

## APPLICATION

### Study field "Arts" for assessment

Study field	<i>Arts</i>
Title of the higher education institution	<i>Latvijas Universitāte</i>
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# **Self-evaluation report**

Study field "Arts"

University of Latvia

<b>Self-evaluation report</b> .....	2
<b>Study field</b> .....	4
I - Information on the Higher Education Institution/College .....	4
II - Description of the Study Direction (1. Management of the Study Direction) .....	34
II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System) .....	62
II - Description of the Study Direction (3. Resources and Provision of the Study Direction) .....	80
II - Description of the Study Direction (4. Scientific Research and Artistic Creation) .....	99
II - Description of the Study Direction (5. Cooperation and Internationalisation) .....	107
II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures) .....	113
<b>Annexes</b> .....	115
<b>Other annexes</b> .....	117
<b>Art</b> .....	118
<b>Study program</b> .....	121
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme) .....	121
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) .....	124
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) .....	152
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) .....	153
<b>Annexes</b> .....	158

# I - Information on the Higher Education Institution/College

## 1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

### *Brief description of the university*

**The University of Latvia** (hereinafter - the UL) was founded in 1919 and is the largest general-profile university in Latvia. It plays an important role not only in the development of the educational system, but also sustains the overall national economic growth.

The University of Latvia has assembled the leading teaching and research potential of the Republic of Latvia in natural sciences, humanities and social sciences. The University offers state-of-the-art studies and research through the synthesis of higher education and science. The University of Latvia actively participates in solving topical national and social problems, as well as being the centre of intellectual life of Latvia, it generates new knowledge while nurturing the national language, culture and promoting the development of the state and society.

The UL concentrates its efforts on high return on invested resources, sustainable and environmentally friendly use of resources, the development of scientific excellence, open and interdisciplinary structures for research and studies. The UL has evolved into as a modern academic campus providing the environment and infrastructure for excellence in research, studies and creativity.

The University has developed creative solutions to attract new financial resources, use funding and donations from the European Union, international organizations, national and local governments, entrepreneurs and individuals.

Currently the UL main activities take place in Riga, Raiņa Boulevard 19 and Torņkalns Academic Centre, as well as in various faculties in Riga and in UL regional branches in Aluksne, Bauska, Cēsis, Jekabpils, Kuldīga, Madona and Tukums.

The University of Latvia is the only classical university in Latvia and is the largest institution of higher education in Latvia in terms of student numbers (see Figure 1.1.) among state higher education institutions and those established by legal entities. In the year 2019/2020, Turība University shows the highest number of students (3333 students) in among higher education institutions founded by some autonomous legal entities.

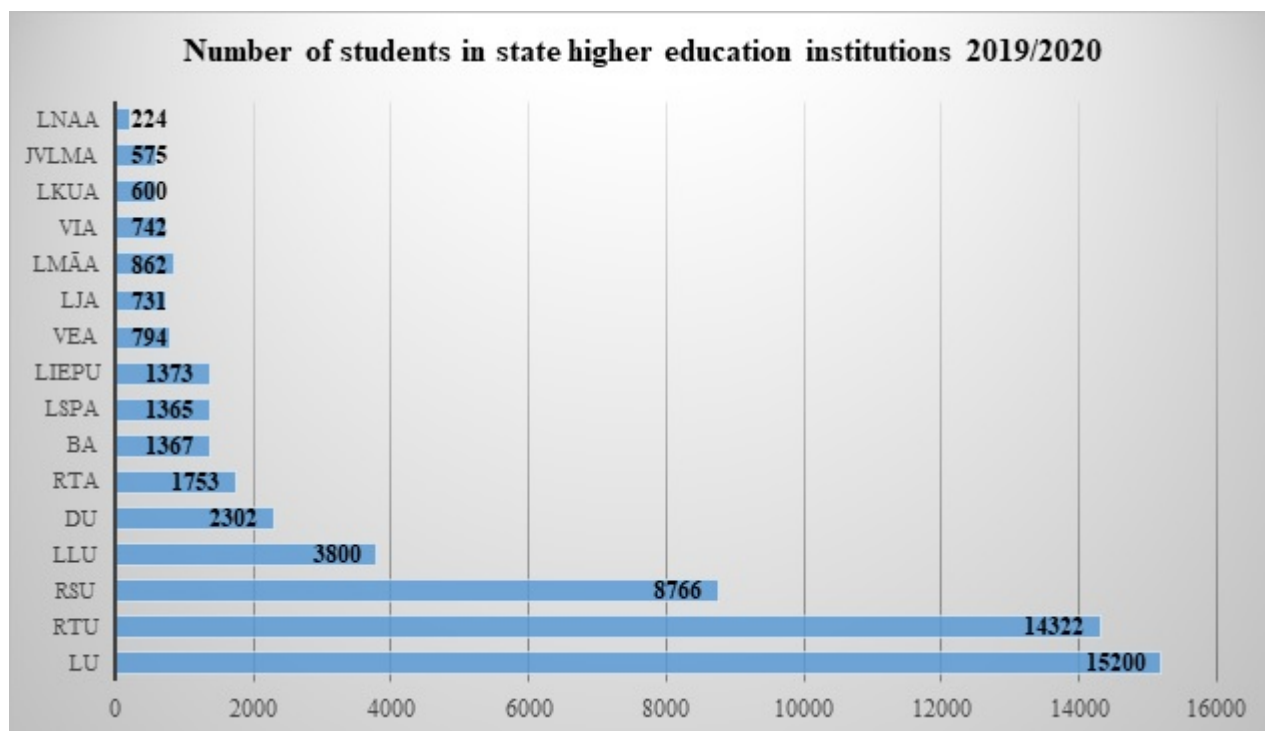


Figure 1.1. Number of students in state higher education institutions in the academic year 2019/2020

<https://izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitibu/statistika-par-augstako-izglitibu> (Latvian only)

1. University of Latvia (LU)
2. Riga Technical University (RTU)
3. Latvia University of Life Sciences and Technologies (LLU)
4. Daugavpils University (DU)
5. Riga Stradins University (RSU)
6. Liepaja University (LIEPU)
7. BA School of Business and Finance (BA)
8. J. Vītols Latvian Academy of Music (JVLMA)
9. Latvian Maritime academy (LJA)
10. Latvian Academy of Culture (LKUA)
11. Art Academy of Latvia (LMĀĀ)
12. National Defence Academy of Latvia (LNAA)
13. Latvian Academy of Sport Education (LSPA)
14. Rezekne Academy of Technology (RTA)
15. Ventspils University College (VEA)
16. Vidzeme University of Applied Sciences (VIA)

### **Study fields and programmes**

The UL implements study programmes at all levels, covering 28 branches of science and 150 study programmes in 22 fields of study are implemented at 13 faculties of the University (see Table 1.1.), where several have gained international excellence and quality assessment. The UL has also got 3 medical colleges (2302 students in the academic year 2019/2020) and doctoral schools.

*Table 1.1. Study fields implemented by the University of Latvia, number of study programmes therein and accreditation period (13.08.2020.)*

<b>No.</b>	<b>Study fields</b>	<b>Number of study programmes</b>	<b>Accreditation period</b>
1.	Architecture and construction	1	31.05.2013-30.06.2022.
2.	Life sciences	3	29.05.2013-30.06.2023.
3.	Economics	12	26.06.2013-30.06.2021.
4.	Physics, Materials Science, Mathematics and Statistics	7	29.05.2013-30.06.2023.
5.	Geography and Earth Sciences	6	24.04.2017-24.04.2023.
6.	Information technology, computer engineering, electronics, telecommunications, computer management and computer science.	5	29.05.2013-22.08.2023.
7.	Internal security and civil defence	3	29.05.2013-22.08.2023.
8.	Information and Communication Sciences	6	05.06.2013-30.06.2024.
9.	Education, Pedagogy and Sports	24	24.05.2013-30.06.2021.
10.	Chemistry, chemical technologies and biotechnology	3	12.06.2013-30.06.2024.
11.	Arts	1	24.05.2013-30.06.2023.
12.	Psychology	3	16.10.2015- 02.06.2021.
13.	Sociology, Political Science and Anthropology	9	21.06.2019-21.06.2025.

14.	Social welfare	2	12.06.2013-30.06.2024.
15.	Religion and Theology	3	14.05.2013-30.06.2022.
16.	Law	4	22.05.2013-30.06.2023.
17.	Translation	2	21.06.2019-21.06.2025.
18.	Management, administration and real estate management	13	14.05.2013-30.06.2024.
19.	Language and cultural studies, native language studies and language programmes	21	26.06.2013-30.06.2021.
20.	Health Care	13	26.06.2013-30.06.2024.
21.	History and philosophy	6	31.05.2013-30.06.2022.
22.	Environment protection	3	24.05.2013-30.06.2023.

The University of Latvia<sup>[1]</sup> conducts international-level fundamental and applied research in 4 science groups, 12 priority research areas, and 22 areas of excellence. In addition to research work and the provision of studies, the university contributes to knowledge and technology transfer. The University conducts a range of contract research projects worth more than a million euros. The UL intellectual property portfolio has 24 valid Latvian patents (the UL being the sole owner) and 10 valid European patents. In order to promote economic development, the University has set more than sixty potential cooperation solutions for different industries. The UL scientific activities are conducted in 17 scientific institutes <https://www.lu.lv/en/about-us/structure/institutes/>,

while various studies, training and counselling are offered in 28 study centres <https://www.lu.lv/en/about-us/structure/ul-centres/>.

In order to promote cooperation between the UL and local governments in the fields of human resources development, education and interdisciplinary research, the UL operates the Regional centre, while in order to strengthen international cooperation, the UL has concluded more than 227 bilateral cooperation agreements with universities in 51 countries <https://www.lu.lv/en/cooperation/international-cooperation/>. The University successfully implements projects funded by the EU and other international organizations, EU Structural Funds and other funds, as well as the state budget and domestic and foreign companies.

The UL has 10 choirs, 3 folk dance groups, 2 ensembles, student theatre, student brass band, folklore dance group and pottery studio. The activities are implemented also by the UL structural

units: UL Museum, UL Botanical Garden, UL Rhododendron nursery “Babīte”, University of Latvia Press (UL Press), UL Baldone Observatory. The foundations perform successfully too: UL Foundation and Alumni Club.

The competitiveness of the University of Latvia is built on academic and research excellence. The University guides and directs the development, renewal and collaboration of its academic and research staff, and ensures resources and administrative support through an excellence-driven approach. The UL employs 3118 people, incl. 1404 members of UL academic staff and 1714 - UL general staff.

The university's financial performance is characterized by a turnover of EUR 95.4 million and an equity ratio of 78%.

### **Dynamics of the number of students during the evaluation period**

In the academic year 2019/2020 there were 15 250 students at the University of Latvia, and the studies of 6 837 students were funded from the state budget. In total, about 5,000 new applicants are enrolled each year.

Figure 1.2. shows the dynamics of the number of students at the University of Latvia and the population of Latvia over a 6-year period, and the respective correlation trends.

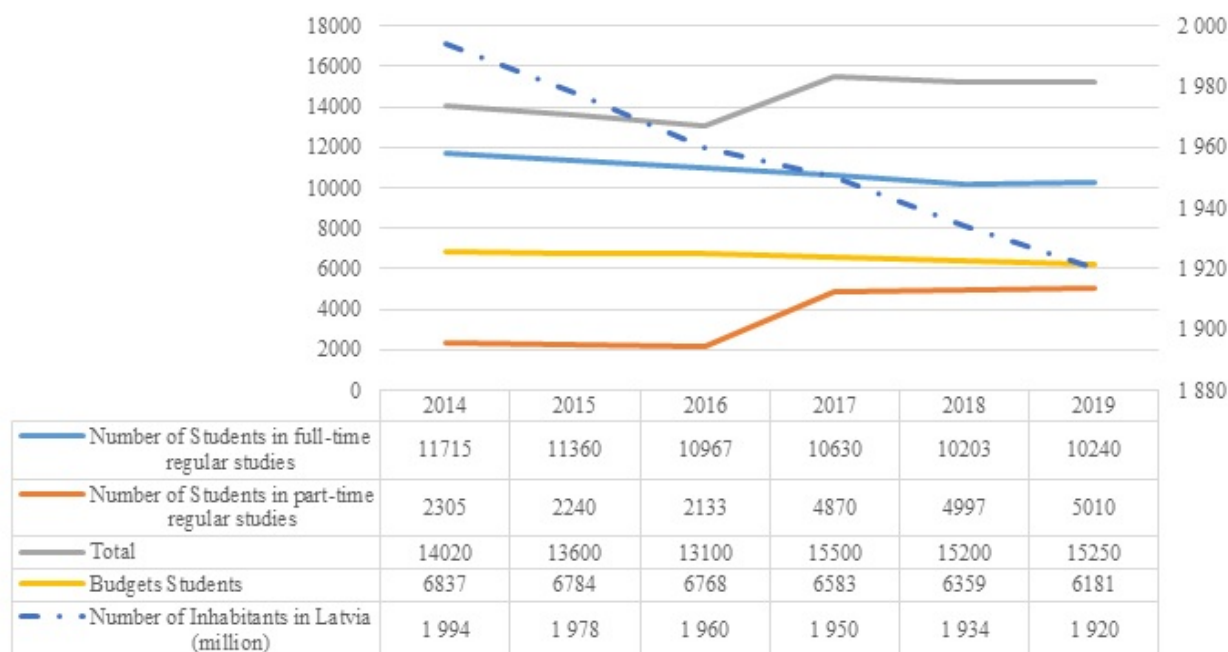


Figure 1.2. Number of students at the University of Latvia compared to the population of Latvia, 2014-2019

### **UL vision, mission and values**

**Vision:** In 2020, the University of Latvia is one of the leading research universities in the Baltic region and is recognized among the European and global research and innovation centres.

**Mission:** The University of Latvia trains human resources that would meet the demand of the Latvian and global labour market and the needs of society; it expands the knowledge base, provides knowledge transfer by promoting sustainable development of the national economy and the society at large in compliance with the development priorities set by the Smart Specialisation Strategy of the Republic of Latvia or in the areas of smart specialization. The University of Latvia guarantees the students an opportunity to acquire high quality higher education and professional skills, as well as pursue personal development through scientific and creative work.



**Values:** People, Excellence, Development, Creativity, Responsibility, Openness, Cooperation.

### **General information about UL branches**

The University of Latvia has 7 regional branches, which were taken over by the University of Latvia in accordance with the Cabinet of Ministers Order No. 164 of April 3, 2017 "On Liquidation of Riga Academy of Pedagogy and Education Management".

The branches were established in response to the initiative of local authorities to offer higher education close to the place of residence to promote the development of Latvian regions (see Table 1.2. for the year of establishing the branches).

*Table 1.2. Year of establishment of branches*

Branches	Foundation year
Cēsis	1995
Kuldīga	1996
Tukums	1996
Bauska	1997
Jēkabpils	1996
Madona	1997
Alūksne	1999

The development of the UL branches is linked to the UL strategic goals and development plans of the municipalities of the region. It is essential for the development of municipalities to maintain the working population levels. The study programmes implemented in branches are actively supported by the local governments, as they promote the development of Latvian regions by offering higher education close to the place of residence, thereby facilitating the development of human resources in the regions. The students combine studies with work, thus preserving jobs and connection with their family. Accordingly, the opportunity to study in the closest proximity to the place of residence and work offered at the branches facilitates the implementation of the Latvian National Development Plan 2014-2020. In line with the plan priority "Growth-Supporting Territories", it should be emphasized that "Our mission is to achieve sustainable growth by strengthening the capacities of the regions and making the most of their strengths and resources. In contrast to the current monocentric population structure, a balanced polycentric approach should be developed." [2] As expected, the graduates of the programmes do not change their place of residence and continue their professional activities in their region when studies are over, thus contributing to the development and growth.

The implementation of study programmes in the UL branches in line with the labour market demand allows to increase the number of qualifications/degrees in the regions, as well as to provide for the advancement of skills required for professional activity and career in the regions.

The students rationalise the choice to obtain education at UL branches by the opportunity to stay

and work in their town or region; to be with and take care of the family while pursuing studies; the opportunity to obtain another qualification if the demand of the labour market in the region so requires; monthly income, which in the regions of Latvia is lower compared to Riga and the area around Riga and is a disincentive for the choice of studies in Riga.

The key tasks set out in the UL strategy include the knowledge base expansion for the needs of the Latvian economy and knowledge management. The UL branches implement this task in cooperation with the local governments and the UL structural units (faculties, research institutes, etc.). The cooperation with local governments highlights the demand for specialists in the regions and facilitates the advancement of relevant study programmes and further education programmes, as well as the development and implementation of the new programmes.

Several study fields are accredited in the branches and 15 different fee study programmes are currently being implemented (see Table 1.3.) starting with the first-level (college) higher education programmes, professional bachelor's to master's degree programmes.

*Table 1.3. Number of study fields and study programmes implemented in the regional branches of the University of Latvia, data as of 2019*

<b>Branches</b>	<b>Alūksne</b>	<b>Bauska</b>	<b>Cēsis</b>	<b>Jēkabpils</b>	<b>Kuldīga</b>	<b>Madona</b>	<b>Tukums</b>
Number of study fields	3	1	2	1	3	1	1
Number of study programmes	3	2	5	1	8	2	4

The total number of students in the branches in the academic year 2019/2020 amounted to 1743.

The UL plans to develop regional education centres based on the identified needs of the region in cooperation with the regional governments, to expand the range of study programmes and other educational services available in the region, including continuing education programmes and courses.

### ***UL development strategy - key objectives and directions***

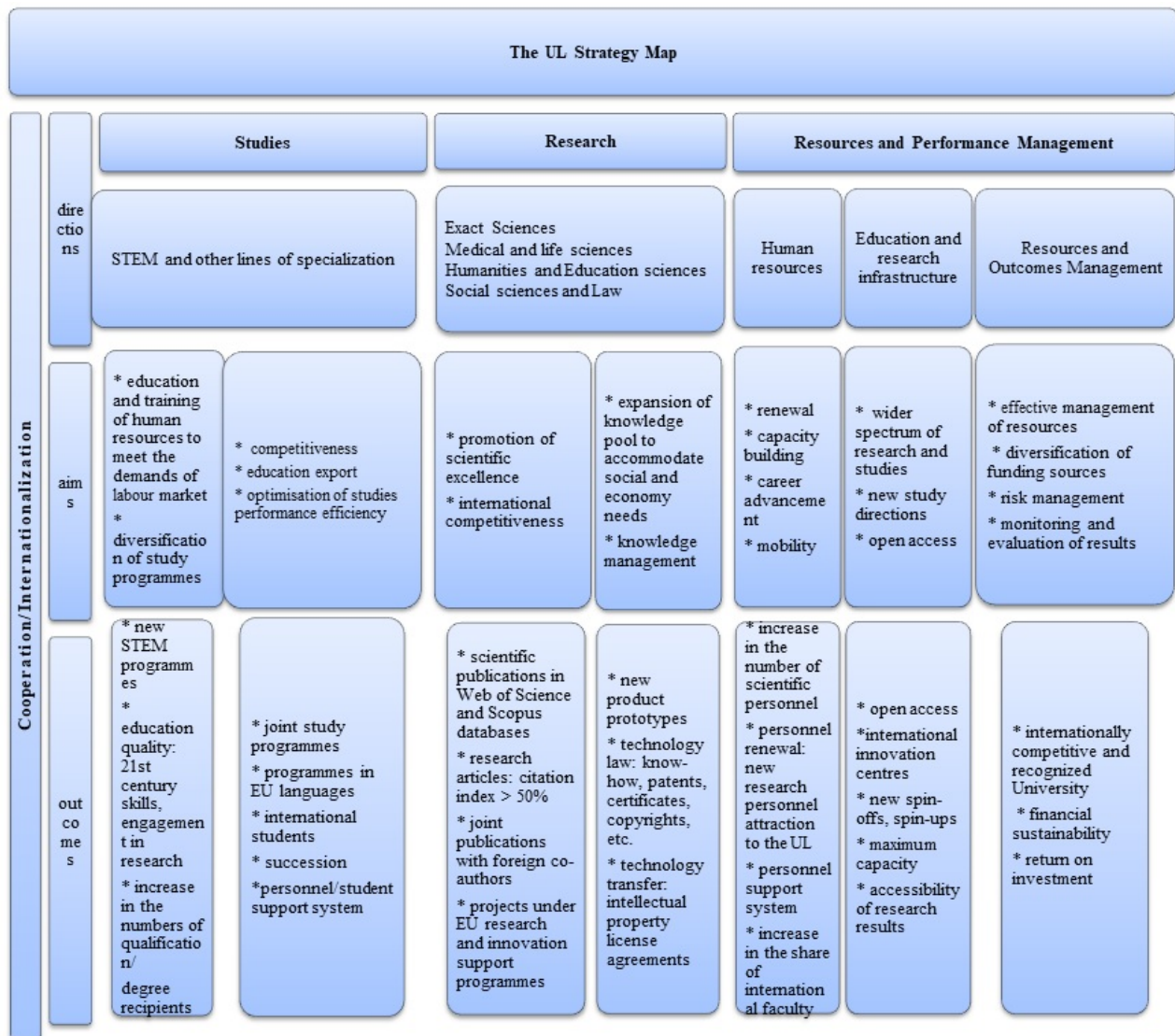


Figure 1.3. UL strategic objectives. 2016-2020

1. The objectives of the development direction **Development of higher education:**
  - 1.1. Training of human resources in line with labour market demand;
  - 1.2. Enhancement of competitiveness and quality of education;
  - 1.3. Internationalization of education;
  - 1.4. Optimisation of study process efficiency.
2. The objectives of the development direction **Development of research capacity and competitiveness:**
  - 2.1. Promotion of research and scientific excellence;
  - 2.2. Raising international competitiveness;
  - 2.3. Expansion of the knowledge base.
3. The objectives of the development direction **Development of human resources:**
  - 3.1. The development of motivation and remuneration system;
    - 3.1.1. The development of UL academic and research staff remuneration system;

- 3.1.2. The development of UL employees' performance assessment system;
- 3.1.3. The development of UL academic staff motivation system;
- 3.1.4. The reinforcement of UL employees' retention, workplace satisfaction, and motivation through job satisfaction surveys
- 3.2. Capacity building of human resources
  - 3.2.1. Ensuring the availability and recruitment of human resources by strengthening the image of the University of Latvia as of an attractive employer and by improving the UL recruitment and selection system;
  - 3.2.2. The development and improvement of staff further training and upskilling system
  - 3.2.3. The development of staff career planning system
- 4. The development direction **Academic staff renewal and succession**;
- 5. The objectives of the development direction **Development of resources and performance management system**:
  - 5.1. Financial capacity building;
  - 5.2. Knowledge management system optimization, incl. Marketing activities for promoting technology transfer;
  - 5.3. The establishment of UL Academic Centre;
  - 5.4. The development of higher education and research infrastructure;
  - 5.5. The optimization of real estate management;
  - 5.6. The development of changes support system;
  - 5.7. The optimisation of operational efficiency;
  - 5.8. The implementation of result management system.
- 6. The objectives of the development direction **Promotion of cooperation**:
  - 6.1. Expansion of research organizations networks;
  - 6.2. Expansion of cooperation networks with economic operators.
  - 6.3. Expansion of cooperation with the public (raising public awareness of scientific achievements)
- 7. The objectives of the development direction **Internationalization**:
  - 7.1. Student mobility;
  - 7.2. Academic and research staff mobility.

