, IABA, Association of Digital Humanities in the Nordic Countries, European Association for Digital Humanities);
- have obtained the status of a visiting professor or leading visiting researcher at the universities ranked among the top 50 in the world (e.g., Professor M. Platonova has been granted the status of a visiting fellow at King's College London);
- have obtained the status of the expert of the Latvian Council of Science (e.g., Professor L. Iljinska, Professor M. Platonova, Associate Professor T. Smirnova);
- the managers and / or main performers of several scientific projects;
- members of several national councils and commissions (e.g., Professor M. Platonova is a member of the Latvian Language Expert Commission and a member of the National Standardization Council);
- are invited as plenary speakers. In the reporting period, members of academic staff involved in the implementation of the study program have presented plenary reports in Austria, Belgium, Latvia, Italy, Lithuania and other countries;
- are invited as members of scientific committees (of international scientific conferences in Latvia, France, Lithuania and other countries, as well as editorial boards of scientific journals);
- are invited to consult and review Master and PhD Theses at other higher education institutions in Latvia and abroad.

Detailed information on the qualifications of academic staff, their scientific, academic and expert activities is given in their CVs (see the respective annex).

In order to integrate the students into the international professional community and to promote the international recognition of the program, leading foreign and local professors, lecturers and industry representatives are involved in the implementation of the Master study program.

For example, practical experience related to term coinage, terminology maintenance and corpus development was shared by Associate Professor Koen Kerreman of the Free University of Brussels

and Andrejs Vasiljevs, Director of [TILDE Ltd.](#) Advice on aspects of translation project management, implementation and administration was provided by Vasilis Ragačevičs, Director of [Skrivanek Baltic Ltd.](#) Sessions on the use of modern technology in translation practice were held by Irēna Čippa, Marketing Director of [Hieroglifs Ltd.](#) Industry representatives involved in the study process provide students with valuable practical knowledge based on experience and help them develop skills and competences that are demanded on the labor market.

By organizing the international scientific conference “[Meaning in Translation: Illusion of Precision](#)” (link to the MTIP2020 / 2022 conference webpage), the Institute of Digital Humanities offers students the opportunity to attend lectures by plenary speakers, participate in roundtable discussions moderated by them, as well as attend specially tailored lectures and tutorials for their final papers. In the reporting period, several world-class experts such as Professor Michael Cronin (Dublin City University), Professor Gregory Shreve (Kent State University) and Professor Pamela Farber Benitez (Granada University), Professor Nijole Maskaliuniene (Vilnius University), Professor Marie-Claude L’Homme (University of Montreal), Emeritus Professor Kirsten Malmkjær (University of Leicester) and Professor Christiane Nord (Free State University) provided professional development and knowledge transfer opportunities to the Master students.

To promote students’ personal development, they are offered lectures on development trends in the fields of translation studies and terminology, e.g., Professor Stuart Dunn from King’s College London delivered lectures related to digital humanities and Professor Giuseppe Previtali from the University of Bergamo discussed the development of visual culture.

In the reporting period, guest lecturers gave a total of 19 extra-curricular lectures and/or seminars and 48 extra-curricular lectures and/or practical classes within the framework of study courses.

All guest lecturers conduct research and publish articles in the field of translation studies and terminology, integrating the results of their research into the teaching of their respective courses.

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

In the reporting period, the Master study program “Technical Translation and Terminology” was implemented by a number of academic staff members whose composition, qualification and number of courses taught were constantly changing. The table below summarizes the changes in the composition of academic staff.

Table 3.4.2.1. Analysis of Changes in the Composition of Academic Staff

Academic year	Professors	Associate professors	Guest assoc. professors	Guest assistant professors	Assistant professors	Lecturers	Guest lecturers	Researchers	Readers at the university	Total
2013 / 2014	3	3	0	0	3	3	1	0	5	18
2014 / 2015	3	3	0	0	3	3	1	0	5	18
2015 / 2016	3	3	0	0	3	2	1	2	5	19
2016 / 2017	3	3	0	0	3	2	1	2	6	20

2017 / 2018	4	4	0	0	3	4	1	1	6	23
2018 / 2019	4	4	1	0	3	4	1	1	6	24
2019 / 2020	4	4	1	0	3	4	2	1	6	25
2020 / 2021	4	7	1	0	3	4	2	0	5	27
2021 / 2022	4	7	1	0	3	4	2	0	5	27
2022 / 2023	5	7	1	1	4	4	2	0	5	29