It should be noted that the order of the Rector of the University of Latvia (08.04.2021, No. 1-4/175) stipulates the extension of the approved development strategy of the University of Latvia for 2016–2020 until the approval of a new LU development strategy.

<https://www.lu.lv/en/about-us/documents/> **UL STRATEGY**

[1] Latvijas Universitātes 2019. gada publiskais gada pārskats

(Latvian only)

[2] National Development Plan 2014-2020.

<https://www.pkc.gov.lv/en/national-development-planning>

**1.2. Description of the management 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 UL is governed by the main decision-making bodies, governance and administration, as well as the councils of the core structural units. The UL students are represented in the main decision-making bodies by the Student Council, while employees are represented by trade unions.

The key UL governance, administration and **decision-making bodies** (Constitution, Article 5.1) are: Constitutional Assembly, Senate, Rector and Academic Court of Arbitration. The **highest representative institution** of the University of Latvia is the Constitutional Assembly (Constitution, Article 5.3). The **Senate is a collegial administrative and decision-making body elected** by the UL staff (Constitution, Article 5.6). The **Rector is the senior official** of the UL (Constitution, Article 5.10). The UL **is also governed** by vice rectors, directors, chancellor and a collegial advisory body – the Deans Council. (Constitution, Article 5.2; Council of Deans regulations). The UL leadership is represented by Rector, Vice-Rectors, Chancellor, Head of Administration and other staff members. It has authority to rule on all issues that are not within the specific competence of the Constitutional Assembly of the University of Latvia, the Senate or the Rector of the University. (Administration regulations, pp. 7-8). The UL governance, the Rector's office and the UL administration units are constitutive bodies of the UL administration (Administration regulations, Art.6). The UL Administration responsibilities are defined at five hierarchical levels, the subordination of which to the Rector may be changed for the attainment of the UL mission, strategy and objectives (Administration regulations, Art.35). The collegial advisory bodies of the Rector and Governance of the University of Latvia are the Advisory Council, the Council of Science, the Strategic Board, Quality Consultative Committee and the Study Programme Quality Assessment Board. The Rector may form advisory councils and **employ experts to coordinate the activities of the University** and to address various issues. Regulations proposed by Councils are approved by the Senate (Constitution, Article 5.2).

**The core structural units** of the University of Latvia are academic units, branches and centres, as well as units performing organizational, economic and service duties. The structural units of the University of Latvia do not have legal personality (Constitution, Art.6.1). The UL core structural units are the units which are not incorporated into other units. They are established, reorganized or liquidated by a decision of the Senate, and their operation is governed by the regulations approved by the Senate (Constitution, Article 6.2).

**The academic units** of the University of Latvia are the faculties, research institutes, departments, chairs, laboratories, the University of Latvia Library, the Botanical Garden, the Museum of the History of Science and Technology, and the Academic Press. The UL faculty or the UL research institute, in accordance with its needs and following the UL procedure, establishes its self-governing and internal structure, organizes records, staffing, develops and adopts the rules and regulations necessary for the performance of its tasks on issues not regulated by UL governing bodies. The faculty or the UL research institute is established by a decision of the Senate, but is reorganized or

liquidated upon the initiative of the respective faculty (research institute), the Rector or the Senate.

**The UL Faculty** is an academic unit established for the implementation of academic activities in one or several branches of science. In this field the Faculty fulfils the common tasks of the University of Latvia and adheres to its principles. In matters of relevant academic and professional activities, the UL Faculty plays the role of an organizational, methodological and ideological think-tank, without prejudice to the competence and responsibility of the governing bodies of the University of Latvia. In order to achieve the objectives of its activities, the faculty develops, coordinates and implements academic, doctoral and professional studies, as well as interest and continuing education programmes, supervises scientific, pedagogical and methodical activities in the respective branches of science in the UL, coordinates the scientific, pedagogical and methodical activities of its departments and ensures adequate conditions and resources, as well as stimulating academic environment. **The functions of the institutes** include the organisation of fundamental and applied research in one or several branches of science, as well as the implementation of study programmes, the coordination of scientific and pedagogical activities, while providing the necessary conditions and resources.

The self-governance of the Faculty and/or research institute includes the governing bodies of the faculty (research institute) and its academic units. Its task is to organize the activities of the faculty or research institute in accordance with the competence of the faculty or research institute, to secure the rights of the staff provided for in the Constitution and the statutes of the faculty or research institute and to ensure that the norms and requirements specified therein are respected.

**The Council** is the supreme decision-making body of the Faculty.

**The Scientific Council** is the supreme decision-making body of the UL research institute. The Faculty is led by **the Dean** of the Faculty. The research institute is led by **the Director**. The work of the academic unit of the Faculty or of the research institute of the University of Latvia according to the competencies specified in its regulations is decided by the meeting of its academic staff (scientists) and guided by the head of the structural unit. The regulations of the department (faculty, research institute) may also provide for other governing bodies. The head of each academic unit is its official representative at the faculty (research institute) and beyond. He is responsible for the performance of the tasks of the unit, as well as for the employment of staff members and the efficient use of the material resources available to the unit (Constitution, Articles 6.12 to 6.14).

For the purpose of academic work, faculties establish departments, research institutes, chairs, centres, laboratories, etc., while the UL research institutes establish departments, chairs, laboratories, etc.

**The Centre** is an interdisciplinary unit of study and research (covering different subjects or disciplines).

**The Department** is a study and research unit that participates in the development and implementation of study programmes and conducts scientific research in at least one sub-branch of science.

**The Research Laboratory** is a research unit participating in the development and implementation of research programmes, as well as studies.

**The training laboratory** is a training unit that ensures the implementation of the experimental or practical part of study programmes. Centres, chairs, research and training laboratories are established on the proposal of an individual professor, associate professor, assistant professor,

senior researcher by the Faculty Council or Scientific Council of a research institute. They are reorganized or liquidated on the initiative of the department or Faculty Council or the Scientific Council of the research institute. Chairs, research laboratories and professors' groups decide on all issues of their academic activities, which, by Constitution, have not been placed under the responsibility of the Faculty Council (Research institute Council) or the Senate. The sub-units of several branches of science operating in one branch at the faculties or research institutes unite in a department. The academic potential of each department should be sufficient to provide for at least one study (research) programme. The Faculty (UL research institute) may delegate some of its functions and powers to the departments. The academic departmental sub-units may delegate to the department the powers referred to in the preceding paragraph. The department is governed by its regulations, approved by the Faculty Council or the Scientific Council of the research institute. The decision on the establishment, reorganization or liquidation of a department, a research institute, a centre is taken by the relevant Faculty Council or by the Scientific Council of the research institute, which comes into force upon an order issued by the UL. (Constitution, Art. 6.8.-6.11.).

**The UL administration** ensures the legal enforcement of the UL mission, goals and strategy, as well as the provision of support to UL staff and other UL employees.

**The Rector's Office** ensures the strategic monitoring of the UL administrative units, spot inspections of the legitimacy and usefulness of the activities of the core structural units on behalf of the Rector, as well as the UL representation in the policy and legislative processes at the national and European Union level. It also ensures the establishment and implementation of the principles of UL international relations and cooperation. The functions of the Rector's Office include the procedures for quality assurance in higher education and the assessment of compliance of the processes with the UL mission, objectives and operational strategy, as well as secretarial functions for the Rector, Vice-Rectors and the UL Governance Sessions (Administration regulations, Art.52, 54).

**Department Directors** – ensure the compliance of UL operation with the requirements of internal and external regulatory acts, develop, improve and implement the internal UL regulations, control their execution, coordinate management and provide services to the staff and UL structural units. The departments, in accordance with their competence and functions, implement the UL Strategic Plan, UL Development Strategy, UL Rector's Programme and other UL Development Planning Documents, as well as initiate and implement projects of the European Union and other funds related to the improvement of the Department performance. (Administration regulations, Art.61).

**Vice Rectors** – their functions, responsibilities and competencies are set by Rector's order. The competence of the Vice rectors is determined by decree of the Rector, but it may include the rights to take over certain functions subordinated to the UL departments (Constitution, Art.18).

The University of Latvia has the **Student Council**, which is a self-governing student body, an independent decision-making body of the University of Latvia, representing the rights and interests of students. Its purpose is to represent the UL students and defend their rights and interests, as well as to promote the development of education and science in Latvia. (Constitution of the Student Council of the University of Latvia, Art. 1-2). The Student Council operates in accordance with the Student Council Constitution, which is developed by the students and approved by the Senate. Within the framework of self-government, the students have the right to form faculty (institutes) student councils and other bodies. The student self-government of the University of Latvia represents the students of the University of Latvia domestically and internationally, advocates and represents the interests of students in academic, material and cultural issues in the UL and other state and economic institutions, determines the procedures for the election of students at the

Constitutional Meeting and the Senate. The decisions of the Student Council of the University of Latvia after their approval by the Senate must be observed for their duration by all students. The student self-government is entitled to request and receive information and explanations from authorized representatives of any structural unit of the University of Latvia on all issues affecting students' interests. The students' self-government representatives have the right to participate in decision-making bodies of the UL at all levels, as well as to participate as observers in examinations. The University of Latvia supports and facilitates the activities of the UL Student Council, including financially. The student self-government uses the funds for the fulfilment of the functions specified in the Law on Higher Education Institutions (Constitution, art.7).

*Table 1.4. Description of the main institutions involved in UL decision making, their composition and powers*

<b>Constitutional Assembly</b>	
<p><b>Period:</b> Elected from permanent staff for three years, convened by the Senate at least every two years. <b>The composition:</b> 300 participants, of whom: 200 representatives of the academic staff (including at least 50% professors (100 representatives of the natural, medical and technical sciences, 100 representatives of the humanities and social sciences), 75 elected students' representatives, 25 elected representatives of the general staff.</p>	<p><b>Powers:</b>            § adopts and amends the UL Constitution, by-laws of the Constitutional Assembly, approves by-laws of the Senate, the Audit Commission and the Academic Court of Arbitration;            § elects and dismisses the members of the UL Senate, the Rector, the Audit Commission and the Academic Court of Arbitration;            § is entitled to take on other conceptual issues of UL operation and development for consideration and decision;            § student representatives at the Constitutional Assembly have veto rights on issues that affect students' interests (Constitution, Art. 5.3.-5.5).</p>
<b>Senate</b>	
<p><b>Period: Elected at the Constitutional Assembly for a term of three years. The composition:</b> 50 senators, of whom: 38 representatives of the academic staff providing representation of each faculty, including 25 professors or associate professors, 2 representatives of general staff; 10 students representatives elected by the Student Council of the University of Latvia. Representatives of the academic and general staff in the Senate are elected only by the members of the respective Constitutional meeting of the group concerned.. The heads of core structural units who are not elected in the Senate have advisory rights.</p>	<p><b>Powers:</b>            § elect the Honorary Doctors, Honorary Members and the Court of Honour, Convent of Councillors as well as, on the initiative of the Rector, approve the Vice Rectors, UL Directors, UL Chancellor, Deans, UL Research Institute Directors and other Heads of Academic core structural units, study programmes and their directors;            § approve the by-laws of the Convent of Councillors and the by-laws of the UL administration, the statutes or regulations of the UL core structural units, councils and other institutions, the UL-founded association, foundations, public agencies, commercial companies, bodies, etc. by-laws or statutes of institutions established for the achievement of the objectives set out in the Constitution; regulations on academic and administrative positions; UL Student Council Constitution, conceptual documents regulating the study process, UL Honorary Court regulations, UL Agenda regulations, UL Academic Court of Arbitration decisions;            § upon the proposal of the Rector, approve the UL budget, as well as the procedure and regulations governing all areas of the UL activities, except those, which have been transferred to the UL Constitution by the UL Constitution;            § organize elections of the Rector and decide on convocation of the Constitutional Assembly;            § decide on the establishment, reorganisation or liquidation of faculties, scientific institutes and other fundamental bodies, as well as associations, foundations, public agencies, commercial companies, institutions, etc.; on the use of the UL name and attributes; on essential matters of economic activity, including the acquisition, mortgaging or alienation of real estate            § may also consider other significant issues of the UL activity, as well as provide clarification on the application of the Constitution norms;            § in accordance with the main directions of UL activity, establish standing commissions, which draw up proposals or give opinions on draft decisions within their competence;            § the Rector has the right of suspensive veto with respect to the decisions of the Senate, while the representatives of the Students have the right of suspensive veto on issues affecting the students;            § The heads of core structural units who are not elected in the Senate have advisory rights. The rector, vice-rectors, UL directors and the UL Chancellor cannot be the chairman or vice-chairman of the Senate (Constitution, Art. 5.6-5.9)</p>
<b>Academic Court of Arbitration</b>	
<p><b>Period:</b> elected by the Constitutional Assembly for three years. <b>The composition:</b> 5 members, including four members of the academic staff, who are elected at the University of Latvia and one student representative elected by the Student Council. No members of the administration may be present.</p>	<p><b>Responsibilities:</b> examine applications from students and academic staff regarding restrictions or violations of academic freedom and rights set forth in the UL Constitution, as well as disputes between UL officials and the governing bodies of the structural units that are subordinate to the Constitution (Art. 5.15).</p>
<b>The Rector</b>	



<p><b>Period:</b> Constituent Assembly is elected by open competition from among professors for the term of 4 years, but not more than twice in succession. On the recommendation of the Minister of Education and Science is approved by the Cabinet. Take office upon approval by the Cabinet.</p>	<p><b>Responsibilities:</b>          § implements the general administrative management of the University of Latvia and represents it without special authorization (Constitution, Art. 5.10), incl. adopts decisions of the UL administration (Administration Regulations, Art. 9.3.);          § manages, directs the activities of the University of Latvia and is responsible for the compliance of these activities with the Law on Higher Education Institutions and other regulatory enactments, as well as with the Constitution of the University of Latvia (Constitution, art.5.10) incl. establishes and operates consultative bodies (Art. 9.3 of the Administration Regulations);          § within the scope of its competence, issues orders and determines the competence of Vice-Rectors, Chancellor and Directors (Constitution, Art. 5.10), may establish programmes and projects within the UL Administration to secure the functions or tasks of particular importance to the UL, may delegate part of own competence; the competence of the Vice Rectors, the Chancellor, the Directors to the Deans of the Faculties, the Directors of the UL Administration Departments and the Directors of the UL Institutes, as well as other UL employees (Administration Regulations, Art. 9).</p>
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#### Vice-Rectors

<p><b>Period:</b> upon proposal of the Rector, approved by the Senate for the term of office of the Rector or for a specified period of time.</p>	<p><b>Responsibility:</b> within their competence, they are responsible for the legitimacy of UL operations, as well as for matters within their competence, strategic direction, tactical determination and subordination of functionally subordinate units, and for ensuring the smooth and timely execution of the tasks (Administration Regulations, Art. 13).</p>
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#### The Chancellor

<p><b>Period:</b> upon proposal of the Rector, approved by the Senate.</p>	<p><b>Responsibility:</b> responsible, without special authorization, for legal, economic and rational use of state budget funds and other UL financial resources, UL property and rights, preparation of UL budget, strategic financial analysis and analytical reports, payment of taxes, duties and charges, issuing and signing of public and private financial documents (Administration Rules of Procedure, Art. 14).</p>
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#### Head of Administration (Director)

<p><b>Period:</b> upon proposal of the Rector, approved by the Senate.</p>	<p><b>Responsibility:</b> manages the UL administration and organizes its functions without special authorization, directs its work, ensures its legal, continuous and coherent work, is responsible for the management and supervision of specific projects, manages its financial, personnel and other resources, oversees quality management and internal operation of control systems (Administration Rules of Procedure, Art. 15).</p>
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#### Deans Council

<p>Regular meetings of the Council take place at least once a month during the academic year. (By-laws of the Deans Council, art.12)  <b>Composition:</b> All faculties deans, directors of institutes (core structural units) and the Rector (by-laws of the Deans Council, art. 2). The Council meets at joint meetings or meetings of the Council representative groups. The composition of the Council representative group is formed on the proposal of the Rector, according to the nature of the issue to be resolved. (By-laws of the Dean's Council, art. 8).</p>	<p><b>Aim:</b> to provide advisory support to the Rector on important issues of the UL (Statutes of the Deans' Council, Art. 1).  <b>Tasks:</b> to evaluate and provide opinions to the Rector on documents prepared by UL Senate commissions, UL governance, UL administration and other UL structural units related to UL academic and economic activities, staff and institutional development issues, quality management and financial management organization issues and budgeting principles. The Council participates in drafting of issues and decisions to be discussed in the Senate of the University of Latvia. The Council meets at joint meetings or meetings of the Council representative groups. (By-laws of the Deans Council, Art. 5, 6). The decisions of the Council are not binding, but may be the basis for the decisions of the UL Governance, the UL normative acts and the submission of a proposal to the UL Senate. Deans Council Regulations, Art.18).</p>
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#### Convent of Councillors

<p><b>Period:</b> upon proposal of the Rector, approved by the Senate for the period of four years; may be re-elected, but not more than twice in succession (Convent Regulations, art.3).  <b>Composition:</b> Representatives from UL social partners in various fields and sectors, who by their competence and achievements have proved public trust and are not employees or students of the UL. Meetings take place at least once a year. (Convent Regulations, §4, 10).</p>	<p><b>Aim:</b> to advise the Senate and the Rector on the UL development strategy matters with the aim of promoting the UL development and harmonizing it with the development interests of Latvia and its society. (Convent Regulations, § 1, 2).  <b>Rights:</b> to initiate the convocation of the extraordinary meeting of the UL Senate or the Constitutional Assembly, to initiate the discussion on some specific matter at the UL Senate or the Constitutional Assembly; to hear the Rector's annual report on the implementation of the UL Development Strategy; request the Rector to provide an extraordinary overview of the activities of the UL or its units for the execution of the strategy; to propose action of the Rector; to represent UL social partners' opinion on issues related to the UL development strategy; to request and receive from the UL's officials and structural units any documents or information required for the work of the Convent (Convent Regulations, § 8).  <b>Responsibilities:</b> review and provide opinions on UL draft strategic management documents, supervise the conformity of UL activities to approved UL strategic management documents and report to the UL Senate and the Rector on the results of the monitoring, advise the UL Senate and the Rector on activities to achieve UL strategic goals, promote UL development interests outside UL (Convent Regulations, § 9).</p>
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#### Council of Science

**Composition:** established in science groups: Council of Humanities, Council of Social Sciences, Council of Exact, Natural and Life Sciences, Council of Medical Sciences. The Council consists of the UL scientists, representatives of the social partners and cooperation partners – scientific institutes. The Council consists of the Vice-Rector for the respective field of science at the University of Latvia. The composition of the Council is determined, its members, chair and deputy chair are appointed by the UL Rector's order. Meetings are convened whenever necessary, but at least once a semester.

**Aim:** to improve the quality and competitiveness of UL research activities, to promote scientific co-operation in the European Research Area and beyond, to facilitate the integration of studies and research into the UL academic activities, as well as to improve the the normative acts regulating the UL scientific work.

**Tasks:** to provide proposals, recommendations and opinions on the UL academic development plan, the UL doctoral study programmes, documents concerning academic matters at the UL, UL scientific, staff, structural development matters and related economic activities at the UL, as well as cooperation between the UL and social partners. The Council supervises the work of promotion councils and professors' councils, evaluates their annual reports before the approval by the Senate.

**Rights:** get acquainted with the draft documents, reports, plans, strategies, research projects and programme plans and reviews, and any other available documentation at the disposal of the UL leadership, which are necessary for the work of the Council ; invite members of the UL staff, representatives of social partners and scientific institutions to the meetings of the Council; invite experts and to form commissions; delegate its members to other commissions and councils ; to initiate and propose issues for consideration by the UL leadership. The Council may, by its decision, set up committees for in-depth examination of the matters referred to it. The Commissions may include members of the Council and external experts, including from UL social partners. (UL Council of Science Regulations).

### Strategic Council

**Composition:** maximum 7 members; the members of the Council and its chairman are appointed by the order of the Rector of the University of Latvia. Experts or specialists may be called upon to advise the Council. Representatives of the Ministry of Education and Science or subordinate institutions of the Ministry of Education and Science may participate in the work of the Council in an advisory capacity according to their competence, depending on the issue to be discussed at the meeting of the Council. The members of the Council have the right to add their dissenting opinion on the decision adopted by the Council to the minutes of the Council meeting.

**The aim:** The development of UL studies and research and a sustainable infrastructure by involving UL academic and general staff in in the design and implementation of UL strategic development policy and providing competent support to the UL Rector.

**Functions:** to participate in the formation and implementation of the UL strategic development policy, as well as to promote information exchange and cooperation between the UL and the society, the Ministry of Education and Science, non-governmental organizations, as well as other state and municipal institutions.

**Tasks:** in accordance with the UL strategic goals and interests, to make recommendations to the UL Rector on issues related to UL strategic development, on priorities set in UL activities, to process opinions of UL structural units on UL strategic development; to assess and approve draft UL policy planning documents according to its competence to provide evaluation and proposals to the UL Rector on the compliance of the UL structure with the implementation of the UL strategic development policy; to participate and represent the University of Latvia in cooperation with the Ministry of Education and Science, non-governmental organizations, as well as other state and municipal institutions; upon the request of the Rector of the University of Latvia, to provide opinions, comments and recommendations to the Rector on topical issues.

**Rights:** to get acquainted with the draft documents prepared by the UL departments within their competence, to request information necessary for the work of the Council from UL departments and employees, to consider issues included in the Council agenda and to make recommendations to the UL Rector; to submit proposals on the place and time of the Council meeting (Strategic Council Regulations).

### Study programme quality assessment board

**Composition:** Vice-Rectors, Chairman of the Academic Commission of the Senate or a person authorized by him; Director and representatives of the Department of Studies (hereinafter - SD), representative of the Student Services Department; internal auditor; A representative of the Department of Science; LU Library Representative, Student Council Delegated Representative and LU Alumni Club Delegated Representative.

**Functions:**

§ reviews and provides opinions on study programmes and continuing education programmes, incl. evaluates applications for the conception of new study programmes, new study programme and proposals for the closure of programmes, significant changes in accredited fields of study requiring a decision of the Study Quality Board, as well as applications for new study modules and sub-programmes;

§ at the suggestion of the DS or the responsible structural unit, examines the free electives included in the UL register of study courses and applications for new electives and, on the basis of independent, anonymous expert opinion, prepares a proposal for inclusion of new electives into the UL register of study courses or the change of the status of the existing elective study course; evaluates annual study fields reports;

§ evaluates the results of the study fields of the University of Latvia and the results of the study programmes and prepares proposals for the further development of the programmes to the Faculty Council and the University of Latvia;

§ evaluates those continuing education programmes which, in accordance with the procedure established by the University of Latvia, require the approval of the UL Senate;

§ In evaluating the concepts of new study programmes, study programmes, continuing education programmes and annual reviews of study fields, the SP QAB relies on anonymous, independent expert opinion. The SP QAB may, by mutual agreement, may arrange anonymous, independent expertise to assess other issues.

### Faculty councils

**The composition:** Representatives of the academic and general staff, elected for a term of three years, and of students representing at least 20 per cent of the councillors.

**Responsibilities:** decide on issues of the faculty's academic work, as well as economic, financial and other activities, which are within the competence of the faculty or to be forwarded to the Senate, as well as determine the main directions of the faculty's academic activities.

### Scientific Councils

**Period:** The Scientific Council is elected by the General Meeting of Scientists for a period not exceeding five years. The election procedure is determined on the basis of the regulations of the Scientific Institute. **The composition:** If there are students at the institute, then in accordance with the regulations of the scientific institute there are students' representatives elected by the students' self-government. The Scientific Council may include representatives of other institutions besides the elected persons in accordance with the concluded agreements (Constitution, Art. 6.17).

### Deans

<p><b>Period:</b> Elected by the Faculty Council for a term of four years.</p>	<p>Deans are the official representatives of the faculty who, within their competence, deal with all matters related to the faculty and carry out the operational management of the faculty. The Dean is accountable for his activities to the Rector and reports annually to the Faculty Council (Constitution, Art. 6.18).</p>
<p><b>Directors of Scientific Institutes</b></p>	
<p><b>Period:</b> The Scientific Council is elected by open competition for a period not exceeding five years and not more than twice in succession.  <b>Responsibilities:</b> The Director of the UL Scientific Institute is a senior official responsible for the overall administrative management of the Institute and represents the Institute without special authorization. The Director is responsible for the administrative, organizational and technical functioning of the Scientific Institute; implementation of the decisions of the Scientific Council of the Scientific Institute; approval of the development programmes of the Scientific Institute; management of the financial resources of the Scientific Institute and the state property owned and used by it and liability for its use. The Director of the Scientific Institute of the University of Latvia is accountable for his activities to the Rector or his authorized person, and the Director of the Scientific Institute of the Faculty - to the Dean. The Director of the Scientific Institute reports annually to the Scientific Council of the Institute on its activities (Constitution, Art. 6.19).</p>	
<p><b>Executive Directors</b></p>	
<p>The candidature of the Faculty Executive Director is nominated by the Dean of the Faculty and approved by the Chancellor.</p>	<p><b>Responsibilities:</b> organizes and maintains the record keeping of the faculty, controls financial, economic and academic matters. The Executive Director of the Faculty is subordinated to the Dean in their work, and the Chancellor confirms their position (Article 6 of the Constitution).</p>

### 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, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

By implementing quality management, the UL provides a set of activities and methods by which quality is planned, implemented, systematically evaluated and continually improved, thus contributing to the achievement of the objectives set by the UL and to meeting the needs of its stakeholders. UL quality management has been introduced and implemented since 2010, while quality policy - since 2012. The UL defines quality as a measure of excellence, which characterises the ability to meet and exceed the foreseeable and future needs of its stakeholders and to ensure that the processes meet industry regulatory and standard requirements.

#### ***Description of the quality policy implementation mechanism***

**UL quality assurance policy** is a continuous development of excellence to ensure a balanced and sustainable outcome that meets the needs of all stakeholders. Quality policy[1] and Quality Action Policy[2] is a set of quality-related principles, goals and actions required to achieve them and implemented by the University of Latvia in accordance with internationally recognized standards in higher education and organization management. The aim of the quality policy is to contribute to the implementation of the UL mission, the achievement of strategic goals and sustainable development by defining guidelines and principles for ensuring a consistently high quality of operations. Quality policy and Quality Action Policy, together with other policies and a set of processes, ensures the coherent planning and implementation of UL activities. Quality policy and Quality Action Policy are an integral part of the quality assurance system and applies to all areas of UL and is to be implemented at all levels of UL governance.

The UL quality management system is implemented in accordance with the TQM (Total Quality Management) principles, integrating the excellence approach to UL corporate culture. The UL uses the internationally recognized and practically applicable quality management methodology - the EFQM (European Foundation of Quality Management) model of excellence for the implementation of comprehensive quality management. In some areas, the quality management system is enhanced to ensure compliance with current standards and frameworks, including: Adherence to the European Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG) in the provision of the study process. The University of Latvia uses the internationally recognized methodology "Results - Approach - Implementation - Evaluation - Review" to ensure cyclical and continuous quality management. RADAR, *Results - Approach - Deployment - Assessment and Refine*). Scheme of the UL Quality Management System - Figure 1.4.

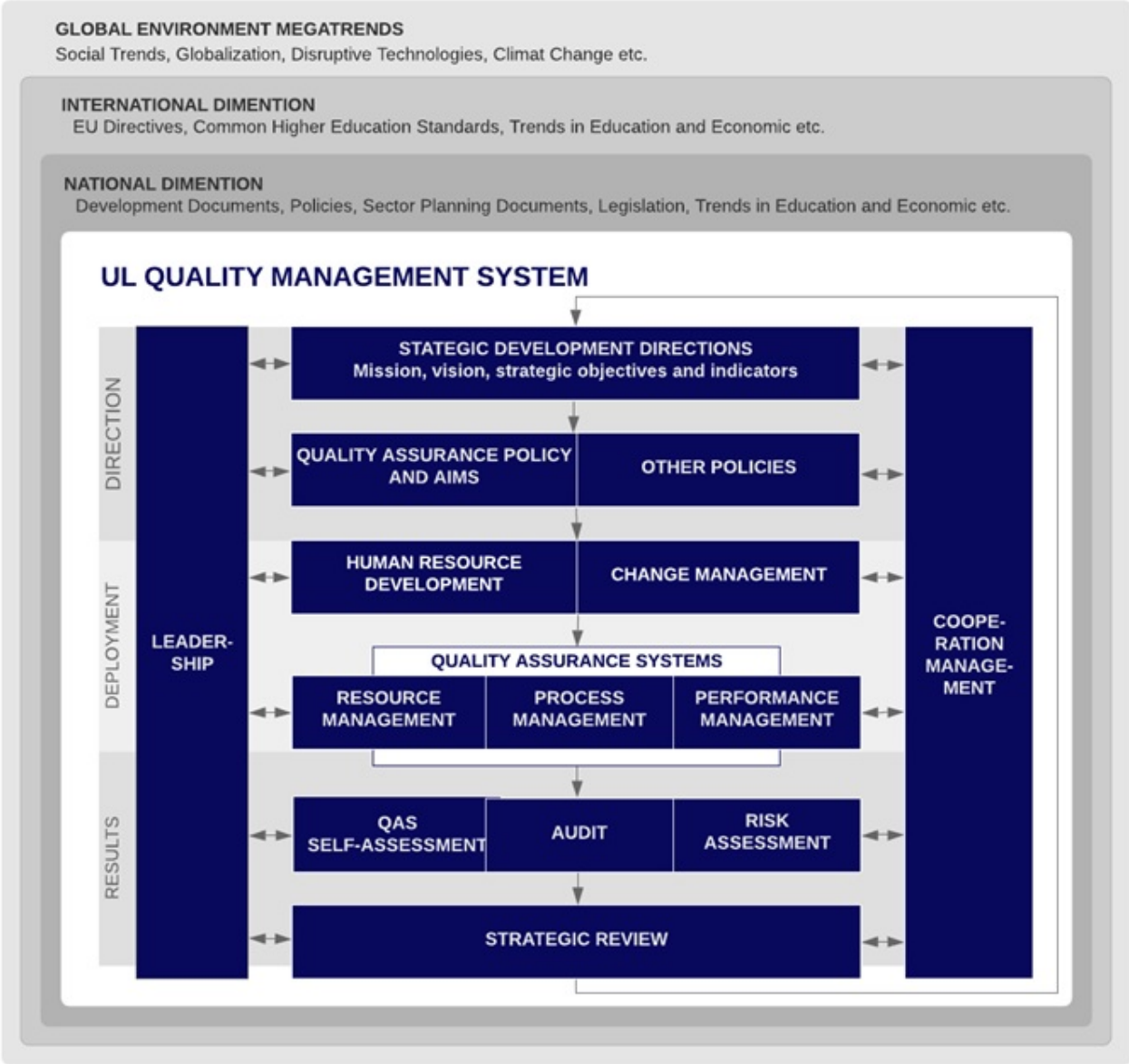


Figure 1.4. UL Quality Management System Diagram

The UL strategic development directions and the expected results or the intended operational goals are defined in the UL Development Strategy 2016-2020 [3] (hereinafter referred to as the Strategy). The strategy has been developed taking into account the development directions and priorities set in the planning documents of the European Union and Latvia. Based on the analysis of competitiveness and SWOT, the University of Latvia has defined an action plan and various programmes for achieving the strategic development goals. The strategy also defines the tasks to

be performed and the tools needed to achieve the strategic goals. According to the development directions, the UL position and commitment are formulated in policies, incl. Quality Policy, Personnel Policy, etc. Expected results are defined in key areas of activity as well as in financial and governance areas and are aligned with the interests of UL stakeholders. The results describe the achievements, efficiency and sustainability as well as long-term performance. Achievements are benchmarked against others, especially those in the industry, domestically or internationally.

In order to achieve results in selected strategic directions, the UL is developing effective and innovative approaches and solutions integrating up-to-date standards and guidelines, as well as state-of-the-art methods in resource management, process management and quality measurement. The UL management ensures the creation of the prerequisites for achieving the results, awareness of the need for quality, as well as passing the policies to the employees and ensuring that they are followed. The University of Latvia has been implementing a process management system (*QuPeRs*) [4], which provides for the identification, structuring, process development, measurement, analysis and improvement of processes necessary for the quality management.

In order to implement activities aimed at **the achievement of strategic objectives**, the UL ensures the use of previously agreed policy approaches and solutions. The actions are planned, coordinated and evaluated through the development and implementation of action plans and operational actions coordinated with strategic action plans and programmes. Effective operation of the quality management system is ensured by regular supervision of the introduced quality management system, continuous improvement, as well as by performing internal audits. The UL uses a fact-based decision-making approach through process measurement and result management. The UL assesses and improves the approaches and solutions implemented against the indicators of strategic goals and quality goals. Internal control is ensured through reviews and self-assessments, risk assessment, as well as through planned internal quality audit. Based on the results of internal control, the UL management makes appropriate decisions on the necessary improvement of internal control system and quality management system. The UL has a performance management system in place to monitor and analyse the performance of the UL, its departments and staff, to assess the UL's progress towards the goals set in the strategy, and to compare UL performance with that of other higher education institutions in different areas and scales (intra-UL within different structural units, nationally, internationally). Structured management of results ensures constant monitoring of the results achieved by the University of Latvia and the possibility to use the obtained information in making decisions on the necessity to implement appropriate activities. The main users of results management are UL management, vice-rectors, heads of faculties, institutes and departments. Other employees of different levels of the UL organizational structure involved in the performance of the indicators, though indirectly, are also the users of the performance indicator system.[5] Internal control and result management ensure identification of improvements and preventive actions, as well as determination of the level of achievement of strategic goals, i.e. annual strategic review, the results of which might determine whether changes in strategic goals, action plans, programmes, incl. indicators are required.

The guidelines for the development, maintenance, improvement and evaluation of the UL quality management system are summarised in the Quality Management Manual, which is binding on each UL employee.[6]

### ***Description of the parties involved in the design and development of the quality system and their roles***

The parties involved in the UL activities are local and foreign natural or legal persons who use the UL services or whose socio-economic situation is influenced by the UL activities. In terms of quality policy, the client can be either internal - a unit or employee of the University of Latvia, or external -

students of the University of Latvia, employers, academia, government as a representative of society in general, etc.

The implementation of the UL mission shall take into account the interests and needs of the following parties involved in its activities:

- Saeima and Government of the Republic of Latvia, Ministry of Education and Science and other public administration institutions,
- higher education quality assurance organizations and their associations,
- UL students, Latvian students and students abroad, student representations,
- potential students in Latvia and abroad,
- parents (guardians) and patrons of students and potential students,
- Higher education institutions/colleges in Latvia and abroad, scientific institutes, networks, associations, academic organizations,
- UL academic and general staff,
- Industries, companies and professional associations (employers),
- UL graduates,
- non-governmental organizations,
- mass media,
- society.

Employees, students, graduates, employers, business partners and other clients are key stakeholders in the design and development of our quality assurance system.

*Table 1.5. Description of the main stakeholders involved in UL quality management and their role*

<b><i>Involved Party</i></b>	<b><i>Role in quality improvement</i></b>	<b><i>Description of examples</i></b>
<i>Saeima and Government of the Republic of Latvia, Ministry of Education and Science (MES) and other public administration institutions</i>	§ Coherence of UL development directions with national development policy; § Provision of resources for mission implementation and operational development; § Provision of comparative data (industry statistics); § Involvement in public policy-making.	§ National development policy, economic development needs, strategic specialization principles, quality conditions are taken into account: - when defining strategic development directions, objectives and indicators; - when developing a quality management system and implementing processes; - when developing, implementing and updating study programmes; - when allocating budget; - when defining scientific directions; - when developing continuing education services; - when acquiring external financing; - etc.; § Cooperation in Higher Education Policy and Standards Documentation Working Groups, Commissions, etc.

<b>Involved Party</b>	<b>Role in quality improvement</b>	<b>Description of examples</b>
<i>Quality Assurance Organizations, incl. Higher Education Quality Assurance Organizations and their Associations; ranking developers</i>	<ul style="list-style-type: none"> <li>§ Establishing common standards, ensuring comparability;</li> <li>§ External quality assessment and quality assurance (accreditation, certification, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>§ Adherence to local and international quality standards and integration in the quality management system;</li> <li>§ Provision of internal and external quality assessment;</li> <li>§ Mutual comparison (ratings, benchmarks);</li> <li>§ Participation in the development and improvement of quality criteria and standards (in various external working groups, e.g. for the development of professional standards, evaluation of study fields of other institutions of higher education, etc.);</li> <li>§ etc.</li> </ul>
<i>UL academic and general staff</i>	<ul style="list-style-type: none"> <li>§ Appropriate quality assurance;</li> <li>§ Involvement in creating of quality culture;</li> <li>§ Involvement in strategic planning and control;</li> <li>§ Involvement in quality assessment/ evaluation;</li> <li>§ Involvement in identifying, planning and implementing quality improvement needs.</li> </ul>	<ul style="list-style-type: none"> <li>§ Involvement in the definition, coordination and implementation of strategic development trends, objectives, indicators and quality elements;</li> <li>§ Representation in key decision-making bodies, expertise, councils, commissions, working groups, etc.;</li> <li>§ Participation in employee surveys, self-assessments and professional development planning</li> <li>§ Quality Assurance of Resources and Processes in accordance with Binding Requirements;</li> <li>§ Providing the necessary measurements and ensuring their use in decision making;</li> <li>§ Providing employees with a feedback on strategic goals,</li> <li>§ etc.</li> </ul>
<i>UL students</i>	<ul style="list-style-type: none"> <li>§ Involvement in development planning;</li> <li>§ Involvement in quality assessment;</li> <li>§ Involvement in identifying quality improvement needs.</li> </ul>	<ul style="list-style-type: none"> <li>§ Involvement of students' self-government in defining, coordinating and implementing strategic development directions, goals, indicators as well as quality elements;</li> <li>§ Representation of students in key decision-making bodies, expertise, councils, commissions, working groups, etc. (e.g. involvement of experts from students in regular internal evaluation of study programmes and development of new study programmes);</li> <li>§ Monitoring of students' satisfaction (questionnaire), review of complaints and recommendations, provision of feedback;</li> <li>§ Regular cooperation with the Student Council, informing about current events, coordination, organization of joint events, participation in the Student Council events;</li> <li>§ Collection and promotion of student career information and success stories;</li> <li>§ etc.</li> </ul>

<b><i>Involved Party</i></b>	<b><i>Role in quality improvement</i></b>	<b><i>Description of examples</i></b>
<i>UL graduates</i>	<p>§ Involvement in development planning;</p> <p>§ Involvement in quality assessment;</p> <p>§ Involvement in identifying quality improvement needs.</p>	<p>§ Involvement of alumni representatives in the Convent of Councillors, council and commission work, consultation with alumni (e.g. involvement in the work of the Strategic Council, regular internal evaluation of study programmes and development of new study programmes, planning and coordination of development activities);</p> <p>§ Monitoring of the satisfaction of the graduates upon graduation (questionnaire);</p> <p>§ Monitoring of graduates' careers (planned - also employment and remuneration level), success stories;</p> <p>§ Regular cooperation with the Alumni Club, news, coordination, organization of joint events, participation in Alumni Club events;</p> <p>§ Involvement of graduates in the implementation of study programmes (conducting study courses, giving lectures, supervising works, participation in state assessment committees, internship supervision);</p> <p>§ etc.</p>
<i>Employers / industry</i>	<p>§ Involvement in development planning;</p> <p>§ Involvement in quality assessment;</p> <p>§ Involvement in identifying quality improvement needs.</p>	<p>§ Employer satisfaction monitoring (questionnaires, ratings);</p> <p>§ Involvement of employers in initiating and implementing study programmes (conducting study courses, giving lectures, conducting work, participating in examination commissions, providing internships, organizing applied research; organization of excursions to companies;</p> <p>§ Involvement of employers' representatives in the Convent of Councillors, council and commission work, consultation with employers and their associations (e.g. involvement in the work of the Strategic Council, regular internal evaluation of study programmes and development of new study programmes, planning and coordination groups for development activities);</p> <p>§ Collaboration management, strategic partnerships, organization of career days;</p> <p>§ Involvement of employers in defining research directions and research;</p> <p>§ Involvement of employers in internship defence boards;</p> <p>§ etc.</p>



<b>Involved Party</b>	<b>Role in quality improvement</b>	<b>Description of examples</b>
<i>Cooperation partners</i>	§ Involvement in development planning § Involvement in ensuring the quality and efficiency of resources and processes; § Providing feedback on industry needs and quality criteria.	§ Involvement in defining research directions and conducting research; § Involvement in initiating and implementing collaborative projects (e.g. effective collaborative projects); § Collaboration on resource sharing (use of laboratories, classrooms in the new complex); § Membership in industry associations; § etc.
<i>Other clients (incl. Libraries, further education services, hotel services, etc.)</i>	§ Involvement in quality assessment.	§ Satisfaction monitoring

The University of Latvia has **Quality Consultative Committee**, which advises the Rector, Quality Manager, Internal Auditor and Leading Expert on quality management at the UL. Its purpose is to advance the development of the UL quality management system, its alignment with current requirements in the field, quality management standards and guidelines, UL strategic development directions, as well as the interests of the employers, UL students and Latvian society. The Quality Consultative Committee is made up of at least one representative from UL faculties, UL scientific institutes, UL academic centres, UL students, UL Department of Studies, UL Department of Science, UL Department of Human Resources, independent quality management experts, employers, and social partners. The main functions of the Committee are to hear reports on the development of the UL quality management system, to express the opinion of UL stakeholders on UL quality assurance issues, to inform UL governance and staff responsible for quality management, internal audit and results management on current issues and best practices, as well as to indicate the areas for improvement of the UL quality management system and to propose the actions to be taken by UL quality managers. The responsibilities of the Committee include reviewing and discussing the conceptual documents of the UL quality management system, advising on measures to improve the UL quality management system, and promoting the benefits of the UL quality management system.

### **Procedures for Quality Assurance in Higher Education**

The procedures for Quality Assurance at the University of Latvia are identified, formalized and implemented in accordance with Latvia's legal regulations, European standards and guidelines for quality assurance in higher education in the European Higher Education Area (ESG), as well as internal imperatives.

The procedure of the implementation of study programmes is determined by the UL internal legal regulations, including the documents regulating:

- development of new study programmes;

- admission requirements, matriculation and enrolment;
- planning, implementation and updating of study courses and modules, internships/placements;
- organization of examinations, final examinations and rotation;
- exmatriculations and issuance of diplomas and certificates;
- recognition of prior education or professional experience;
- self-assessment of study programmes;
- submission of student proposals and complaints, appeals against administrative decisions;
- promotion process.

**The development of new study programmes at the University of Latvia** is implemented in accordance with the procedure stipulated in the Regulations on the UL Study Programmes and Continuing Education Programmes (Senate Decision No. 102, approved April 24, 2017) and includes several stages:

- elaboration of the study programme concept in agreement with the Vice Rector and the Dean of the Faculty, and its approval by the Faculty Council;
- evaluation of the study programme concept with the assistance of experts and subsequent approval by the UL Study Programme Quality Assessment Board (SP QAB);
- elaboration of the full study programme, evaluation of the same with the assistance of experts, and subsequent approval by the Faculty Council, the SP QAB and UL Senate.

The development and updating of study courses is consistently implemented by the University of Latvia in accordance with the predefined procedure, requirements for the elaboration of the course and e-course description, as well as by ensuring a unified procedure for inclusion and exclusion of study courses from the study programme.

The study programme ensures consistent adherence to the principles of academic integrity in the conduct of students and staff, avoiding deception and fraud, ensuring objectivity, responsibility, promoting mutual respect and trust, and thus promoting the quality and prestige of Latvian education and science (see Figure 1.5.).

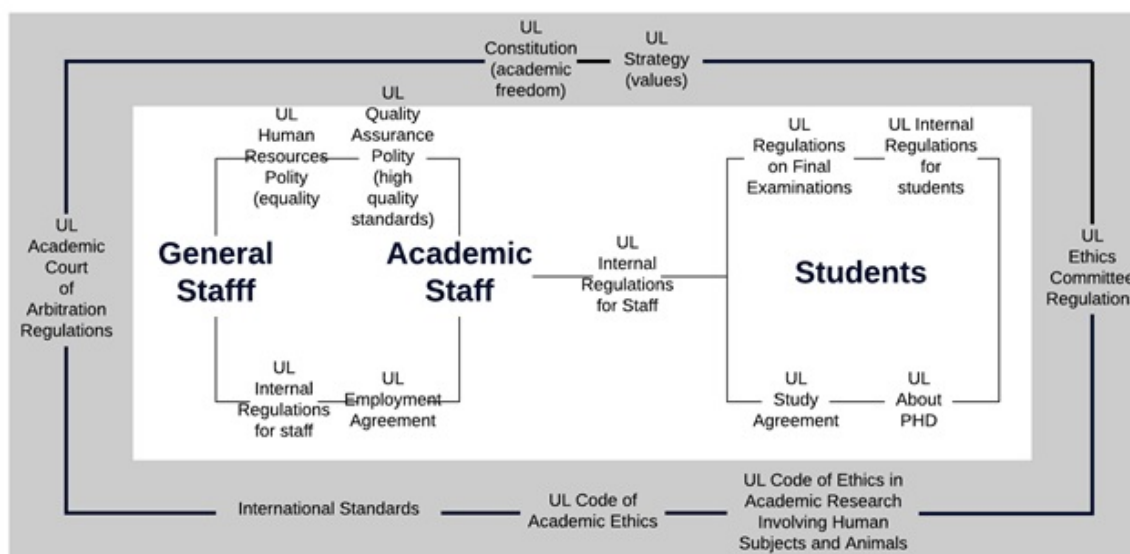


Figure 1.5. UL academic integrity documentation

The UL systematically ensures appropriate measurements, including measurements of the level of satisfaction of stakeholders. In order to evaluate the study process, the University of Latvia has established a procedure for organizing regular surveys. The questionnaires are administered

centrally. The following surveys are organized regularly:

- first year students survey on the commencement studies;
- first year student survey on first study experience;
- survey on study courses and the work of the teaching staff, including a survey on study internship and a survey on course papers and final papers (hereinafter - Study Course Evaluation Survey);
- last year students survey on study programme content and learning outcomes;
- survey for students who have decided to discontinue their studies at their own discretion or for those who have already stopped their studies, hereinafter referred to as a “Attrition Survey”;
- graduates survey;
- employers survey.

The results of the surveys are used for the operational enhancement of the academic staff competences, for the improvement of planning of the study process, for the provision of student services, etc. as well as development planning.