At the beginning of the reporting period, in academic year 2013 / 2014, 18 academic staff members were involved in the implementation of the study program, including 3 professors, 3 associate professors, 3 assistant professors, 3 lecturers, 1 guest lecturer and 5 readers at the university. Based on the results of the analysis of the distribution of academic staff by position, it can be concluded that the qualitative composition of the academic staff has increased during the reporting period, in line with the strategic development aims of the program, with particular emphasis on the increase in the number of associate professors. As a result, in academic year 2022/2023, 5 professors, 7 associate professors, 1 guest assistant professor, 4 assistant professors, 4 lecturers, 2 guest lecturers, and 5 readers at the university were involved in the implementation of the Master study program “Technical Translation and Terminology”, which undoubtedly indicates an increase in the quality of the academic staff. It is important to note that the academic staff members involved in the implementation of the study program are active in scientific work, publishing scientific articles (including SCOPUS, WoS, ERIH+), participating in international scientific conferences, as well as in various international scientific and academic projects.

The active research work of academic staff, their professional development, and their desire to improve and acquire new knowledge have a positive impact on the quality of studies. There are several reasons for the changes in the composition of the academic staff during the reporting period:

- Associate professors and assistant professors have upgraded their qualifications and were elected professors or associate professors, i.e., Associate prof., Dr. philol. Marina Platonova was elected Professor. Assistant professors Dr. sc. admin. Antra Roskoša and Dr. philol. Tatjana Hramova were elected Associate Professors. After the defence of the PhD Thesis “Phonological Iconicity in Expressive and Operative Texts: Contrastive Perspective” (2018), Assistant Professor Tatjana Smirnova was elected to the position of Associate Professor.
- Guest professors and lecturers are also take part in the implementation of the study program, for example, within the study course “Terminology and Terminography”, guest professor Koen Kerreman from the Faculty of Languages and Humanities of the Free University of Brussels introduces the latest methods into the delivery of the course.
- Within the Spanish language courses there is collaboration with guest lecturer Alberto Fernandez Torres from the University of Latvia. The guest lecturer has a B2 knowledge of the state language, which is also an advantage in terms of explaining complicated language issues to the students.
- philol. Oksana Ivanova, Mg. philol. Zane Seņko and Mg. philol. Alīna Nidagundi have successfully completed their Doctoral studies. The involvement of PhD candidates in the study process promotes the introduction of new teaching methods, styles and ways of implementing study courses, as well as linking the study process with the scientific research of the academic staff.

- Industry representatives have been attracted to the implementation of the Master study program. For example, Irēna Čippa, Marketing Director of Hieroglifs Ltd., is involved in the delivery of the study course “Modern Technologies in Translation”, where the industry representative introduces students to the latest translation tools used in the professional environment. The professional experience of Ņina Karagodina, a member of the Latvian Association of Translators and Interpreters and a translator and interpreter herself, helps to ensure that the course content is as close as possible to the specifics and current events in the translation industry.
- New qualified academic staff members, e.g., Associate Professor Gints Jēkabsons and Associate Professor Alla Anohina-Naumeca, are involved in the implementation of the Master study program “Technical Translation and Terminology”. Their courses “Natural Language Processing” and “Artificial Intelligence in Humanities” introduce students to artificial intelligence solutions in the field of translation studies and evaluate the application of artificial intelligence methods and technologies in the translation process, thus incorporating current issues in the field into the program content and ensuring relevance to labor market demand. Political scientist and former LTV journalist Imants Frederiks Ozols delivers the study course “Media and Society”, which trains students to carry out skilled critical discourse analysis of the media and to assess the level of reliability of information.
- Assistant Professor and Senior Researcher of the Faculty, Dr. philol. Tatjana Menise in cooperation with her colleague from the University of Tartu, delivers the study course “Introduction to Data Corpus Analysis in Humanities” to students of the study program.
- In order to ensure the transfer of knowledge in the delivery of the study courses, a study model has been adopted that involves collaboration of mentors-professors and PhD students. For example, under the supervision of Professor Larisa Iljinska, PhD student Diāna Ivanova participates in the delivery of the study course “Digital Rhetoric”.