Various activities are implemented for the regular analysis and updating of study programmes, as well as to determine the need for the improvement of the study process, incl. active international cooperation with analogous study programmes abroad, involvement of employers and social partners in the development of study content, participation in the assessment of students' achievements during the study process, elaboration of qualification papers, provision of practical studies, etc. The UL enhances the cooperation between the lecturers involved in the implementation of the field programmes, including mutual assessment of the lecturers (hospitation) and assessment of the lecturers in the faculty units. At the same time, continuous feedback is provided to inform stakeholders about the learning outcomes and competences of students and graduates, as well as satisfaction rates.

In order to ensure the quality of higher education, the UL has implemented a system of quality assessment and improvement of study fields and study programmes, which is integrated into the UL general quality assessment system and as such ensures regular internal quality assessment, planning and improvement (see Figure 1.6.).

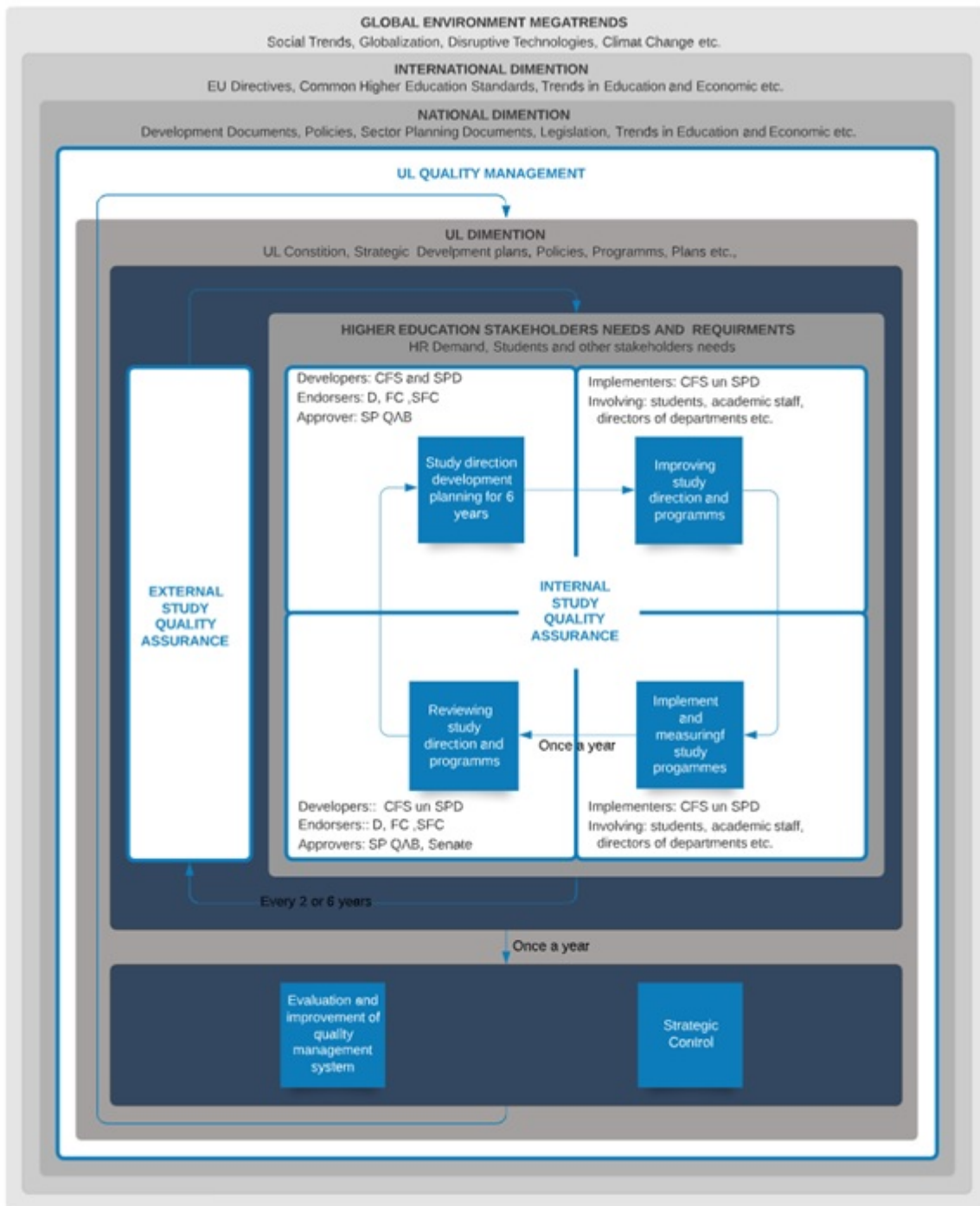


Figure 1.6. University of Latvia study quality assessment and improvement system

Abbreviations:

CFS - Coordinator of the field of study,

D - Faculty Dean,

FC - Faculty Council,

SFC - Study Field Council,

SP Director - Director of the Study Programme,

SP QAB - Study Programme Quality Assessment Board

In order to ensure the functioning of the system of internal quality assessment and improvement of study fields, the UL provides for the planning of the development of the study fields and the improvement of the respective study programmes. An annual review of the study field development

plan for 6 years and each study programme plan for 1 year is carried out, including assessment of the actual measurement results. This information is analysed in the **Annual Study Field Report** (hereinafter - the Report, its procedure approved by the UL Order No. 1/290 "The Annual Reports of the Study Field of the University of Latvia" of 14.07.2020), the preparation of which is supervised by the coordinator of the study field, involving study programme directors. The study programmes are reviewed to evaluate and improve the quality of their content and implementation. The report analyses the implementation and topicality of the programmes, as well as implemented changes, evolution and improvement and the assessment provided by stakeholders. The report is evaluated by the Study Programme Council and approved by the Faculty Councils after approval by the Dean of the Faculty. Prior to the approval of the study field report by the Senate, the Department of Studies provides an opinion on the study field study quality, as well as compliance with the requirements of regulatory enactments, while the Study Programme Quality Assessment Board (hereinafter - SP QAB) provides an opinion on the study quality of the study field, based on independent expertise.

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/2/Kvalitates\\_politika\\_majas\\_lapai\\_ENG.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_politika_majas_lapai_ENG.pdf) **Quality Policy of UL**

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/2/Kvalitates\\_ricibpolitika\\_majas\\_lapai\\_ENG\\_new.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_ricibpolitika_majas_lapai_ENG_new.pdf) **Quality Action Policy of UL**

[1]

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/2/Kvalitates\\_politika\\_majas\\_lapai\\_ENG.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_politika_majas_lapai_ENG.pdf)

[2]

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/2/Kvalitates\\_ricibpolitika\\_majas\\_lapai\\_ENG\\_new.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_ricibpolitika_majas_lapai_ENG_new.pdf)

[3]

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/1/Summary\\_UL\\_strategy\\_EN.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/1/Summary_UL_strategy_EN.pdf)

[4]

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(Latvian only)

[5]

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/1/Summary\\_UL\\_strategy\\_EN.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/1/Summary_UL_strategy_EN.pdf)

[6]

[https://www.lu.lv/fileadmin/user\\_upload/lu\\_portal/dokumenti/strategijas-un-koncepcijas/lu\\_izcilibas\\_modelis.pdf](https://www.lu.lv/fileadmin/user_upload/lu_portal/dokumenti/strategijas-un-koncepcijas/lu_izcilibas_modelis.pdf)

(Latvian only)

#### **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 21 of the Law on Institutions of Higher Education 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 evidence for the full compliance, partial compliance or non-compliance.**

<p>1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.</p>	<p>Complies</p> <p>The University of Latvia's Quality Policy sets out a set of quality principles, goals and actions required to achieve them, which the University of Latvia implements in accordance with internationally recognized standards in higher education and organization management. The aim of the quality policy is to contribute to the implementation of the UL mission, the achievement of strategic goals and sustainable development by defining guidelines and principles for ensuring a consistently high quality of operations. The policy, together with other policies and a set of processes, ensures the coherent planning and implementation of UL activities. This policy is an integral part of the quality management system, it applies to all areas of UL and implements them in a unified system at all UL governance levels.</p> <p>The UL quality management system is implemented in accordance with the TQM (Total Quality Management) principles, integrating excellence approaches to the UL corporate culture. By implementing quality management, the UL provides a set of activities and methods by which quality is planned, implemented, systematically evaluated and continually improved, thus contributing to the achievement of the goals set by the UL and meeting the needs of stakeholders. For the implementation of comprehensive quality management, the UL uses the internationally recognized and practically applicable quality management methodology - EFQM Excellence Model. In some areas, the quality management system is enhanced to ensure compliance with current industry standards and frameworks, including: provision of study process - ESG.</p> <p>The UL has identified, formalized and implemented procedures for quality assurance in higher education in accordance with Latvian legislation, European standards and guidelines for quality assurance in the European Higher Education Area (ESG), as well as internal necessity.</p> <p>The UL has a system of quality assessment and improvement of study fields and study programmes included therein, which, when integrated into the UL quality management system, guarantees responsible involvement of all study management levels in the regular study quality assessment, planning and improvement. The internal quality control of the study field is carried out by the directors of the study programmes, the director of the study field, the council of study field, the dean, the faculty councils, SPQAB and, in case of external quality assessment, the UL Senate. The assessment of study quality is based on planning and review cycles both in the study field and in each study programme dimension.</p>
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<p>2. A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.</p>	<p>Complies</p> <p>The design, internal approval, supervision and periodic inspection of the UL study programmes is set in accordance with the relevant external regulations of the Republic of Latvia and the UL internal regulations.</p> <p>The aim of the “Regulations of the University of Latvia Study Programmes and Continuing Education Programmes” (UL Senate Resolution No. 102 of 24.04.2017) is to determine the requirements for the content and implementation of study programmes and continuing education programmes developed and implemented by the University of Latvia. That would ensure the provision of high quality, domestically and internationally competitive, modern study programmes with high added value, continuing education programs for students, as well as efficient implementation of resources. The Regulations establish the principles of the structure, content and management of study programmes and continuing education programmes at the University of Latvia. The regulations include the description of the study programmes and continuing education programmes implemented by the University of Latvia and their structure, as well as the rules of programme development. The Regulations stipulate that the design of the study programme concept and the full study programme development may be initiated by the UL staff representatives and employees, the UL collegial decision-making institutions, as well as non-UL members (e.g. employers). The evaluation of the development of new study programmes according to UL procedure takes place across several successive stages:</p> <ol style="list-style-type: none"> <li>1) elaboration of the study programme concept;</li> <li>2) coordination of the study programme concept within the council of study field or councils and with the heads of the structural units involved;</li> <li>3) submission of the study programme conception to the Department of Studies, submission of the application to the Head of the Study Programme Quality Assessment Board (SP QAB) for evaluation of the conception by external experts and receipt of the opinion;</li> <li>4) elaboration of a full-time study programme in accordance with external and internal regulations and submission for evaluation and approval to the council of study field and faculty council or councils or scientific councils of scientific institutes.</li> <li>5) Submission of full-time study programme to Department of Studies for evaluation and approval by two independent experts and at SP QAB. To advance to the UL Senate.</li> <li>6) The examination and approval of study programmes in the Senate of the University of Latvia and advancement of the study programme license application.</li> </ol> <p>The annual evaluation of the existing study programmes of the University of Latvia is carried out in accordance with the “Procedure for Preparing the Annual Reports of the Study Fields of the University of Latvia” (UL Order 1/290 of 14.07.2020), which determines the functioning of the system of internal quality assurance of the study fields of the University of Latvia.</p>
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3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>“Procedure for Developing and Updating Study Courses at the University of Latvia” (UL Order No.1 / 277 of 10.08.2018) stipulates that the description of each study course includes the planned learning outcomes and the criteria for their assessment, as well as publication in the e-learning environment.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>In order to ensure modern and effective HR management practice in the organization in accordance with the UL strategy, vision, mission and values, the UL has developed and implemented the “Human Resources Management Policy of the University of Latvia” (UL Senate Decision No 264 of 28.01.2019). It describes the principles and procedures of the University of Latvia in personnel selection, employment relations, provision of motivation system and personnel development. In order to ensure purposeful professional development of the UL academic staff, the University of Latvia elaborated “University of Latvia Academic Staff Development Action Plan 2018-2020” within the framework of the project operational programme “Growth and Employment” 8.2.2. Specific Objective “Strengthening Academic Staff of Institutions of Higher Education in Strategic Specialization Areas”.</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>The Procedure for Organizing Regular Surveys for the Evaluation of the Study Process at the University of Latvia (UL Order No. 1/334 of 22.08.2016) stipulates that the Department of Studies of the University of Latvia organizes surveys for students, graduates and employers centrally each academic year. The summary of the results of the course and lecturer work is available at three levels: lecturers, study programme directors, deans. The results of the study surveys are described and analysed in the annual reports of study fields. Information about student achievements is collected at the LUIS. It is available in various sections for analysis of study field programme development.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Partially complies</p> <p>The functioning of the system of internal quality assurance of the study fields of the University of Latvia is determined by the “Procedure for the preparation of annual reports of the study fields of the University of Latvia”.</p> <p>The UL study fields are being reaccredited within the set terms.</p> <p>In order to promote the quality and competitiveness of UL study programmes, the “Order of the University of Latvia Foundation for Quality Improvement of Studies” (UL Order No. 1/149 of 20.04.2018) provides opportunities to receive support within the framework of UL projects for the quality improvement of study programmes and process.</p>
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## II - Description of the Study Direction (1. Management of the Study Direction)

### 1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The study field “Arts” (hereafter in the text – Study field) implemented in the Faculty of Education, Psychology and Art (hereafter in the text FEPA), University of Latvia, during the current period of accreditation includes one study programme the content of which has been developed based on the profession standards, consultations with the employers’ professional organizations (e.g., Latvian Designers’ Association (Latvijas Dizaineru savienību - LDS), Latvian Association of printing businesses (Latvijas Poligrāfijas uzņēmumu asociāciju -LPUA), etc.) and improved during the course of implementation taking into account recommendations given by the academic staff, students, employers and graduates as well as following the development trends of the field in Latvia and abroad.

The professional bachelor’s study programme (hereafter in the text – PBSP) “Art” has been functioning since the establishment of the study field in 2008 and has proved that the offered content of studies attracts students who want to obtain or supplement their professional competence in the field of design.

Design in progressive economics that is able to adjust flexibly and create innovations that are based on user-centred research, plays a vital role. The contribution of design innovations to solving problems caused by global crises also proves this. The demand for highly qualified designers who know well their field has not decreased as it is confirmed by the summarized results of the employers’ survey and the interviews with the field experts (the employers most frequently mention that companies need and will need UI/UX designers). As mentioned in the Informative

report of the Ministry of Economics (ME) on the medium and long-term forecasts of the labour market, the technological progress and the development of information and communication technologies (ICT) has created new, highly qualified work places (e.g., designers of web applications) and till 2025 the European Union will continue the orientation to services and knowledge based economics.[1] In Latvia, ME forecasts the soaring of employees in fields of commercial services,[2] and the development of digital design products is closely connected with these services. The ICT field advances, expansion of the digital marketing field or digital and virtual solutions in education lead to broadening the designers' field of action. The labour market, too, expects more and more such competences as the ability to solve non-standard problem situations using the possibilities offered by new technologies, the ability to understand the technological solutions both in applying their possibilities and in creating new innovative products. The Study field implemented by the UL educates designers who are able to search for and evaluate critically the diverse digital and printing solutions (in graphic design) or space solutions (in interior design) modelling real situations, analysing the information and its reliability, thinking about the social, economic and technological context in order to use these professional skills in different fields. The improvement of using ICT skills has been integrated in most of the specialized study courses. The academic year 2019/2020 has been announced the Year of Technologies in Latvia which emphasizes the topicality of the field which is closely connected also with the development of the design thinking. However, as concluded in the publication "Latvijas dizains 2020" (Latvian Design 2020), "The labour market has not defined an explicit demand for the design education because neither the industrial nor the social development policy include the design concept. These fields have not explored and clearly defined need for the design"[3].

The design field representing the creative industry belongs to the fields of national economy with high added value where the production processes do not require huge investments of raw materials, energy and materials and where the chief resource is the creative and intellectual potential of the workforce. Latvia as the country with limited raw material and energy resources is interested in the development of these field. Students and graduates of the bachelor's study programme "Art" can become the design professionals both as employees or self-employed and as employers. Similarly, graduates of the programme are prepared to continue their studies in the master programmes not only in design but also in other master programmes of humanities according to their requirements for student admission, e.g., Latvian Academy of Art or Latvian Academy of Culture. Since 2020, graduates of the PBSP "Art" are offered a possibility to continue their education in FEPA UL - the new master programme "**Technology innovations and design for education**", choosing the specialization in seeking new approaches and solutions in the technology enriched education process. The previously acquired experience in design thinking will give possibilities and advantages to the graduates of the bachelor's programme in developing qualitative digital teaching/learning materials and technical study tools in the educational environment with a special added professional art value. Although this master programme will be implemented in the frame of another study field, the interdisciplinary character of the design field ensures a direct link between the PBSP "Art" and the new master programme because its objective is to offer "students to turn from the users of new technologies into efficient developers thanks to the profound understanding of technologies, development of the technological solution design, the acquired effective communication and leadership in team work"[4].

The Study field "Arts" is implemented in 14 higher education institutions of Latvia. J. Vitols Latvian Academy of Music (JVLMA) has the broadest offer in this field (including 7 basic study programmes); however, this academy cannot be considered the competitor to the UL because it offers all the programmes in the subfield of music. The study programmes implemented by the Latvian Academy of Culture (LKA) due to their subfields also do not compete with UL. Liepaja University (LiepU), Daugavpils University (DU) and Rezekne Academy of Technologies (RTA) are regional higher

education institutions, their potential student audiences are from Kurzeme and Latgale. Students studying in UL Study field “Arts” are mainly from Riga and Vidzeme, although there is also a small number of students from Latgale and Kurzeme because they relate studies in Riga to a better possibility to join the labour market both during their studies and immediately after graduating.

The most important competitor traditionally has been Latvian Academy of Art (LMA) that offers studies on three levels; however, as proved by the joint work of these two higher education institutions in the Study field (since 2008, when UL started the PBSP “Art”) the study programmes have found their audiences and the niche of functioning. LMA implements one academic study programme on the level of basic studies but studies in several subfields, including subfield of functional design (Interior design, Graphic and packaging design) are available to students that according to the study content could be similar to the basic level study programme offered by the UL. There are only by state budget study places at LMA, the number of study places in subfields is small, and therefore applicants need good prior knowledge to stand the competition. The UL programme offers enough study places also for applicants with little prior knowledge but high motivation to obtain the qualification paying themselves for the studies. Differing from LMA, the bachelor programme offered by the UL is professional, oriented to the requirements of concrete professional standards and cooperation with employers that develops searching for design solutions based on independent scientific studies and social necessity. The orientation to the acquisition of the profession defines the inclusion of practical tasks in all specialized study courses, e.g., Interior designing, Basics of printing, Graphic programmes and Introduction into speciality as well as course paper studies that promote the consolidation of professional and research skills. The study programme includes the Research practice I and II (4 credit points) and Professional practice in design I – III (15 credit points) that in total constitutes 12 % of the programme’s content. Study courses offered in the UL programme Design of digital products, Design thinking in project implementation and others give students a possibility to engage in the elaboration of user-centred and innovative design prototype which considerably increases their competitiveness in the labour market. The graduates’ of the PBSP “Art” survey shows that the majority of graduates do not continue their studies on a higher level but join the labour market immediately after graduation. This allows concluding that the UL programme prepares qualified specialists for Latvian companies and design studios.

The PBSP “Art” along the innovations tries to preserve the traditional methods of acquiring design that include drawing, painting, sketching and other study courses that develop students’ abilities to form design ideas using the analogous means of expression. These study courses or their proportion in the study programme is the main feature that differs in the comparison with other similar study programmes abroad. For instance, the bachelor’s programme “Visual Design” offered by Danish Royal Academy of Art with which the UL academic staff got acquainted during the experience exchange visit in January 2020 does not offer drawing and painting study courses. Most of the design programmes in other countries are shorter than the UL programme – students have to study for three years and the study objectives envisage that students must have solid prior knowledge (e.g., in work with different computer programmes). Differing from several programmes of foreign countries (e.g., design programmes of the Florence Design Academy), the UL programme currently does not offer the on-line studies (except the emergency situation due to the restrictions caused by the pandemic). The preference of face-to-face studies is largely determined by the already mentioned drawing, painting and other study courses in which on-line remote studies are not effective.

In turn, the common feature with many programmes offered by foreign higher education institutions is that during studies (as course papers and the final work) students develop design projects or their prototypes of different levels of complexity based on the principles of the design

thinking. Graphic and communication design study programmes in Europe are widely represented (e.g., in United Kingdom alone there are approximately 170 bachelor programmes in graphic design category[5]) – both in specialized art and design higher education institutions (HEI) and universities. The offer of interior design bachelor programmes is approximately twice less. Getting acquainted with design projects developed in programmes of different HEI allows concluding that their aims, objectives and teaching/learning methods are similar.

Comparing the tuition fee, it is a bit higher in the UL programme than in other HEI of Latvia, but it is considerably lower than in foreign study programmes where students have to pay themselves.

In 2020, the PBSP “Art” has been included in the UL project “The analysis of the content and structure of study programmes implemented by the University of Latvia and the study of needs for developing human resources of the field and the necessary skills for improving the content of study programmes”. The report prepared by the company *PricewaterhouseCoopers (PwC)* shows that regarding the state budget funded fields (public procurement for a definite number of specialists for Latvian national economy, public governance or research institutions) subsidies for the art field are the fourth largest following the health care, engineering sciences, technologies and computerization. These are approximately 1300 state budget places in higher education institutions of Latvia,[6] however, the UL programme has been allotted only 6 state budget places and according to the information possessed by the Study field management team, the number of budget places will not be increased in near future in the field of art in the UL. This means that students also in future will have to finance their studies (at present it is approximately 200 students) and the number of students will indirectly point to the perspectives of the field specialists in the labour market (assuming that students invest their personal financial means in a perspective profitable profession). According to the report, the consequences of the Covid-19 crisis will affect the number of unemployed among the graduates of higher education institutions; it has increased to 18,9 thousand in the first quarter of 2020 in Latvia. Yet, as confirmed by the study of the Ministry of Education and Science and *PwC* survey, the number of unemployed among the UL graduates is low.[7]

The employers indicate the changeability of the labour market “thus the labour market demands most frequently such knowledge, skills and competences that promote the graduates’ productivity, develop their skill to adjust to the changing work environment and to learn continuously. The skill to work with a huge amount of data, the knowledge of foreign languages and the skill to collaborate in the international working environment are highly acknowledged. Equally important are skills to acquire new methods of work and technologies, the ability to apply knowledge in practice, observing the discipline, good communication skills.”[8] Analyzing general and professional skills and competences acquired in the study programmes, the *PwC* report concludes that it would be advisable for students to acquire critical thinking skills, and the PBSP “Art” plans to include it as a separate study course (probably, connected with the professional field). The report also concludes that the level of skills and competences acquired as the result of the study programme “Art” corresponds to the requirements set in the normative documents.[9]

The evaluation of the number of employees and remuneration in the respective field leads to the conclusion that in March 2020 there are 127 interior designers (216602 Interjera DIZAINERS) and 289 graphic designers (216603 Grafikas DIZAINERS) in Latvia[10], and during the last 5 years the number of work places has the tendency to increase (See Fig. 2.1).

Profesiju klasifikators	Studiju programmas	Darba vietu skaits 15.05.2016.	Darba vietu skaits 15.05.2017.	Darba vietu skaits 15.05.2018.	Darba vietu skaits 15.05.2019.	Darba vietu skaits 15.05.2020.
2111 Zinātnieki, fiziķi un astronomi	27. Fizika	2,334	2,291	2,442	2,606	2,714
2113 Ķīmiķi	23. Ķīmija	447	488	517	543	564
2114 Ģeologi un ģeofiziķi	6. Ģeoloģija	184	193	193	212	218
212 Matemātiķi, aktuāri un statistiķi	26. Matemātikas statistiķis	319	341	383	409	433
2131 Biologi, botāniķi, zoologi un tiem radniecīgu profesiju vecākie speciālisti	6. Ģeogrāfi (mazāk kā 10)	241	223	234	219	220
213114 BIOLOGS	24., 25. Bioloģija	24	23	27	24	22
216408 Telpiskās attīstības PLĀNOTĀJS	30. Telpiskās attīstības plānošana	20	17	20	19	18
216602 Interjera DIZAINERS	1. Māksla	128	121	133	150	137
216603 Grafikas DIZAINERS	1. Māksla	18	60	220	259	289

Figure 2.1. Number of work places according to the profession or the group of professions from 2016 to 2020[11]

Translation of the Figure 2.1.:

Occupational classifier	Study programmes	Number of work places 15.05.2016.	Number of work places 15.05.2017.	Number of work places 15.05.2018.	Number of work places 15.05.2019.	Number of work places 15.05.2020.
216602 Interior DESIGNER	1. Art	128	121	133	150	137
216603 Graphic DESIGNER	1. Art	18	60	220	259	289

The hourly tariff for work in both the qualifications obtained in the programme has increased; however, it is evident that is considerably lower for the interior designer than the graphic designer (See Fig. 2.2).

Profesiju klasifikators	Studiju programmas	Vidējā stundas tarifa likme, EUR 15.05.2016.	Vidējā stundas tarifa likme, EUR 15.05.2017.	Vidējā stundas tarifa likme, EUR 15.05.2018.	Vidējā stundas tarifa likme, EUR 15.05.2019.	Vidējā stundas tarifa likme, EUR 15.05.2020.
2111 Zinātnieki, fiziķi un astronomi	27. Fizika	7.64	8.85	10.02	10.90	11.09
2113 Ķīmiķi	23. Ķīmija	6.89	7.21	8.07	8.66	8.37
2114 Ģeologi un ģeofiziķi	6. Ģeoloģija	5.98	6.32	6.65	6.95	7.26
212 Matemātiķi, aktuāri un statistiķi	26. Matemātikas statistiķis	9.93	9.71	11.30	10.78	14.52
2131 Biologi, botāniķi, zoologi un tiem radniecīgu profesiju vecākie speciālisti	6. Ģeogrāfi (mazāk kā 10)	7.15	7.43	8.77	9.53	9.39
213114 BIOLOGS	24., 25. Bioloģija	6.84	8.67	13.69	9.14	8.47
216408 Telpiskās attīstības PLĀNOTĀJS	30. Telpiskās attīstības plānošana	9.03	10.13	10.61	9.87	8.70
216602 Interjera DIZAINERS	1. Māksla	5.18	5.56	6.20	7.14	6.70
216603 Grafikas DIZAINERS	1. Māksla	6.71	8.27	9.13	9.92	10.36

Figure 2.2. Average hourly tariff (EUR) per profession or the group of professions from 2016 to 2020[12]

Translation of the Figure 2.2.:

Occupational classifier	Study programmes	Average hourly tariff (EUR) 15.05.2016.	Average hourly tariff (EUR) 15.05.2017.	Average hourly tariff (EUR) 15.05.2018.	Average hourly tariff (EUR) 15.05.2019.	Average hourly tariff (EUR) 15.05.2020.
216602 Interior DESIGNER	1. Art	5.18	5.56	6.20	7.14	6.70
216603 Graphic DESIGNER	1. Art	6.71	8.27	9.13	9.92	10.36

Considering the medium-term forecasts and evaluating the impact of the Covid-19 pandemic on the labour market, the PwC report concludes that the field represented by the PBSP "Art" graduates can ensure work in the remote mode (telework) (See Fig. 2.3). The PBSP "Art" is not mentioned among the UL programmes the graduates of which face more difficulties in finding employment in the

profession that corresponds to their education,[13] although in general the security of employment in the field of art could have a negative tendency (it applies more to fields which lack possibilities of flexible work conditions, e.g., remote work, and has a direct contact with customers).

Profesiju klasifikators	Profesiju grupa	Kategorija
2111 Zinātnieki, fiziķi un astronomi	21 ZINĀTNES UN INŽENIERZINĀTŅU JOMAS VECĀKIE SPECIĀLISTI	Aktīva, bet ar teledarbu
2113 Ķīmiķi		
2114 Ģeologi un ģeofiziķi		
212 Matemātiķi, aktuāri un statistiķi		
2131 Biologi, botāniķi, zoologi un tiem radniecīgu profesiju vecākie speciālisti		
213114 BIOLOGS		
216408 Telpiskās attīstības PLĀNOTĀJS		
216602 Interjera DIZAINERS		
216603 Grafikas DIZAINERS		

Figure 2.3. Assessment of professions corresponding to UL study programmes under evaluation in relation to the impact of Covid-19 restrictions[14]

Translation of the Figure 2.3.:

Occupational classifier	Occupational group	Category
216602 Interior DESIGNER	21 Senior specialists in the field of science and engineering	Active but with teleworking
216603 Graphic DESIGNER		

Job offers in the portal Kurdarbs.lv on January 1, 2021, show that there are 29 vacancies in the category “Designer” in Latvia and 2 in Lithuania. The most frequently required are WEB designers,[15] and this is the category in which the Covid-19 crisis could be felt the least.

[1] LR Ekonomikas ministrija (2018). Informatīvais ziņojums par darba tirgus vidēja un ilgtermiņa prognozēm. P. 45. Available: <https://www.em.gov.lv/lv/darba-tirgus-zinojums> (Latvian only).

[2] Ibid, p. 47.

[3] Kultūras ministrija (2018). Latvijas dizains 2020. Available: <https://www.mk.gov.lv/lv/media/6061/download> (Latvian only).

[4] PPMF studiju virziena “Izglītība, pedagogija un sports” studiju programmas “Tehnoloģiju inovācijas un dizains izglītībai” licencēšanas ziņojums (2019).

[5] Educations.com. Available: <https://www.educations.com/search/bachelors-degree-graphic-design-united-kingdom/a62-c1062-d1076>.

[6] SIA PricewaterhouseCoopers (2020). *Darba tirgus un nozaru cilvēkresursu vajadzību prognožu un nepieciešamo vispārējo un profesionālo kompetenču izpēte LU vērtējamo studiju programmu kontekstā*. Projekta ziņojums.

[7] Ibid, pp.18-20.

[8] Ibid, p. 26.

[9] Ibid, p. 46.

[10] Ibid, p. 60.

[11] Ibid, p. 70.

[12] Ibid, p. 68.

[13] Ibid, p. 40.

[14] Ibid, p. 39.

[15] Kurdarbs.lv [cited 01.01.2021.].

## **1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.**

FEPA is the largest faculty of the University of Latvia that implements several study fields and its successes can be seen in the common study and research indicators of the UL. The development strategy of the study field “Arts” is based on the continuous open - to - students functioning of the study system and the improvement of this system that corresponds to the requirements of internal and external normative acts and is directed to students’ interests.

**The development goal** of the study field is to ensure research-based and innovative design studies that correspond to the needs of Latvian and global labour market as well as to prepare qualified specialists in the field of interior and graphic design ensuring them the respective skills, knowledge and competences. The goal of the study field conforms to the strategic goal of the UL – to ensure science-based studies applying modern and competitive education technologies, promoting multidisciplinary and professionally oriented approach.

The development of the study field and the respective study programme corresponds to the aims and objectives defined in Latvia’s national strategy and planning documents. The aim of Latvia’s sustainable development strategy till year 2030 is the change of paradigm in education in order to ensure development in research and competitive higher education. This is reflected in the National Development Plan of Latvia 2014 – 2020.[1] Planning the advancement of the study field for the next accreditation period, the main development trends are harmonized with the National Development Plan of Latvia 2021–2027. Its guidelines for strengthening higher education institutions – improving the links with business companies and labour market, focusing on creating knowledge-capacious products and services, supporting research-based studies and learning excellence as well as strengthening the introduction of new technologies and developing digital skills in the study process – are integrated in the work of the Study field.

The PBSP “Art” included in the Study field places great emphasis on the formation of a creative personality with a broad mental outlook, critical thinking and analytical skills to state the current processes and forecast processes in design so that the graduates are able to join successfully the global labour market and to use productively their human capital thus promoting the attainment of aims defined in the sustainable development strategy of Latvia.

The functioning of PBSP “Art” heads for attaining the aims set in the UL Development strategy:

- preparing human resources corresponding to the requirements of Latvia’s and EU labour market:
- improvement of the content of the existing study programmes facilitating the improvement of students’ general skills, including the introduction of such study forms that includes the



analysis of the problem issues of the national economy and societal needs as well as promotes the acquisition of skills necessary for developing innovative products: financial literacy, identification of customers' needs, **design**, process management, progress of the solutions in the market (this aim correlates directly with the aims and objectives of the Study field);

- broadening of the knowledge basis and innovation resources, attracting partners from employers and professional organizations in the development and implementation of the study programmes;

2) internationalization of education:

- exploration of the European and world's higher education development processes and introduction of good practice in UL;
- support to student and academic staff mobility, practices abroad for students' career growth;

3) reproduction of the academic staff and increase of their capacity.

University of Latvia has set the aim for the development of UL research capacity and competitiveness to broaden the knowledge basis and the transfer of technologies that includes:

- the development of new products and technologies with high added value for ensuring the societal needs and development of the national economy;
- the transfer of knowledge and technologies for introducing the research results in production or providing services.

A set of several criteria substantiates the choice of the medium-term priority research directions at the UL; it includes the development of problem-oriented research applying interdisciplinary methodologies, combining traditionally competitive science branches as well as the synergy of the research and the study process.

Priority research directions of the UL for years 2016 - 2020 include:

- innovative information technologies;
- critical thinking, innovation, competitiveness and globalization;
- man and technologies, education quality.

The Study field "Arts" has the following **development principles**:

- compliance with Latvia's, European and international space as well as UL legal acts, guidelines and strategies;
- development and implementation of study courses ensuring the Study field and corresponding to the professional standards;
- attraction of highly qualified academic staff, its development;
- collaboration with students, employers and professional organizations;
- continuous quality control of the study process and its improvement on all levels;
- cooperation with other higher education institutions.

Aims and defined strategy priorities of the Study field agree with the National Development Plan of Latvia 2014-2020, which sets several priority directions of the national development for achieving the national advancement aim, including developed research, innovation and higher education.<sup>[2]</sup> The "Sustainable development strategy of Latvia 2030", adopted by Saeima, defines the perspectives of the Study field from the point of view of interests of the Republic of Latvia and conformity to the needs of the society and the development of national economy. This strategy defines that "a creative individual and society that are able to approve and use one's own creative potential are the main driving forces of the development. Only such a society is able to think and

act sustainably. Every creative person matters in such a small country as Latvia. The greater the contribution of societal and culture capital in people, the greater added value to their work. The culture capital in a creative society plays a significant role in the personality development creating not only an economically active consumer but also a creatively active entrepreneur therefore it is important to promote creativity as the key factor of competitiveness. Another important factor is creative environment that maintains the diversity of culture simultaneously preserving the cultural historical legacy, that supports directly and indirectly experiments and creation of new products, thus forming appreciative ground for the development of culture and creative industry”[3].

[1] National Development Plan 2014-2020. Available: <https://www.pkc.gov.lv/en/national-development-planning>.

[2] National Development Plan 2014-2020. Available: <https://www.pkc.gov.lv/en/national-development-planning>.

[3] Sustainable Development Strategy of Latvia until 2030. Available: [https://www.varam.gov.lv/sites/varam/files/content/files/lia\\_2030\\_en.pdf](https://www.varam.gov.lv/sites/varam/files/content/files/lia_2030_en.pdf).

**1.3. SWOT analysis of the study direction 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 direction 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 direction for the next assessment period shall be provided.**

*Table 6. SWOT analysis of the study field “Arts”*

Strengths	Weaknesses

- 
1. UL prestige in Latvia and on the international scale.
  2. Compliance with the national priorities in the context of labour market and long-term trends. The content of studies corresponds to the national standards and standards of professions.
  3. The study programme prepares design specialists who are demanded in the labour market, especially in the broad and dynamic sphere of small and medium business and the remuneration of these specialists is high enough for the means invested in education to pay back.
  4. The study field employs experienced specialists who are successful in their field and professionally highly acknowledged and who are ready to share their experience with students.
  5. The programme ensures successful cooperation with employers both organizing the professional practice for students and promoting dynamic development of the study programme satisfying the demands of the labour market.
  6. Positive study environment and successful interaction between the academic staff and students, the individual approach in the study process.
  7. The infrastructure of information technologies that corresponds to modern requirements, conforming methodological provisions, availability of diverse resources in the implementation of the study process, ample and rich library resources and subscribed data bases.
  8. Students are engaged in design competitions where they can realize their creative potential and research competence.

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## **Opportunities**

1. The interuniversity cooperation outside Latvia is not broad and intensive enough.
2. The mobility of the academic staff and the involvement of foreign guest professors develops slowly as it is connected with restricted funding.
3. Insufficient funding for involving new professionals who have the necessary qualification and scientific degree in the implementation of the programme.
4. Insufficient student mobility to foreign universities (partly it is connected with the fact that a large part of students work and cannot discharge the contract).
5. The location of the faculty outside the centre of Riga that makes it more difficult for students to select flexibly Part C courses.
6. The remuneration of the academic staff is not motivating enough and makes them look for additional sources of income. The total load of the academic staff restricts the time for doing research and possibilities of engaging in the out-going mobility programmes.

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## **Threats**

1. There is still a topical demand for specialists of digital design products, who know well the technological, social and artistic side of the products, in the labour market of Latvia and international companies.
2. There is a demand for professional developet/further education programmes in visual art, photography, etc. in the labour market of Latvia.
3. Book printing and packaging production that require highly qualified layout designers and graphic designers do not lose their topicality.
4. As the society's understanding about the possibilities of design in developing new products and services, in promoting the wellbeing of the society improves, the possibilities of design specialists to work in interdisciplinary teams for solving problems that are important for entrepreneurship and society increase.
5. The importance of creative industries is recognized on the national level in relation to the production and export of products with high added value.
6. Collaboration possibilities with higher education institutions in Latvia and abroad in implementing the programmes and research projects.
7. Collaboration possibilities on the interfaculty level after FEPA has moved to the Academic centre of the UL in Tornakalns.

1. The demographic situation does not improve – the number of secondary school graduates does not grow considerably.
2. Due to the impact of the consequences of Covid-19 crisis the social economic conditions of students and potential students become worse; there is unstable and unpredictable economic situation. Students drop out from their studies giving more priority to earning means for living.
3. No additional state budget study places are allotted to the study programme, there is low support priority to humanities as a science to which also the interdisciplinary design studies belong.
4. Uncertainty of development perspectives for the young academic staff, no possibilities to get a full load of teaching.
5. Students face more possibilities to choose similar programmes in Latvia and abroad that can decrease the number of potential students.
6. Due to the Covid-19 crisis students' mobility decreases.

One of the strengths of the Study field is the involvement of representatives of employers and professional organizations in the improvement of the study process. For instance, several representatives of the field participate in the implementation of the PBSP "Art" as the academic staff – graphic designer Agris Dzilna (member of LDS), interior designer Andra Irbīte (member of LDS), graphic designer Aivars Plotka, art researcher Austra Avotiņa (member of AUL), artist Austra Celmiņa-Ķeirāne (member of the European Quilt Association), artist Juris Utāns (member of AUL), architect Inguna Karlson, product developer in SIA "Kate", Ltd. and project manager Jānis Mežulis and others. However, the attraction of highly qualified young professionals to particular study courses is limited – there are not many such specialists in Latvia, the offered UL remuneration is not motivating (because the number of lectures and students is small), and the engagement of such academic staff does not guarantee the stability of the study process (the hourly-paid lecturers stop working at the UL if there appear better opportunities). This situation marks one of the tasks that could be solved inviting guest lecturers within the study course to deliver some lectures or guide practical works attracting funding from projects. In 2020, FEPA supported inviting a lecturer with the doctoral degree in art to deliver several study courses who also developed a new study course for the PBSP "Art". The work continues in the project "Reproduction of the academic staff and improvement of competences at the University of Latvia" Nr. 8.2.2.0/18/A/010 that envisages attracting another foreign lecturer and two doctoral students during the next two years. Doctoral students after the project will have a possibility to apply for elected teaching positions.

The insufficient academic staff mobility issue has been solved thanks to establishing the Department of Art and technologies in the faculty in 2018 because the funding envisaged for the department has been shifted both to lecturers' outgoing mobility and exchange visit to countries of potential partner universities (in 2019 to Augsburg, Germany, in 2020 to Copenhagen, Denmark). In future, the outgoing mobility of the academic staff and students will be promoted and supported, yet taking into consideration the consequences caused by Covid-19 pandemic. However, the university policy in this field can only partly affect students' outgoing mobility. According to studies, the indicators of students' employment who work in parallel to their bachelor level studies is very high - in general, approximately a half of students work. The number of such students in the professional bachelor programme is 51% (37% of them are employed in regular work, 14% in temporary jobs).[1] There is little response to mobility events among these students and the rest often are reluctant to choose the mobility due to financial considerations (because studying abroad they still have to pay the tuition fee at the UL for one or two semesters).

As regards the incoming mobility and involvement of guest lecturers, the only solution in the development of the Study field is attracting the project funding, and this is being done thanks to the SAM 8.2.2 project. At present, the end of 2020, the rapid digitalization of lectures opens new opportunities for the academic staff mobility - lecturers no longer have to change physically their place of residence for a particular period of time, therefore the delivery of theoretical courses or parts of courses is much simpler. Possibly, the remote studies in the theoretical part of the design field is the reality of long-term planning.

The support of the Department of Art and technologies is also envisaged for interuniversity collaboration outside Latvia, to read more about the plans of the Study field in promoting collaboration, see Appendix "Study Field Development Plan".

The support for promoting research at present is greater than at the beginning of the accounting period, e.g. the academic staff can receive financial support for participating in conferences in Latvia and abroad from the department's funding or for creating activities (e. g., organizing the exhibition) from the UL academic development project funding. The remuneration of the academic staff has increased a little in Latvia in 2020 but this probably will not affect considerably the involvement of the academic staff in research. However, the faculty encourages and supports the research of the academic staff, e.g., every year after the annual international conference of the UL they have a possibility to submit their scientific articles and reports to the collection of the conference articles which for two years now has been included in the Web of Science.

The location of the faculty at present in one of Riga residential areas does not promote either students' willingness to acquire Part C courses in other faculties (although students from other faculties sometimes choose to acquire such courses as Drawing I, Photography I, Painting I etc.), or the attraction of new lecturers because the time spent on travel is a significant factor in choosing studies or the place of work. The solution to this in long term is moving of the faculty to the UL Academic centre in Torņakalns and the opening of the House of Letters there which will be the new place of the faculty is planned in 2023. The move of the faculty and the Study field to the House of Letters can be linked to several positive changes that could eliminate some of the threats - firstly, there will be an opportunity to collaborate with other faculties and that would facilitate both the attraction of qualified academic staff and the development of inter-faculty projects; secondly, a modern, creative environment that complies with all the technological requirements will attract students and will encourage acquiring design in Latvia not abroad; thirdly, being in one academic centre the development of the design field and design education could find a closer link with nature sciences that is one of the most important long-term goals of the field. It should be noted that the planning of the environment and infrastructure envisaged for the Study field takes place in close cooperation with the FEPA administration and the planners of the House of Letters.

The University cannot eliminate directly the threats that are connected with the demographic situation in the country. This depends on the general economic situation in the country – when the economic situation improves and people’s paying capacity increases, then probably, emigration will decrease and other demographic indicators will improve, the secondary school graduates will not have to start working immediately or drop out from the studies to cover their everyday expenses. A positive factor regarding threats about limited possibilities of student loans is the fact that starting with 2020 Latvia introduces an improved model of study crediting (loans) the aim of which is to make the higher education more accessible, to ease the conditions of getting the study loan. These changes in legislation have been developed thanks to the suggestions of Latvian Students’ Union. The Ministry of Education and Science that have worked out the legislation amendments envisages that the new system will allow giving 2000 new loans annually.

An external threat from the UL perspective is also the opportunity to acquire higher education abroad free of charge that is connected with the above-mentioned aspects (the economic situation, people’s paying capacity, inability to finance studies). According to the information given by the Ministry of Foreign Affairs, the Republic of Latvia, Latvian citizens have broad possibilities to study in EU member countries free of charge or for a reduced fee: Czech Republic, Denmark, France, Greece, Norway, and Finland.[2]

The low support on the part of the country to humanities (including art and design) (the small number of budget study places) deserves negative assessment. The necessity to promote the acquisition of nature sciences is widely popularized among students in the world and also Latvia has announced the support to science study programmes a priority. However, studies and experience show that humanities students have vast career opportunities in different fields. Neglecting the support to the studies of humanities and social sciences, presents the risk that the quality of education will decrease and thus there is a risk to graduates’ employability. Thinking about the country’s focus on nature sciences, this is the factor that FEPA cannot change directly but the UL administration has to speak about these aspects on the national education policy level because each field of science is significant for the national wellbeing and the advancement of the national economy and ignoring some field can create stagnation and negative consequences in long term. Actually, the design field is interdisciplinary and comprises several components of nature sciences therefore as mentioned above the long-term plans of the field are connected with the development of inter-field projects.

The development plan of the study field is given in Appendix "Study Field Development Plan". This has been worked out for the next six years in cooperation with all the stakeholders – the academic staff of the field, students, employers’ representatives, the Board of the Study field, FEPA administration. The Development plan includes three main goals - to become the leading training center for user-centered design specialists in Latvia, to become a recognizable design and interdisciplinary research center in Latvia and to implement the study program, providing the labor market with high-level design specialists. A number of tasks subordinated to these goals are to be completed in the short or long term. It is planned to complete the tasks related to changes in the structure of the study programme, updating of courses in accordance with occupational standards and expansion of the course offer as soon as possible. Activation of student and lecturer mobility could take longer, but the form of online lectures has also opened up new opportunities for lecturers. The development of design research and involvement in international organizations is taking place gradually, the potential of the study field could be the involvement of new lecturers and researchers, which has become more active in academic year 2020/2021. One of the long-term plans is to create a master's study programme to expand the field of study, which would open up opportunities for international cooperation and students' specialization in topical design fields.

[1] „Studentu sociālie un ekonomiskie dzīves apstākļi Latvijā 2017”. Available: [http://petijumi.mk.gov.lv/sites/default/files/title\\_file/petijums\\_2017\\_starptaut\\_salidzin\\_Eurostudent\\_dala\\_studentu\\_socialie\\_un\\_ekonomiskie\\_dzives\\_apstakli\\_Latvija.pdf](http://petijumi.mk.gov.lv/sites/default/files/title_file/petijums_2017_starptaut_salidzin_Eurostudent_dala_studentu_socialie_un_ekonomiskie_dzives_apstakli_Latvija.pdf) (Latvian only).

[2] „Studijas ārzemēs”. Available: <https://www.mfa.gov.lv/arpolitika/eiropas-savieniba-arpolitika/sabiedribas-informesana-es-jautajumos/tavas-iespejas/macibas/studijas-arzemes> (Latvian only).