The strategy for the recruitment, renewal and upgrading of academic staff is based on the regular involvement of guest professors and lecturers, researchers, and PhD students in the study process, which promotes the use of new, alternative, and progressive teaching methods to ensure a student-centered approach to the study process.

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

Not 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).

Not 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).

Since the Master study program “Technical Translation and Textuality” is interdisciplinary and student-centered, intra-faculty and inter-faculty cooperation is important for its successful implementation. The promotion of both *internal* (between different linguistic sub-disciplines) and *external* (between linguistic sub-disciplines and other fields) interdisciplinarity is the cornerstone of the development of the Master study program “Technical Translation and Terminology”. This is achieved by maintaining vertical and horizontal cooperation and through a series of targeted activities.

Horizontal cooperation is maintained at the intra-faculty and inter-faculty level. The cooperation is promoted through a series of seminars and workshops organized on a regular basis, where best practices in the development and validation of study content are discussed, thus ensuring a unified assessment process, and avoiding overlapping and duplication of course content. Academic staff involved in the delivery of the courses shall familiarize themselves with the range of themes covered in the previous lectures. Themes that should be covered in more depth are considered in the light of the knowledge that the students should have acquired in previous courses.

Vertical cooperation is ensured by establishing communication across all levels of administration at RTU. Academic staff are in direct contact with the head of the study field, head and coordinator of the study program on the issues pertaining to the organization and management of the study process. Such a model allows immediately and efficiently addressing the emerging organizational issues, thus also avoiding bureaucratic hurdles. Any changes in the content and structure of the curriculum are implemented in accordance with the approved development strategy of the study field “Translation” and the development strategy of the Faculty.

Considering the interdisciplinary nature of the program, students are offered courses that are delivered in cooperation with academic staff members from different faculties at RTU. For example, the lecturers of the course “Introduction to Data Corpus Analysis in Humanities” are specialists in two different fields: the instructor with a humanities background delivers classes on the linguistic side of data corpus building, while the instructor with an ICT background focuses on data corpus processing and modelling tools and their application in corpus linguistics. A similar strategy is followed in the study course “Modern Technologies in Translation”.

The content of all courses is reviewed and harmonized on an annual basis to promote continuous learning and skills development.

The study courses are delivered observing the principles of the quality of study content, effectiveness of teaching, as well as maintaining and strengthening mutual cooperation. One of the possible models is the scenario proposed by Professor Marina Platonova, which involves teaching a course as an academic research project and inviting several instructors to participate in order to provide students with a more complete picture of the material to be studied. The scenario was approved in the period of 2020–2022. The proposed model is based on the pillars outlined in Figure 7.



Fig. 7. Pillars of the study model

For example, several guest lecturers are involved in the delivery of the course “Terminology and Terminography”, thus ensuring that students have:

- the core of knowledge necessary for further study – *theoretical knowledge* – Professor M. Platonova;
- an insight into the world’s leading academic trends – *the international dimension* – Associate Professor K. Kerremans (one of the leading terminologists in Europe);
- information on how all the described processes work in practice, including Latvia – *practical application* – A. Vasiljevs, Chairperson of the Board of Ltd Tilde;
- the opportunity to get acquainted with related fields where the acquired knowledge can be applied – *interdisciplinarity* – Professor S. Dunn, one of the leading researchers in the field of digital humanities.

The implementation of this scenario in several study courses helps students develop a comprehensive understanding of complex concepts and improve their level of knowledge from basic to advanced.

Interdisciplinary collaboration is necessary for the effective development of course content to ensure the successful integration of new courses into the curriculum. The courses “Artificial Intelligence in Humanities” and “Natural Language Processing” are designed in line with industry trends and the needs of interdisciplinary and student-centered education. The new courses “Management of Interdisciplinary Projects in Translatology and Terminology”, “Terminology Data Management: Databases, Collections, Corpora, TM Systems”, “Contemporary Approaches to Term Creation: Theory and Practice”, “Digital Rhetoric”, “Interdisciplinary Practice of Terminology”, “e-Pedagogy and e-Didactics” have been developed in accordance with the aims, tasks and expected learning outcomes of the study program.

Curriculum design, planning, and assessment principles were discussed and approved at the meetings of Curriculum Design and Testing Committee where responsible instructors, lecturers and administration of the study program participate. The model of cooperation at different levels, the areas of cooperation and the mechanisms facilitating cooperation are summarized in Figure 8.