**1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction 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 direction.**

Collegiate responsibility for the administration of the study field lies with the UL decision-making bodies - the Senate, the UL Study Programme Quality Evaluation Board (headed by Vice-Rectors), faculty councils and council of study field, which evaluate study quality and decide on study quality assurance measures.

The UL governance is responsible for the functioning of the study quality management system, the management of results, process monitoring and audits.

Responsibility for the quality of the study field and the study programmes implemented therein lies with the study director and dean, study programme directors, and sub-programme directors.

Each lecturer is responsible for the quality of the content and implementation of the course, research activities and professional development.

The students' responsibility is defined in their rights and obligations to promote the achievement of UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

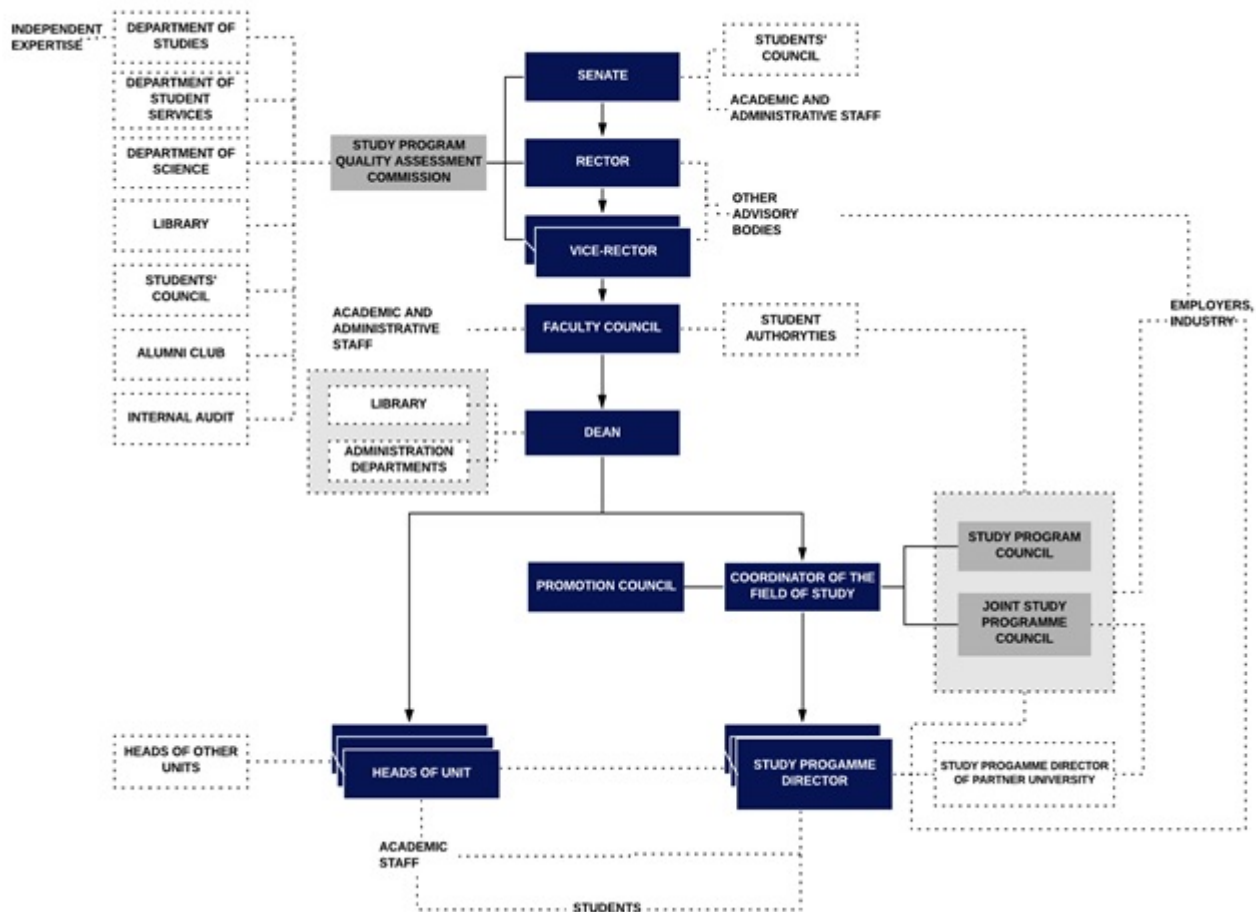


Figure 2.4. Administration structure of the study field and corresponding study programmes

Each UL study programme has a study programme director who directs the development and implementation of this study programme. The director of the study programme is approved by the Senate on the proposal of the faculty council representing the respective branch of science. If the study programme covers several sub-programmes, the sub-programme director may be approved by the decision of the faculty council in each sub-programme. The director of the study programme is a member of the council of study field and coordinates activities with it. The director of the study programme is responsible to the dean, coordinator of study field, council of study field, faculty council, vice rector, and rector. The duties of the director of the study programme are defined in Regulations on the University of Latvia Study Field Management. The director of the study programme is responsible for ensuring that the content of the study programme complies with the regulatory enactments, and the improvement of the study programme, incl. elaboration of changes in study programmes, in line with sector and labour market trends, as well as taking into account the needs of stakeholders. Responsibilities of the study programme director include ensuring co-operation with Latvian and foreign higher education institutions and other UL study programme directors in matters of study content coordination and experience exchange, as well as with employers and internship sites regarding study content issues to ensure employment-relevant study results.

**Coordinator of the field of study** is responsible for the supervision of the study programmes of one study field, their conformity with the Development Strategy of the University of Latvia, ensuring topicality and development, as well as implementation of coordinated management of and cooperation among the study programmes. The coordinators of study field, in co-operation with the study programme directors and the director of the UL Regional Centre, in cases when the study programmes included in the study field are implemented in the UL branches, ensure the revision,



development planning and implementation of study programmes included in the study field. The coordinators of study field organize the work of council of study field, as well as regularly organize the development of the annual study field report and its promotion for review and approval by the council of study field and the faculty council. The coordinators of study field in co-operation with the study programme directors and the UL Department of Studies ensure the accreditation and re-accreditation of the study field. The coordinator of study field may be the Dean of the faculty, the head of the department or the director of the study programme included in the field. The coordinators of study field are approved by the order of the Rector of the University of Latvia on the proposal of the UL Department of Studies or the decision of the Faculty Council.

**The Council of Study Field** is responsible for all levels of academic, professional and doctoral study programmes relevant to one study field. The council of study field consists of the coordinator of the study field, all study programme directors and sub-programme directors of the study field, representatives of the students (not less than 20 percent of the composition of the council of study field, student representatives are nominated by the Student Self-government), employers and cooperation partners' representatives (candidates are proposed by the heads of departments, coordinators of the study field, study programme directors and sub-programme directors). The council of study field can be supplemented with graduates of the study field programmes` not involved in the implementation of the study field, as well as with professors, associate professors and other qualified specialists of the field (candidates are proposed by the heads of departments, coordinators of the study field, study programme directors). The council of study field approves the development plan for the study field, evaluate and submit to the Study Programme Quality Assessment Board for approval applications for the new study programmes, evaluate and submit to the faculty council annual study field reports, as well as changes in study programmes.

**Faculty councils**, consisting of representatives of the academic and general staff, elected for three years, and student representatives, who make up at least 20 percent of the councillors, decide on the academic, economic, financial, and other activities of the faculty that are within the competence of the faculty or may be passed on to the Senate.

The study results of UL study fields and study programmes are evaluated, as well as proposals to the Faculty Council and UL governance on further development of the programmes are provided by **the Study Programme Quality Assessment Board** (hereinafter - SP QAB). This board reviews and provides opinions on study programmes, incl. evaluates applications for new study programme concepts, new study programmes and closure proposals, significant changes in accredited study fields that require a decision of the SP QAB, as well as applications for new study modules and sub-programmes. When evaluating the concepts of new study programmes, annual reports of study programmes and of study fields, the SP QAB is guided by the opinion of anonymous, independent experts. The SP QAB consists of Vice Rectors, Chairman of the Academic Commission of the Senate or his authorized representative, Director of the Department of Studies, Representative of the Department of Student Services, Internal Auditor, Head of Quality, representative of the Department of Science, representative of the UL Library, a representative delegated by the Student Council and a representative delegated by the UL Alumni Club.

In order to evaluate the effectiveness of the governance structure of the Study field and its compliance with the democratic principles as well as the role of the leader and the directors of the study programmes and the distribution of responsibilities in the Study field, the attention should be paid to the UL normative regulations regarding the governance structure of the study field as well as the distribution of competences and the criteria of defining the degree of effectiveness at the FEPA. According to "Regulations on the governance of study fields of the University of Latvia", assist. professor A. Celmiņa-Keirāne, who is also the director of the only study programme included in the field, has been approved the leader of the Study field in 2020. Until then the leader of the

Study field implemented at the faculty was the dean, thus the Study field was led by the FEPA dean professor Malgožata Raščevska. As the governance of the Study field in accordance with the norms of the new regulation has started recently, it is not possible to judge its effectiveness but on the whole the development of the Study field and its effective implementation takes place in cooperation with and involving the collegiate institutions and structural units of the faculty. The faculty structure has changed since the previous accreditation of the Study field. In 2018, in order to optimize the academic and research work, FEPA introduced a new structure with five departments and two centres, establishing the Department of Art and Technologies (DAT) which includes the academic staff delivering theoretical and practical art study courses.[1]

The aim of DAT according to the UL development strategy is to ensure the development of bachelor, master and doctoral level study programmes in the interdisciplinary field of art, creative industry and education sciences promoting the research in these fields and the development of courses of the Study field delivered in other structural units of FEPA and UL, implementing effective management of human resources, research and study quality.

The objectives of the department are:

- to develop and implement bachelor, master and doctoral level study programmes and study courses in the field of art, creative industry and education sciences promoting the growth of the academic staff of these fields;
- to implement the inter-field academic and professional study programmes and courses of these programmes in collaboration with structural units of other fields;
- to perform research carrying out fundamental and applied studies, publishing regularly the research results in internationally recognized, reviewed and cited editions;
- to prepare teaching/learning literature, monographs, scientific articles and other academic or popular scientific publications;
- to participate in international and national scientific and/or professional conferences and other public activities;
- to encourage the academic staff of the department to obtain the Latvian Science Council expert's status, the national and international recognition;
- to organize scientific and academic conferences in the respective field;
- to collaborate with other higher education institutions, scientific and professional institutions, state and municipality institutions and international partners in fields represented by the department;
- to participate in specialists' further education/professional development on topical themes in fields represented by the department as well as to carry out consultative informational activities on novelties in the interdisciplinary field of art and technologies, to accumulate the information necessary for such activities;
- to participate in the quality assurance processes of studies and research related to the department and the respective science fields at the UL and outside UL;
- to promote the improvement of the academic staff's research, pedagogical and professional qualification, their international mobility;
- to promote the professional activities of the academic staff organizing exhibitions, participating in the field respective national and international competitions, displays, residences, plein-air and projects;
- to facilitate the attraction of additional funding for the development of the department.[2]

FEPA Council is the highest decision making institution of the faculty. There are 25 faculty Council members, among them:

1. representatives of the academic staff - 17 (3 from DAT);

2. representatives of the general staff - 3;
3. elected representatives from the students' self-government - 5.

The management institution of the Study field is the Board of the Arts Study Field (BASF). According to "Regulations on the governance of study fields of the University of Latvia", the members of the Board (BASF) are:

1. the leader of the study field (A. Celmiņa-Ķeirāne)
2. directors of all study programmes belonging to the study field (director of PBSP A. Celmiņa-Ķeirāne);
3. student representatives (two or 25%);
4. employers' representatives (two or 25%);
5. professors and other qualified specialists of the field (three or 38%).

All in all, the BASF consists of 8 members, its composition and the leader were approved on April 30, 2020 (Decision of the FEPA Council Nr.30-2/59, UL regulations Nr.1-3/10, 05.05.2020.)

The management of the study field is supported by the **UL Administration**, whose main purpose is to ensure the legal fulfilment of the UL mission, goals and strategy, as well as to provide support to the UL staff and other UL employees. The UL Administration performs the administrative functions defined in the UL legislation: administrative process, making administrative decisions, drafting of regulatory enactments, internal control, tracking, supervision, quality control, etc., insofar as they are not performed by other UL structural units (institutions). The Administration manages UL activities in the field of private law, manages communication and co-operation between the UL structural units (institutions), as well as the public, natural and legal persons, and provides support to the UL core structures (institutions) in fulfilling their functions and tasks. The UL Administration includes the following units: Department of Science, Department of Studies, Department of Student Services, Department of Communication and Innovation, Department of Finance and Accounting, Legal Department, Department of Human Resources, Department of Information Technology and Department of Infrastructure .

**The Department of Studies** has an essential role in the management of the study field, whose main functions are to draft legal acts and documents related to the study activity, to coordinate and control their implementation and further development, to ensure planning of study processes corresponding to the UL mission, goals and strategy, preparation and implementation of licensing and accreditation, further monitoring of programme implementation and development, monitoring and analysing study course and programme content, organizing regular updating of study courses and programmes, ensuring their quality and cost-effectiveness, and the acquisition of widely demanded capabilities and practical skills, e-studies development. **The Department of Science** is involved in organizing study-related research and promoting student involvement in research. The main functions of the Department of Student Services are to organize and ensure the matriculation and exmatriculation of Latvian and foreign students, circulation of study documents and their record-keeping, to maintain the register of qualification documents, including the register of diplomas and graduates, to provide students with social, cultural and other support functions, as well as to provide advice and information to students on social security, to inform potential applicants about the study process and organization of studies, and to ensure the administration and implementation of mobility programmes. The Head of UL Quality control and Internal Auditor also participate in the development, maintenance, implementation, evaluation and improvement of the study quality management system.

Successful governance of the Study field cannot be imagined without involving the general staff (support staff). The general staff provides practical support to students and academic staff on a daily basis in the frame of the study process. The support staff of FEPA is formed depending on the

attachment principle of study programmes, study forms, departments and other institutions. Every programme has its representative of the general staff (study educationalist). There is close cooperation regarding the development issues of the field with the FEPA Study service centre. The technical and legal support of implementing the faculty management functions is in hands of respective employees. The executive director of the faculty is responsible for financial, economic, administrative and organizational issues of FEPA.

Students and their representatives are involved in the governance of the Study field. Students are represented in the FEPA Council and BASF. Students are also involved in everyday practical implementation of the Study field because everyone has the rights to give suggestions, recommendations, make a complaint, etc.

The normative and structural order of the UL defines the processes of practical implementation and development of the Study field in a centralized way. Different structural unities of the University (e. g., Study department) control the success of work withing the Study field.

[1] "Par grozījumiem Pedagoģijas, psiholoģijas un mākslas fakultātes nolikumā" (28.05.2018. Decision of the Senate of the University of Latvia No. 219) (Latvian only)

[2] "Par Pedagoģijas, psiholoģijas un mākslas fakultātes Mākslas un tehnoloģiju nodaļas nolikumu" (25.10.2018. Decision of the Council of FEPA No. 519) (Latvian only)

**1.5. 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 the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.**

The admission process is governed by the Admission Rules and subordinate orders that determine the procedures for the given academic year:

1. admission requirements and criteria for undergraduate programmes;
2. admission requirements and criteria for higher-level study programmes;
3. admission requirements and criteria for doctoral programmes;
4. admission requirements and criteria for residency study programmes;
5. admission procedure for the academic year;
6. an estimate of the registration fee;
7. tuition fees in programmes;
8. number of study places for admission;
9. procedure for the preparation of entrance examination materials;
10. composition of the Admission Board;
11. composition of the entrance examination commissions;
12. date and place of entrance examinations.

Admission procedures vary by study level. There is currently only one bachelor's degree programme in the Study field.

Enrolment in undergraduate studies is centralized through the 'Single Enrolment in Undergraduate

Programmes', which integrates the enrolment in 12 Latvian universities. The competition for study places is based on the results of the Centralized exams or the grades of the persons with an obtained secondary education up to year 2004, the persons who have been exempted from the centralized exams or have completed their secondary education abroad. In the case of study programmes that do not have appropriate centralized exams, additional requirements for specific grades are added, and the programmes requiring special skills or aptitude set an additional entrance examination. As a result, applicants are ranked according to their scores. Programmes may provide benefits to National Olympiads or other competition winners (for more information on admission requirements, see the description of each study programme).

As provided for in Section 47, Paragraph three of the Law on Higher Education Institutions, on November 16, 2004, the Cabinet of Ministers adopted Regulation No. 932 "Procedure for commencement of studies at later stages of studies" (hereinafter - Regulations of the Cabinet of Ministers). Pursuant to Article 7 of the Cabinet of Ministers Regulations and Article 3 of the University of Latvia Law "Procedure for commencement of studies in later stages of studies", a person may commence studies at a later stage if their previously acquired part of the study programme is not below 40 credit points.

Recognition of previously completed courses is a prerequisite for starting studies at a later stage. The procedure for the recognition of study courses is stipulated in the legal act "Procedure for the Recognition of Study Courses at the University of Latvia" approved by the UL Senate (Decision No. 190 of 29.12.2008). According to the above procedure, on the basis of the student's application, the possibility to recognize study courses acquired at another Latvian higher education institution, higher education institution abroad or during the previous study period at the University of Latvia is considered. In all study programmes, the programme director is responsible for this task. In accordance with the "Procedure for commencement of studies in later stages of studies" 2.3. above, previous courses may be recognized at the same level or at a lower level.

Students of the PBSP "Art" have a possibility to get the recognition of study courses completed in another study programme or higher education institution, thus decreasing the study load and financial expenses. Courses are recognized according to the "Procedure for the Recognition of Study Courses at the University of Latvia" approved by the UL Senate (Decision No. 190 of 29.12.2008). On the basis of the student's application and the added documents that confirm the acquisition of courses complying with the requirements of the study programme in the necessary amount of credit points (academic statement, diploma supplement), the decision to recognize study courses is made by the director of the study programme. If the decision is positive, the student has the right to ask to lower the tuition fee in the respective semester proportionally to the amount of recognized study courses in credit points. If the recognized study course has been passed in another UL study programme, then the assessment of this course is also recognized.

If the student has studied for at least one year in the previous programme and acquired at least 40 credit points, or has obtained first level professional higher education, the possibility is considered to enrol the student in a later stage of studies according to the "Procedure for commencement of studies in later stages of studies at the University of Latvia" (Decision No. 128, 08.06.2009). In this case, the study educationalist reviews the submitted documents, evaluating the amount of potentially recognizable courses. If it is sufficient, the director of the study programme makes the decision concerning the recognition on the basis of which the student is enrolled in the respective semester. Students who are enrolled in a later semester, usually for at least one semester study according to the individual plan that is elaborated in compliance with the recognized study courses and then join the general group of students.

*Table 2.2. Number of students with recognized course*

Study programme	Number of students from all active students with recognized study courses 01.06.2020.	Number of students with recognized course since 01.09.2014.
PBSP "Art"	17	68

Table 2.2. shows that at present 17 students out of all active students have recognized study courses, i. e., approximately 10 %.

During the time period from September 1, 2014 till June 1, 2020 study courses have been recognized for 68 students. Most students (12) have completed courses at Baltic International Academy (BIA) because graduates of the first level higher education study programme "Visual design" of BIA choose the UL bachelor study programme "Art" for their further education.

Depending on the chosen speciality they can continue the studies from either the 3rd or 4th semester. 11 students have acquired courses in other study programmes of the UL. Six students have studied in Riga Technical University and six students in EKA University of Applied Sciences, five have terminated their studies in the International Practical Psychology institution. 12 students have recognized study courses that they have completed in foreign higher education institutions, including during the exchange programme. One or two students of the PBSP "Art" have acquired study courses in other higher education institutions of Latvia.

Opportunities for the recognition of learning outcomes acquired in previous education (including continuing education programme) or professional experience ("Regulations on the Evaluation and Recognition of Learning Outcomes at the University of Latvia" (UL Senate Decision No. 201 of 26.03.2012.) and "Procedure for circulation of documents on the Recognition of Learning Outcomes in Previous Education or Professional Experience" (UL Order No.1 / 116 of 04.04.2014)). During the last six years none of the PBSP "Art" students or the potential students has used this possibility.

All regulations are published and available in the UL normative acts system, which is available to every UL employee and student.

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumentu/Dokumentu\\_EN/3/26\\_Enrolment\\_rules\\_at\\_the\\_UL.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumentu/Dokumentu_EN/3/26_Enrolment_rules_at_the_UL.pdf) **Enrolment Rules in the UL**

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumentu/Dokumentu\\_EN/3/12\\_Regulation\\_on\\_the\\_evaluation\\_and\\_recognition\\_of\\_prior\\_learning\\_at\\_the\\_University\\_of\\_Latvia.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumentu/Dokumentu_EN/3/12_Regulation_on_the_evaluation_and_recognition_of_prior_learning_at_the_University_of_Latvia.pdf) **Regulation on the Evaluation and Recognition of Prior Learning at the UL**

### **1.6. 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.**

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "Procedure for Development and Updating of Study Courses at the University of Latvia" stipulates that information on the conditions, aims, tasks, requirements for obtaining credit points, study content, organization and tasks of the students' independent work, planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria

are included in all study course descriptions, which are available to students in the UL Information System and UL e-learning environment. The recording of the assessment of the students' results takes place in the respective study course e-environment. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills and competences. The courses in study programmes are developed in accordance with the principles of gradation and succession. To that end, the study programmes map the expected learning outcomes. Mapping of the learning outcomes of the PBSP "Art" is given in Appendix "Mapping of study courses for attaining the study outcomes", their analysis is presented in Part III, Chapter 2.2.

At the beginning of studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can familiarize themselves with the criteria and conditions for assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture, when each lecturer introduces students to the course organization, briefly describes the requirements for intermediate and final examinations, describes grading criteria and examination procedures, without changing these requirements and grading criteria throughout the semester.

The Study field comprises one professional bachelor's study programme; the specific methods used in examinations and the assessment process in this programme are described in Part III, Chapter 2.3.

The organization of the study course examinations and the assessment of the students' achievements is performed in accordance with the "Law on Higher Education Institutions" and the "Procedure for Organizing Study Course Examinations at the University of Latvia" (*University of Latvia Senate Decision No 211 of 29.06.2015.*) elaborated by the UL Constitution and applicable to the assessment of the results of full-time and part-time students enrolled in LU study programs at all levels.

There are two types of tests in each course: the interim assessment or so-called semester examinations and the final examination. The overall assessment of the acquisition of a study course consists of: the overall assessment of interims (not less than 50% of the total score) and the assessment obtained in the examination (not less than 10% of the total score). The tests may be carried out in writing or orally or in a combined form (written and oral). The assessment of the students' achievements is performed by resorting to the form of the tests and the methods corresponding to the teaching methods used in the study process, both during contact lessons and in the organization of students' independent work.

Taking an examination is a mandatory requirement for obtaining credits for the acquisition of a study course. The procedures and criteria for the assessment of interims are determined by the responsible department in accordance with the profile of the study course. The study course acquisition rating is calculated in the UL centralised recording system according to the algorithm specified in the course description, taking into account the assessments obtained in the interims and examination, and recorded in the examination report.

Types of interim assessment are: quiz, individual work, practical work, laboratory work, report, and other types of work according to the profile of the study course. The number and type of interim assessments are specified in the description of the study course. To be assessed on the acquisition of a course, the assessment obtained for the examination is to be positive. The acquisition of a course may be positively assessed even if the examination has been failed but this possibility has

been specified in the study course description. The overall assessment of course acquisition is calculated in the UL e-studies environment according to the algorithm specified in the course description, taking into account the assessments obtained in interim tests and examinations.

In accordance with the profile of the study course, the requirements for attending classes may also be determined.

At the end of each study course there is a final examination: examination or defence (course work, final project, term paper, field course, internship). The procedure of defence and assessment of course paper, final thesis project, term paper, field course and internship is stipulated in UL normative acts.

The study results are evaluated on a 10-point scale. If allowed by external regulations, study results can be assessed as "passed" or "failed" with the permission of the UL Vice Rector. The course is considered to have been successfully completed, i.e. the grade is positive if the grade on the 10-point scale is not lower than '4' (almost satisfactory) or 'passed'. In this case, the student earns credit for the course.

For the evaluation of students' knowledge, skills and competence in each study course, the 10-point scale criteria described above are used. The criteria for each study course are based on the learning outcomes and assessment descriptions (see Table 2.3.) published in "Procedures for the Development and Actualization of Study Courses at the University of Latvia".

*Table 2.3. Assessment descriptions*

<b>Acquisition level</b>	<b>Grade notations</b>	<b>Explanation</b> (pursuant to Cabinet Regulations No 141, 512, 240 and the UL Senate Decision No 211 of 29.06.2015)
<b>very high acquisition level</b>	<b>10 (with distinction)</b>	knowledge, skills and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to carry out independent research and deep understanding of problems
	<b>9 (excellent)</b>	knowledge, skills and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
<b>high acquisition level</b>	<b>8 (very good)</b>	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	<b>7 (good)</b>	in general the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established



<b>average acquisition level</b>	<b>6 (almost good)</b>	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	<b>5 (satisfactory)</b>	in total, the study programme, the study module or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	<b>4 (almost satisfactory)</b>	in total, the study programme, the study module or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
<b>low acquisition level</b>	<b>3 (weak)</b>	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	<b>2 (poor)</b>	here is superficial knowledge of only some issues; most of the study programme, study module and the study course is not acquired
	<b>1 (very, poor)</b>	there is no understanding of the fundamentals of the course and there is almost no knowledge of the study programme, study module or the study course

The relevance of assessment methods and procedures to the achievement of the objectives of study programmes and the needs of students are analysed and developed, taking into account the experience of academic staff, by analysing the results achieved by students and the results of surveys conducted over several academic years. Students in the surveys recognise the importance of clearly formulating the results of the studies and defining the evaluation criteria, as well as the regular feedback on student achievements in the study process. In order to ensure this, the academic staff systematically analyse their experience, collaborate with colleagues, analyse student achievements and develop course descriptions by investing the description of the results of studies and their evaluation criteria, thereby providing justification for the assessment.

In evaluating the results of studies, compliance with the basic principles for the valuation set by the Cabinet regulations of the Republic of Latvia No 141 Regulations on the State Standard for First Level Professional Higher Education of 20.03.2001, No 512 Regulations on the State Standard for Second Level Professional Higher Education of 26.08.2014 and Regulations on the state standard of the academic education of 13.05.2014 is considered:

- **the principle of openness of the evaluation and clarity of requirements**— the University has established a set of requirements for evaluating the results of studies in line with the aim and objectives of the study programme as well as the aim and objectives of study courses;
- **the principle of the possibility of reviewing the evaluation** —the University has established the procedures for reviewing the obtained assessment;
- **the principle of mandatory evaluation** —it is necessary to obtain a positive assessment of the content of the entire study programme;
- **the principle of the variety of types of testing used in the evaluation** — different types of testing shall be used in the evaluation of the acquisition of the study programme;
- **principle of conformity of assessment** — in the course of testing, the student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content to be included in the tests corresponds to the content specified in the

course programmes.

The basic criteria for the evaluation of final papers are determined by the UL Decree No 1/38 of 03.02.2012 (*Amendments: UL Order No 1/69 of 26.02.2015*) *On the development and defence of the final papers (bachelor's, master's, diplomas and qualifications) at the University of Latvia*. Additional criteria may be determined for the evaluation of final papers, which shall be approved by the Faculty Council on a proposal from the relevant Study Programmes Council.

Studies in the PBSP "Art" finish with developing the diploma work (10 CP) and state examination (2 CP). The diploma work (design project) is developed in accordance with the Conventions of the Diploma work, and the course of its development is controlled in several stages – the interim displays of the diploma work in which students step by step acquaint the commission that consists of the director of the programme and supervisors of the diploma work with the idea of the design project, the foundations of theoretical and empirical study, the issues of processes and practical work on the project. The aim of interim displays is to discuss in advance the complications in the process of working on the design project and to eliminate those as well as to facilitate systematic planning of work that will later be needed in real employment.

The reviewer gets acquainted with the theoretical study and the practical design project before defending the diploma work. The reviewer submits a written evaluation, review which the student reads before the defence of the diploma work. The state examination commission during the defence assess the diploma work, student's presentation, student's answers to the questions asked by the commission and the reviewer as well as listen to the supervisor's and reviewer's evaluation of the work. The commission in a closed meeting assess the student's competence on the 10 – point scale taking into consideration the assessment given by all members of the commission (the reviewer's assessment on the 10-point scale which he/she submits to the secretary of the commission is recommendable). Conventions of the diploma work are added in Appendix "Diploma work development recommendations at PBSP "Art" (Latvian only). The final assessment is calculating by the formula, taking into account the assessment of the state examination and the assessment of the diploma work according to the proportion of credit points.

The composition of the commission of final examinations is reconsidered and approved annually. It consists of the representatives of the employers and professional organizations and the academic staff. The head of the commission is the employers' representative and his/her opinion is decisive if the assessment about the examination or the diploma work differs.

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

The UL respects the principles of fair and responsible conduct as stipulated in The Academic Ethics Codex of the University of Latvia, (UL Senate 27.10.2018. decision No. 170) and in the Regulations for Academic Integrity at the University of Latvia, (UL Senate 25.02.2013. decision No 287) and publicly available to students of the UL and its staff.

To prevent violation of academic integrity, the UL has developed the Unified Computerized Plagiarism Control System (hereinafter – System), (UL 22.04.2014. Order No 1/125). The System verifies students'; final study research paper (qualification paper, diploma paper, bachelor's thesis,

master's thesis, doctoral thesis). The procedure has been established to determine further course of action (UL 22.04.2014. supplement to Order No 1/125), in the event of plagiarism.

The UL as the developer of the System and its operator constantly updates the System and provides other higher education institutions with the opportunity to use the System on the basis of a cooperation agreement. Currently, based on the cooperation agreement, seven higher education institutions in Latvia, Daugavpils University, Liepaja University, Latvia University of Life Sciences and Technologies, Riga Stradins University, Rezekne Academy of Technologies, University College of Economics and Culture and Riga International School of Economics and Business Administration use the System.

The system automatically compares the final theses uploaded to these university systems, incl. material available on the Internet, and in the event of a certain percentage match, the study programme directors are sent an overview of these test results, whereby the same text snippets from different authors are simultaneously viewed. The programme directors pass this information on to the appointed supervisor and reviewer for review and, in the event of a suspected breach of academic integrity, pass on the results of the analysis to the final examination panel for final consideration.

The co-operation of several higher education institutions in the field of unified computerized plagiarism control facilitates more effective control of the study process at every higher education institution and in Latvia in general and this system works well in practice, raising the importance and quality of the diploma papers.

The following is considered the violation of academic integrity:

- offering any material values, material or other benefits in exchange of doing something or not doing in the academic interests of the student or another person;
- the use of unallowed additional materials in the study process or plagiarism;
- participation in the violation of academic integrity, including passing the results of one's individual work to other persons or submitting the result of joint work in one's own name if it had been defined as collective work, writing the test instead of another student, signing for another student in the attendance register or other documents, etc.;
- giving false information about oneself and one's work;
- unauthorized procuring of the test/examination questions or tasks;
- disturbing or delaying the academic work of the academic staff or students;
- any other conscious action that hinders or disturbs the study process and academic work at the UL.

The regulations also envisage sanctions for the mentioned violations that can be turned against the student:

- to lower the assessment in the examination;
- to ask to redo the test/examination (about another topic or perform another task);
- not to allow the student to pass the final examination of the study course – to demand to acquire the study course or its part another time;
- to annul the assessment for the course if the violation is established until the registration for the next semester;
- to suggest the faculty dean to recommend the UL administration to express the warning about student's exmatriculation or to expel the student.

Students are aware of these risks therefore breaches of academic integrity in the PBSP "Art" are very rare. The academic integrity is promoted by the fact that the tasks to be performed in the study courses require a creative, original approach that excludes, e.g., the potential need for the

procurement of test tasks or plagiarism.

Reports written in the study courses and other submitted works are uploaded depending on the lecturer but the plagiarism control is compulsory for diploma papers/works. All the submitted diploma papers should be uploaded in the LUIS system where it automatically is sent for the plagiarism control. The responsible person of FEPA (the vice-dean) receives the analysis of the diploma paper's text and a warning if the match with other sources (works of other students, books, scientific articles, any digitally accessible texts) has been established. The plagiarism procedure is started if 15 % or greater match of the text is established. Until the present, no diploma paper/work developed in the study programme "Art" has reached this percentage.

**1.8. Specify the websites (e.g. the homepage) on which the information on the study direction 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.**

The target audience of the UL website <https://www.lu.lv/en/> / (hereinafter referred to as the website) is the UL prospective and existing students, employees, cooperation partners, scientists and the general public.

The site is intended for access to and storage of public information, providing its visitors with an opportunity to familiarize themselves with the UL's activities as reflected in digital environment on the internet.

The site consists of the following sections:

- ROTATING NEWS - Significant UL information utilizing the UL visual identity, which has certain characteristics and strengthens the image of the university and promotes its recognition in the digital environment.
- NEWS AND EVENTS - UL current events and planned events. Information is prepared by UL structural units and communication and innovation department.
- DISCOVER UL - Information about studies, extracurricular activities, science.
- STUDIES - with subdivisions -
  - College study programmes,
  - Bachelor's study programmes,
  - Master's study programmes,
  - Doctoral study programmes,
  - Residency.

The information is prepared and published by the Department of Communication and Innovation in cooperation with the Department of Studies and the Department of Student Services.

The STUDIES section in Latvian provides information on programme goals, objectives, study outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. If you have any questions, please contact us for further information. This section also publishes study-relevant information under the heading STUDY PROCESS - Academic calendar, Lecture timetable, Tutorials, Key documents and forms, Information on mobility at higher education institutions, Recognition of experience / education, Lifelong learning opportunities as well as links to UL e-learning environment and LUIS

information system.

The section contains information about the University of Latvia Libraries offer, Career Centre information, Student Council activities.

The two subsections STUDENT LIFE and MORE THAN STUDIES inform existing and potential students about hostels, meals, parking and bicycle parking, mentor support, and information for people with disabilities. There is a wide range of information on how to enrich one's extra-curricular life with sport, culture.

The ADMISSION section contains information for school pupils, prospective and existing students. In this section, the pupils can get acquainted with the events and creative competitions organized by the respective faculty, the participation wherein and successful performance can give additional admission points. The prospective students may get introduced to the information on all levels of programmes, admission requirements, credit and scholarship information, as well as opportunities for the resumption of studies on the site. The prospective students will be able to familiarize themselves with the most frequently asked questions and answers, information on Career Centre activities, preparatory courses and classes for school pupils.

Other Sections - Science, Cooperation, About Us. They provide more information about UL activities in research, projects, conferences, cooperation partners, normative acts, strategy.

The website [www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/](http://www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/) (Latvian only) contains annual study field self-assessment reports.

The websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. The content blocks are exactly the same as the blocks on the UL official site, but more specific information is posted directly about the respective faculty activities.

The faculty website can be reached from the UL website via the faculty reference.

The faculty website publishes information in Latvian about the study fields and respective study programmes.<sup>[1]</sup> The website gives information about the goals and objectives of the study programmes, learning outcomes, the amount of credit points and length of studies, the language of instruction, the information about employment possibilities after programme graduation as well as the study plans. In case of enquiries, there is contact information where to obtain additional information. The website includes also the information for school pupils, prospective and existing students. Prospective students can find information about the programmes of all levels, the admission requirements, the information about study loans and grants as well as the restart of studies in the website. The website publishes information that is useful for existing students - the academic calendar, lecture schedules, consultation times, the most important documents and samples of different forms, the information about the mobility opportunities in foreign higher education institutions, the recognition of previous experience/education, the possibilities of lifelong education as well as links to the UL e-study environment and the information system LUIS of the UL.

The FEPA website publishes news about the oncoming events (conferences, seminars, guest lectures, opening of exhibitions, the open lectures, etc.), articles about the scientific and creative successes of the academic staff and students of the faculty, the sponsors' grants and support, interviews and video materials that are connected with the faculty. All those interested can get a diverse insight into the everyday life and celebrations of the faculty.

If the text to be posted on the site is submitted in a language other than English, a translation of the text into Latvian or a short summary is to be attached.

The heads of the UL departments are responsible for the preparation, accuracy and updating of the information within the competence of the departments they manage. The content administrators of the structural units' websites are responsible for website maintenance, posting the updated information and updating it on a regular basis. The responsible person for the content input in the FEPA website is Santa Dreimane. Following the suggestions of all those interested, the faculty website is constantly improved. Students also have a possibility to participate in the development of its content.

[1] <https://www.ppmf.lu.lv/en/>

## **II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)**

### **2.1. Assessment of the efficiency of the internal quality assurance system within the study direction 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 direction and the relevant study programmes.**

The study field quality management is ensured in accordance with the quality assurance mechanism and procedures established by the University of Latvia (see Chapter I). The students, teaching staff, study programme directors, etc. are involved in study field management.

The study programmes included in the study field are regularly provided with review of study courses, regular surveys and measurements, self-assessment, etc., according to the procedure established by the University of Latvia. The activities targeting the advancement of study field are planned for a period of six years and guided by the UL Development Strategy, sector and labour market trends, study outcomes, stakeholder needs, as well as internal and external (accreditation, licensing) quality assessment recommendations.

Various activities for regular analysis and updating of study programmes, as well as identification of study process improvement needs, including purposeful cooperation with employers and professional organizations, formal and/ or informal surveys of employers and social partners, focus group discussions, student surveys on the quality of study courses and organization of the study process, questionnaires targeting graduates and students on the quality of study programmes, monitoring of graduates' career, etc. Quality assurance is based on active international cooperation with analogous study programmes abroad, involvement of employers and social partners in the development of study content, participation in the assessment of student achievements throughout the study process, development of qualification papers, provision of practical studies, etc.

For instance, recommendations from annual employers' surveys (students' practice placements) are used to continue improving the programme, as well as the views of the representatives of Latvian Designers Union, Latvian Printing business association, Latvian Artists Union (representatives from these organizations participate in the work of the final examination commission assessing students' final projects and the Council of the Arts Study Field, in the inter-university conferences exchanging the experience and acquainting the participants with successful solutions applied in the study process and their participation in projects. Most of the diploma

projects are developed in close cooperation with the customer, thus this leads to obtaining the information about the demand of the design field and the necessary competences. The quality improvements of organizing the study process are based on the students' survey data and following the individual discussions with students carried out by the programme director and/or the study educationalist. Similarly, as seen in Fig. 2.5., there are regular monthly meetings of the programme director and the dean with students. Formal graduates' surveys during the accounting period have turned out to be of little effectiveness therefore graduates are mainly involved in the improvement of the study programme by organizing informal surveys, discussions and meetings. Graduates are invited as guest lecturers to meet with current students and to exchange the experience. According to the survey data, 89 % of graduates work in the speciality (interior designers, graphic designer, layout designer, UI/UX designer, offering gaming solutions, etc.), part of them also perform additional duties (the manager, the head of the marketing, the head of the bureau, etc.) and only the employment of 11 % is not related to the acquired profession. None of the surveyed graduates is unemployed.

The lecturers involved in the implementation of the study programme are provided with the opportunities for cooperation, including mutual assessment of the lecturers (hospitality) and regular assessment of the lecturers at the faculties/departments. For examples of cooperation in the Study field, see the study program description in Part III. Chapter 4.4.

At the same time, continuous feedback is provided to inform stakeholders about the learning outcomes and competences achieved by students and graduates.

The topicalities in the assurance of study field quality and outcomes of the respective study programmes, annual report, changes in study programmes, and other issues are regularly reviewed and discussed in the Councils of Study Fields and Faculty Councils. One study programme are being implemented in study field "Arts" in one faculty. Employers and representatives of the professional associations (25%), students of the study programme (25%) and the academic staff of the Study field (50%), among them also the leader of the Study field and the director of the study programme "Art" are represented in the Board of the Arts Study Field. Student representatives are also involved in the work of the Faculty Council.

The internal quality control of the study programme is performed by the Board of the Arts Study Field (BASF) and the direct implementers of the programme - the academic staff of the Department of art and technologies (DAT). The UL Study department coordinates and guides this work. The head of the DAT in cooperation with the programme director assess the outcomes of the research and study work of the academic staff as well as the fulfilment of the effectiveness, competence development and quality improvement based on the annual individual results of the academic staff. The development plan of the field is discussed at least twice during the academic year by the BASF. The development trends are regularly discussed in the DAT meetings of the academic staff that take place at least twice during the semester but the meeting can also be summoned in the case of need to solve urgent issues. The Self-assessment report is assessed by the BASF and the FEPA Council. The quality assurance in the faculty is supervised by the vice-dean responsible for the studies based on the developed quality assurance model of the faculty study programmes (see Fig. 1).

The quality assurance system of the Study field, in general, is considered effective and conformable with the development goals of the Study field because:

- 1) self-assessment reports of the Arts Study field are prepared and approved annually by the FEPA Council;
- 2) reports are reviewed and approved at the UL Senate;

- 3) students in the surveys assess the quality of courses and the organization of the study process as good, giving also useful recommendations for the improvement;
- 4) graduates give a positive feedback reflecting on the programme;
- 5) employers' representatives participate in the commissions of final examinations and the development of new courses, pointing to the aspects that need improvement;
- 6) quality improvement goals are defined and supervised; every year the head of the department submits the report on the development of the department to the dean of the faculty and gives a short summary to the faculty Council, in turn, the dean prepares the report of the faculty development for the UL rector evaluating problems and putting forward the next goals;
- 7) the Department of art and technologies forms the cooperation network with the professionals of the field in Latvia and other universities abroad with which it discusses the quality issues of the programme taking over their progressive experience.

**PPMF Studiju programmu kvalitātes pārraudzības un atbildības kartība**

**Atbildība kvalitātes pārraudzības procesā īstenošanā:**

1. Studiju programmu un apakšprogrammu direktori (punkti: 1.-11.),
2. Nodaļu vadītāji (punkti 1.-11.);
2. Kursa docētāji (punkti: 2.-8.);
3. Fakultātes vadība (punkti 1.-11.);
7. Studiju programmu padomes (punkti: 2., 8)
8. Dome; (punkti: 1.,2., 9)

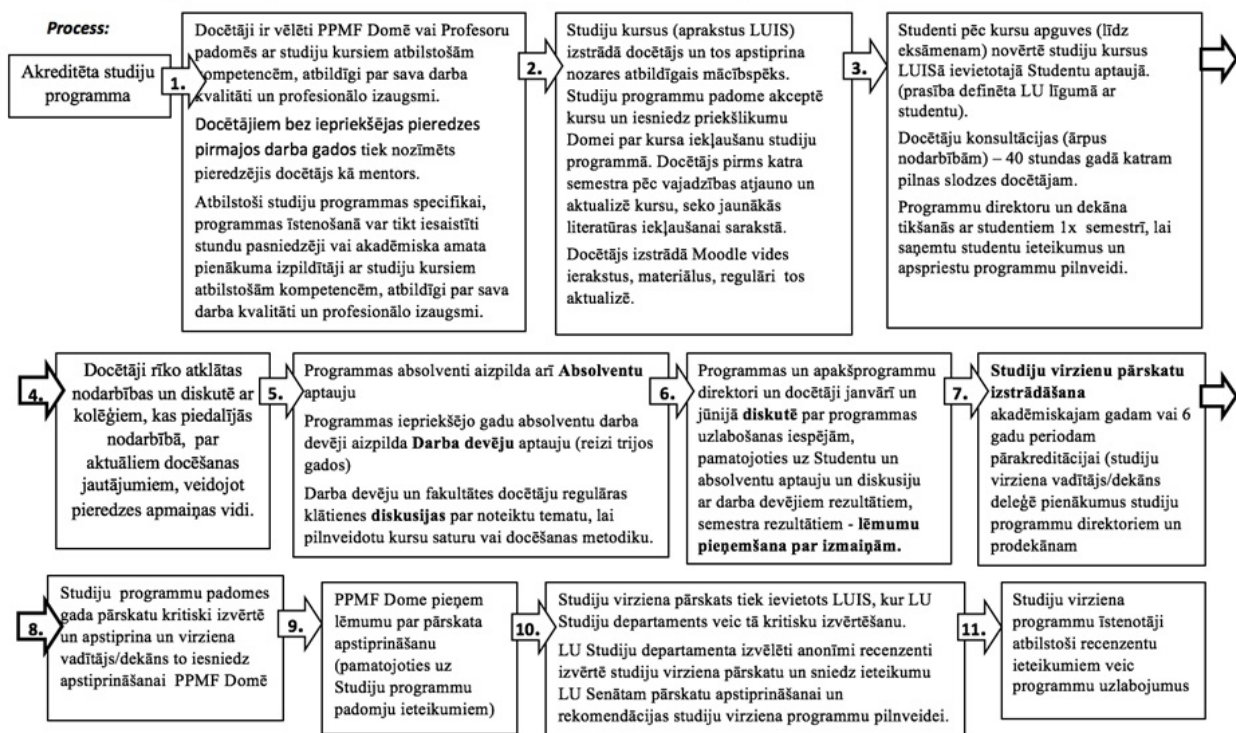


Figure 2.5. FEPA study programme quality control system

Translation of the Figure 2.5.:

Regulation of Quality Supervision and Accountability of FEPA Study Programmes  
 Accountability in the implementation of quality supervision process:

1. Directors of study programmes and sub-programmes (points 1-11)
2. Department heads (points 1-11)
2. Academic staff (points 2-8)
3. Faculty management (points 1-11)
7. Study programme councils (points 2, 8)
8. Faculty Council (points 1, 2, 9)



<p>Accredited study programme</p>	<p>Academic staff are elected in FEPA Council or Professor Councils, with competencies corresponding to their study courses. They are responsible for the quality of their work and professional growth. An experienced mentor is assigned to academic staff without prior experience. In line with programme specifics, acting academic staff or external teachers with the corresponding competences can be assigned to teaching, who are responsible for the quality of their work and professional growth.</p>	<p>The academic staff members develop study courses (course descriptions in LUIS), which are then confirmed by the Department head. The Study Programmes Council accepts the course and submits to the Faculty Council for inclusion in the study programme. The academic staff members renew the courses before every semester, update the reading lists etc. The academic staff members develop teaching materials for the Moodle environment and regularly renew and update them.</p>	<p>After completing the courses (before the exam) the students evaluate the courses by completing the student surveys available in LUIS (the requirement is defined in the study contract). Academic staff consultations – 40 hours per year for each full-time staff member (in addition to lecture hours). Student meetings with programme directors and the Dean one time per semester, to receive student suggestions and discuss the development of study programmes.</p>
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<p>Academic staff organize open lectures and have discussions with colleagues who attend the lectures, about teaching-related issues, thus creating an environment of experience exchange.</p>	<p>Programme <b>graduates</b> complete the graduates survey. Once in three years, <b>employers</b> of the graduates from the previous years complete the employers survey. Employers hold regular <b>discussions</b> with the faculty academic staff on specific topics to improve the course content or the teaching methods.</p>	<p>Programme and sub-programme directors in January and June have a discussion with the academic staff about the results of the student and graduate surveys, employer feedback, and the semester results, about the possibilities of programme improvements – <b>decision making about changes.</b></p>	<p>Writing of study direction self-assessment reports for the academic year, or a 6-year period in case of re-accreditation (coordinator of study direction / Dean delegates tasks to programme directors / vice-Dean).</p>
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<p>The self-assessment reports are critically evaluated and approved by the study programme councils, and the coordinator of the study direction / Dean submits it to the Faculty Council for approval.</p>	<p>The Faculty Council approves the self-assessment report (based on the suggestions by the study programme council).</p>	<p>The self-assessment report is entered into LUIS, where it is critically evaluated by the Studies Department. Anonymous reviewers chosen by the UL Studies Department evaluate the self-assessment report and make recommendations to the UL Senate for report approval, as well as recommendations for improvement of the study programmes.</p>	<p>Programme implementers within the study direction make improvements to the programmes in line with the reviewers' recommendations.</p>
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Regular reports on and reviews of study fields, changes and self-assessments are evaluated by UL Study Programme Quality Assessment Board (QAB), including independent experts, who evaluate the documentation before approval by the UL Senate.