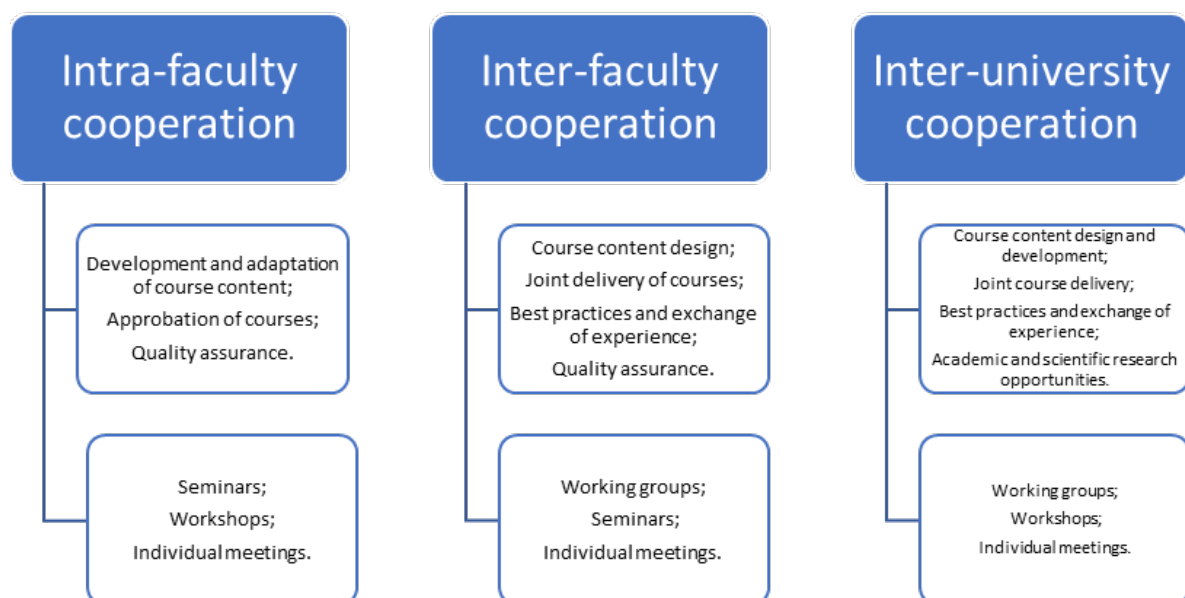


Fig. 8. Areas of cooperation and mechanisms to promote cooperation

The overall structure of the study program, study courses, and integration of new study courses are regularly discussed at the meetings of Curriculum Design and Testing Committee, Study Field Commission and Institute Council. This ensures the transfer of knowledge and skills and the implementation of the study model in line with the principles of student-centered education and the latest labor market requirements.

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	P28_3.1.2_HGT0(47227)_DiplPielik_LV_DiplSupplemt_ENG.zip	P28_3.1.2_HGT0(47227)_DiplPielik_LV_DiplSupplemt_ENG.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	P05_3.1.4_HGT0(47222)_StatistikaparStud_LV_StatisticsonStudents_ENG.pdf	P05_3.1.4_HGT0(47222)_StatistikaparStud_LV_StatisticsonStudents_ENG.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	P06_3.2.1_HGT0(47227)_Relevance to state education standard.pdf	P06_3.2.1_HGT0(47227)_AtbilstibaValstsStandartam_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	P07_3.2.1_HGT0(47227)_Relevance_to_Prof_Standard.pdf	P07_3.2.1_HGT0(47227)_AtbilstibaProfStandartam.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	P08_3.2.1_HGT0(47222)_Kartejums_lv_Mapping_eng_upd.pdf	P08_3.2.1_HGT0(47222)_Kartejums_lv_Mapping_eng_upd.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	P09_3.2.1_HGT0(47222)_Plans_lv_Plan_eng.pdf	P09_3.2.1_HGT0(47222)_Plans_lv_Plan_eng.pdf
Descriptions of the study courses/ modules	P10_3.2.1_HGT0(47227)_StudyCoursesdescr_ENG.zip	P10_3.2.1_HGT0(47227)_StudijuKursuapraksti_LV.zip
Description of the organisation of the internship of the students (if applicable)	P31_3.2.4_HGT0(47222)_InternshipManagem.zip	P31_3.2.4_HGT0(47222)_PraksesOrganiz.zip
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)		