**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 procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.**

The establishment of UL new study programmes is performed in accordance with the procedure specified in Regulations on study programmes and continuing education at the University of Latvia and include the following steps:

- elaboration of the study programme concept in agreement with the Vice Rector and the Dean of the Faculty, and its approval by the Faculty Council;
- evaluation of the study programme concept with the assistance of experts and subsequent approval by the UL Study Programme Quality Assessment Board (SP QAB);
- elaboration of the full study programme, evaluation of the same with the assistance of experts, and subsequent approval by the Faculty Council, the SP QAB and UL Senate.

The coordinators of UL study fields in cooperation with the directors of study programmes, prepare study field self-assessment reports each academic year (hereinafter - Self-assessment report) (procedure approved by UL Order No 1/373 of 16.09.2016.). The self-assessment reports are

approved by the Faculty Councils and submitted to the Department of Studies. The Department of Studies reviews self-assessment reports for compliance with requirements and submits the same to the SP QAB composed of all UL Vice-Rectors, Chair of the UL Senate Academic Commission, UL student representative, UL Alumni Association representative, UL Library representative, Advisor to Rector on Quality management issues, and representatives of several UL departments - Study, Science, Student Services, while involving both internal and external experts and also cooperating with the UL Alumni Club in recruiting experts. The study programmes are reviewed to assess and improve the quality of their content and implementation. The self-assessment reports reflect the implementation of the programmes, developments, newly introduced changes and evolution of the same as well as the assessment by stakeholders, both, in terms of student survey results and the assessment expressed by employers.

The reviewing of study programmes involves:

- **Study Programme Directors** - responsible for ensuring the operation of the study programme, reviewing, evaluating and developing of the same, while reflecting it in the annual self-assessment report and preparing the analysis of the evaluation as expressed by the parties involved in the programme, viz. students, alumni, employers, etc.; responsible for discussion of the programme's activities at the meetings of the council of study field etc. (*Senate Decision No 70 "Regulations on the University of Latvia Study Field Management" as of 27.01.2020*);
- **Coordinator of the Study Field** - responsible for the development of a strategy for the study field, accreditation and re-accreditation, and, in cooperation with programme directors, the annual self-assessment report on the quality of studies in the given study field as well as improvements to the same (*Senate Decision No 70 "Regulations on the University of Latvia Study Field Management" as of 27.01.2020*);
- **Dean of the Faculty** - responsible for the organisation of the study work at the faculty, for economic, financial performance and recordkeeping; for annual accounts on the study and scientific activities of the faculty to both the Faculty Council and the Rector (*UL Constitution, approved at the session of the UL Constitutional Assembly as of 29.03.1996*);
- **Council of Study Field** - responsible for the development of a strategy for the development of study programmes, the evaluation of annual reports, the evaluation of changes to the programme etc. (*University of Latvia Senate Decision No. 70 of January 27, 2020 "Regulations on the University of Latvia Study Field Management"*);
- **Faculty Council** - evaluates and approves changes to study programmes, study field self-assessment reports, etc. (*UL Constitution, approved at the session of the UL Constitutional Assembly as of 29.03.1996*);
- **Department of Studies** - analyses study programmes and courses, makes proposals for their development, reorganisation or closure (*Regulations on the Administration to the University of Latvia approved by the UL Order No 1/244 on July 17, 2017*);
- **Quality Assessment Board for UL Study Programmes** - evaluates new study programmes, major changes to existing study programmes, annual self-assessments of study fields, outcomes of study fields and programmes and prepares proposals for the Faculty Council and UL leadership on the future development of programmes, etc.
- **UL Senate** - evaluates and approves conceptual study process regulatory documents, study field self-assessment reports, etc. (*UL Constitution Assembly Decision No 6 "Regulation on UL Senate" as of 10.05.2001*)

To obtain feedback from the parties involved in the study process and related to the performance, the following surveys are regularly organised at the UL

- first year students survey on the commencement studies;

- first year student survey on first study experience;
- survey on study courses and the work of the teaching staff, including a survey on study internship and a survey on course papers and final papers (hereinafter - Study Course Evaluation Survey);
- last year students survey on study programme content and learning outcomes;
- survey for students who have decided to discontinue their studies at their own discretion or for those who have already stopped their studies, hereinafter referred to as a “Attrition Survey”;
- graduates survey;
- employers survey;
- survey on the pilot experience with the second study programme.

The results of the surveys are analysed and discussed within the study field and are reflected in the annual self-assessment reports.

The respective UL normative documents and quality assurance system regulate the development, approval and updating of study programmes at FEPA. The development, evaluation and approval of study programmes follows four stages: development and approval of the programme concept followed by the development of the study programme which is then evaluated and approved in the UL Senate moving it further to licencing and later accreditation.

Study programmes are systematically evaluated at the FEPA to make sure whether the set goals and learning outcomes are achieved. During the process of reviewing study programmes, the study programme is assessed regarding the compliance of the study programme offer, quality with the needs of the labour market and society as well as whether a supporting (students’ support services) and effective (material technical, methodological provisions) environment is maintained for students. Students’ learning load, the study progress and graduation of students, their needs and satisfaction with the programme are also assessed. Such information is gathered from student surveys, surveys of students who have discontinued their studies, the graduate surveys and suggestions and applications received from the FEPA Student Self-government.

Students, academic staff, graduates, employers are involved in the regular evaluation of the study programmes and the received information about the learning outcomes and factors influencing the study quality is analyzed in FEPA departments and administration meetings. The academic staff is informed about the evaluation results and the planned and implemented activities during the improvement process of the study programmes at the faculty Council meetings, DAT meetings and general meetings of the staff.

**Documents of the UL:** <https://www.lu.lv/en/about-us/documents/>

**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 direction and the relevant study programmes are communicated by providing the respective examples.**

In keeping with the principles of democracy and equality, and in line with the UL Quality Assurance

Policy, all stages of the study process, from admissions to finals, ensure the participation of applicants and students in the assessment of the UL study process. In matters relating to the admission procedure, the UL applicants have the right to lodge complaints with the Chairman of the Admission Board.

The right of UL applicants to lodge complaints regarding irregularities in the admission procedure are governed by [Admission Regulations at the University of Latvia](#) (30.05.2016, Latvian only), specifying the procedures for the lodging, processing and appeal of the complaint.

To improve the quality of studies, students have the right to submit proposals and complaints concerning the study process, including the evaluation of examinations and finals. To ensure the quality of the UL study process, the UL has developed and implemented "Procedure for the Submission and Resolution of Students' Proposals and Complaints" (*UL Decision No 1/21 of 18.02.2002.*). The procedure specifies the form for the submission of proposals and complaints, as well as the procedure for registration and resolution thereof. Proposals and complaints regarding the study process may be submitted to faculty deans (on the schedule of lectures, on the study process implementation, on the quality of studies administered by the respective faculty and on its development, on the non-fulfilment of the duties of faculty staff, etc.). The initial complaint should be acknowledged and a full response provided within 15 days or within 30 days if additional information is required. Significantly, paragraph 17 of that order expressly provides that: "At the end of each academic year, the Dean of the Faculty must report to the UL Board on the complaints received and decisions taken in the previous academic year." This demonstrates the importance of the internal control mechanisms and the cyclical monitoring of complaints, decision making, student rights and interests, which is important for the proper functioning and possible improvement of this system.

The "Procedure for the organisation of study course examinations at the University of Latvia" has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for interim and final assessment and the procedures for resolution of these complaints have been determined. The complaint is submitted by the student to the member of academic staff who has evaluated the examination, on condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint. The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they shall submit the application to the Head of Department for consideration and decision.

The evaluation of graduation examinations is determined by "Regulations on graduation examinations at the University of Latvia" (UL Senate Decision No 183 of 27.12.2011), which stipulates that the students are entitled to appeal if the Dean has not given them permission to take the final examinations or to appeal against the final examination procedure.

The University of Latvia has an Academic Court of Arbitration, whose regulations determine the opportunity to apply to this collegial institution regarding any study-related issues, including control over adherence to the principles of assessment.

The students have the right to appeal against the UL order on ex-matriculation in conformity with "University of Latvia state budget subsidized study place competition (rotation) procedure" (University of Latvia Senate Decision No. 381 of 25.06.2010). In its turn, "Procedure for Application for Tuition Fee Discounts (UL Order No. 1/89 of April 14, 2009) provides students with an opportunity to appeal against decisions on granting or refusing tuition fee discounts within one month from notification issued to the student by submitting a written application addressed to the Rector of the University of Latvia, to be considered by the Rector within one month.

The “Procedure for Discontinuing Studies at the University of Latvia” (UL Senate Decision No.178 of 01.12.2008) provides for the right to appeal against the decision of the Dean refusing to grant a student a study break. The “Procedure for the commencement of studies at the later stages of studies at the University of Latvia” (UL Order No. 1/128 of 08.06.2009) also provides for the right to appeal within a specified period against the decisions made by the Dean.

With respect to students’ rights outside the study process, it should be mentioned, that the rights and obligations of the students who use the services of UL hostels are regulated by “Law on the internal order of hotels at the University of Latvia” (30.06.2009, with amendments 19.07.2012), including those to inform the hostel superintendent of any problems, submit proposals to improve performance and complaints regarding catering problems. Hostel and catering issues are addressed by the hostel superintendent.

Each student is entitled not only to the rights to apply to the UL Academic Ethics Committee for possible ethical violations as specified by the UL Academic Code of Ethics, but also to submit proposals to the UL Academic Ethics Committee as regards the improvement of the Code and its implementation.

The proposals and complaints are registered with the departments or commissions where they are submitted, as well as outcomes of the enquiry taken and respective resolutions.

At the UL normative level see “Regulations on the UL visiting student from Latvian higher education institutions” (UL Order No 1/17 of 25.01.2006), which define that visiting students in the UL have the same rights and obligations as the UL students, meaning that the system for submitting and addressing complaints and proposals applies equally to these students.

It follows from the above that the centralized segment of the UL Complaint and Proposal Submission and Review System covers all the components of every student study life as applies to enrolment at the UL as well as the full-cycle studies and final examinations.

During the accounting period the FEPA dean has received one written complaint from the group of students of PBSP “Art” which included the request to consider the possibility of changing the lecturer of the study course. Examining the application in cooperation with the head of the department (at that time - the Department of Education sciences) and the director of the PBSP “Art” a solution was found for the change. This application was taken as a basis also for selecting lecturers for the related study courses. The director of the PBSP during this period has also received one written complaint concerning the change of the lecturer for the particular study course.

The academic and administrative staff of the study programme is always interested in listening to students’ proposals and objections about the content and implementation of the study programme; students know it and use this opportunity.

First, students’ proposals or complaints come to the study educationalist, lecturer and/or director of the study programme. There have been oral and written proposals and all of them have been investigated. In cases when the proposed changes do not correspond to the interests of all students of the academic group or year, the issue is considered only after receiving a written application signed by the majority of the respective students. Most frequently, the lecture times (so that students have a possibility to attend some part C course or lectures outside the faculty) and locations (to free the room for a special event) have been changed at the students’ proposal. In two cases after the discussion with the lecturer an agreement has been reached about changing the requirements for the final course examination.

Related to the restrictions caused by the Covid-19 pandemic during the spring semester of 2020, students’ wish to postpone the time of submitting the portfolio of the professional practice has been

taken into the consideration. Due to students' proposals the terms of submitting the final diploma creative projects were reconsidered and modified according to the principles of the remote studies.

Students use the possibility to express oral complaints/proposals in the everyday communication with the programme director about:

- the lecture schedule;
- the study organization at the faculty;
- the quality improvement of study programmes implemented by the faculty;
- failing to fulfil or partly fulfilling the obligations by the faculty staff;
- unfoundedness of stating the features of plagiarism, etc.

Oral proposals have been received to reconsider the assessment received at the final examination or the defence of the final project; however, as the objections are not connected with the procedure of the defence and the assessment is not contestable (is not examined in the commission of appeals) then after discussions with students written applications have not been submitted.

#### **2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.**

In order to control, analyse and forecast the dynamics of the number of students, the UL collects data:

- characterizing the number of applicants and matriculated students and their profile, such as secondary education institution, year of graduation, assessment obtained in secondary education examinations, age, gender, previous higher education and the assessment obtained in such examinations;
- number of students, broken down by faculties, study programmes, study levels, study years, forms and types of studies, source of financing for studies, status of studies - ex-matriculated on the grounds of academic non-compliance, ex-matriculated on the grounds of financial non-compliance, ex-matriculated on the grounds of completion of studies, on academic leave.

In order to control the progress of students' studies and the implementation of the programme, the UL collects data on:

- intermediate assessment and final assessment of students' study courses, broken down by type of examination, final results of final examinations, weighted average mark; data are collected once a semester;
- completion of the study programme in accordance with the requirements set for the acquisition of the programme, broken down by study semesters, parts of the programme (obligatory part, restricted elective part, free elective part and others, according to the structure of the programme); data are collected once a semester;
- students' academic failures in credit points, by semesters, parts of the programme, study courses; data are collected once a semester;
- fulfilment of the tuition fee schedule provided for in the student agreement, broken down by study programmes and semesters.

In order to obtain information for planning and efficient use of study resources, the following

statistical information is collected in connection with study programmes:

- financing of study places, broken down by state-funded, UL-funded and student-funded study places;
- the number of student scholarship recipients and the number of studies and student loans;

In order to prevent violations of the principles of academic integrity in the UL students' final theses and promotion papers, the UL ensures automatic examination of all submitted final theses and doctoral theses by using the unified computerized plagiarism control system.

See more information about following the principles of academic integrity in the Study field in Part I Chapter 1.7.

In order to evaluate the satisfaction of students, graduates and employers with the study quality and its results, as well as to implement the necessary improvement measures, the UL organizes and compiles data from the following surveys:

- a freshman survey of the first-year students on the commencement of studies, which is conducted electronically once a year. The aim of the survey is to find out the motivation for choosing the study field and programme and sources of information, as well as to evaluate the application and registration process in order to improve the student engagement package. Data is collected and analysed by the UL Department of Studies, but the necessary improvement measures are proposed by the UL governance, faculty governance, programme directors, in cooperation with the UL administrative departments;
- a freshman survey of the first-year students on the first study experience, also conducted electronically once a year. The aim of the survey is to obtain an evaluation of the first study experience at the UL and study support measures to improve the study environment and facilitate student adaptation. The data are collected and analysed by the UL Department of Studies and presented to the faculty governance and departments. The necessary improvement measures are proposed by the faculty governance and the Department of Studies in cooperation with other departments of the University of Latvia;
- In order to find out the students' opinion about the content of the study courses and to obtain the evaluation of the work of the teaching staff, every semester an electronic survey is conducted on the study courses, including study internship, term papers and final papers. Data is collected by LUIS and is available to faculty, programme directors, and the Dean of the Faculty, as well as the Department of Studies. The data is analysed by the programme directors, the dean, and the necessary improvement measures are proposed by the programme director, the dean, and the council of study field. The results are used to prepare annual reviews of study areas, as well as to develop study programme development plans.
- In order to obtain students' evaluation of the study programme for its further development, improvement of the study process, improvement of the quality and study environment, a survey of the students of the last study year on the study programme as a whole is conducted. The survey is conducted electronically once for each study programme. The results are compiled by LUIS and made available to programme directors and the Dean of the faculty. The data is analysed by the programme directors, the dean, and the necessary improvement measures are proposed by the programme director, the dean, and the council of study field. The results are used in the preparation of annual study field reviews, study field self-assessment reports for the field accreditation and re-accreditation, and in the preparation of study programme development plans.
- In order to identify the main reasons for discontinuation of studies and to facilitate the reduction of drop-out rates, a survey is conducted of students who have expressed a wish to discontinue studies or have already discontinued studies. The survey is conducted



throughout the academic year, while they are compiled by the Department of Studies once a semester.

- The aim of the graduates' survey is to obtain an evaluation of the graduates' satisfaction with the quality of the acquired programme, the knowledge, skills and competences acquired at the University of Latvia, the contribution of the graduated study programme to their employment, and information about their plans for continuing studies. The survey is conducted every three years, electronically surveying graduates of the previous three years. The results have been used to improve and supplement the content of study courses (for example, Architecture Basics I – IV, Design Composition I – IV, etc.), to improve the organization of the study process and information flow, and the selection of academic staff (eg study courses Photography I and II). Feedback is constantly provided to inform the involved parties about the learning outcomes and competences achieved by the graduates. At regular department meetings and methodological seminars, lecturers share mutual experience and inform colleagues about the opinion of graduates and industry representatives on the aspects of the program content that need to be integrated into the study process, and actively monitor graduates' career development.
- The aim of the employers' survey is to determine how employers assess the compliance of the knowledge, skills and competences acquired by UL graduates. The response of employers, graduates of the field working for, is not high, and it is not possible to obtain a comprehensive overview. Therefore, the employers to whom the students in the 3rd and 4th study years go for professional practice are interviewed, thus obtaining information about knowledge and skills that still need to be improved. The survey is conducted annually in paper form. The recommendations of the employers are taken into account by hearing also the representatives of the employers who participate in the Board of the Study Field or in the examination commission. Following these recommendations, changes are made to the content of study courses, for example, to the study course Entrepreneurship Economics the issue of design product cost calculation is added, or new courses are being developed, such as Digital Product Design (included in PBSP "Art" in 2019). Also, according to the recommendations of employers, the methodology of diploma thesis development is being improved.

Each year the coordinator of the study field in cooperation with the study programme directors prepares a report on the operation of the study field and the programmes therein during the academic year. During the preparation of the report, statistical data is collected and analysed, and the obtained information is used for the development and implementation of the improvements to the study plan. The report includes the following data, which are collected and analysed annually:

- the list and the total number of higher education institutions (HEIs) in Latvia which implement study fields;
- number of study programmes in other study fields implemented by HEI, broken down by study level and indicating the total number;
- description of study programmes implemented in other study fields by HEIs;
- the number of students in the programmes, indicating the total number, the number of students matriculated in the 1st study year, the number of graduates;
- mobility of teaching staff during the reference period;
- involvement of employers in programmes during the reporting period;
- number of programme students studying abroad in exchange programmes;
- number of international students in programmes;
- summary of the results and analysis of the students' survey on the study courses of the programme;
- summary of the results and analysis of the student survey on the programme as a whole.

Concrete examples on how the obtained information is used for the improvement of the Study field are described in Part III, Chapter 2.

**2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.**

The University of Latvia applies the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) to ensure the quality of studies. Information on how the ESG are respected when assuring the quality of studies is reflected in Table 2.4.

*Table 2.4. Implementation of “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) at the University of Latvia*

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Compliance of UL study fields with ESG
1.1. Quality assurance policy	The UL develops its Quality Assurance Policy, which is part of the strategic management of the University and complies with the Republic of Latvia regulatory requirements set for external quality assessment of higher education, gearing it towards the national and international context in higher education and research. The UL Quality Assurance Policy, including information on the parties and procedures involved, is published on the UL website and in the UL system for regulatory documents (NAS). The UL Quality Assurance Policy supports the development of quality culture, where all internal stakeholders (UL management, department management, staff and students) take responsibility for quality and participate in quality assurance at different levels of university governance. The UL Quality Assurance also involves external stakeholders, such as employers and independent experts. The Quality Assurance Policy is implemented across a wide variety of internal quality assurance processes involving both academic and administrative staff and students.

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1.2. Study programme development and approval

The development and approval of study programmes at the UL is determined by the “UL Regulatory enactments on study programmes and further education programmes”

The study programmes are developed in line with the UL strategy and as such identify the expected learning outcomes. The study programmes are developed and updated while involving the participation of students.

The content of the study courses is developed in accordance with the objective pursued by the programme and the respective expected outcomes. The knowledge, skills and competence to be acquired as a result of the completion of the programme are identified and described in conformity with the higher education levels indicated in the Latvian Qualifications Framework, which refers to the corresponding level of the European Qualifications Framework.

The study programme "Art" is developed and approved in compliance with regulations of the Council of Ministers on developing a professional bachelor's study programme (MK regulations No. 512, 26.08.2014) and Regulations on the UL Study Programmes and Continuing Education Programmes (Senate Decision No. 102, approved April 24, 2017) with amendments (UL Senate Decision No. 36, 28.10.2019) and the order regulated in documents, performing voluminous prior exploration and evaluation on several stages, including external experts and stakeholders involved in the work of the UL.

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1.3. Student-centred learning, teaching and evaluation

The UL, when implementing Internal Quality Assurance Policy and monitoring the implementation of study programmes, encourages students' active involvement in the study process and its development.

The academic staff updates the descriptions of study courses, paying particular attention to the formulation of study results, so that they can be understood by students, thereby promoting student participation and co-responsibility in the study process, as well as evaluating student achievements in line with the approach of student-centred higher education.

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1.4. Student matriculation, course of studies, qualification recognition and certification

The UL uses pre-defined and published rules describing the entirety of studies from student admission (<https://www.lu.lv/en/admissions/exchange-studies/>), course of studies, recognition of their previous studies, experience and graduation.

The UL pays special attention to supporting the adaptation of the first year students in the academic and social environment. This is ensured by the support system of students of senior years – mentors - and representatives of the academic staff - curators.

The UL implements recognition and validation of higher education qualifications, study periods, including recognition of study results acquired through mobility and prior education, non-formal and informal education, which are essential for the progress of studies. Relevant procedures for the recognition of qualifications are based on the practice of Recognition of Qualifications at the UL, which is in line with the principles of the *Lisbon Convention on the Recognition of Qualifications*.

Upon graduation, students receive a diploma certifying higher education with a supplement to a diploma specifying the degree or obtained qualifications, including study results, as well as the context, level, content and status of the completed studies.

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1.5. Teaching staff

The recruitment to academic positions, qualification requirements, terms of reference and voting process and election regulations, as well as the granting of sabbatical and the conditions for the temporary replacement of an employee are governed by the “Regulatory enactments on academic and administrative positions” (UL Senate Decision No 153 of 31.10.2011). This Regulation is adopted on the basis of the Law on Higher Education, the Law on Scientific Activity, the Law on Education, the Constitution of the UL, the Labour Law and other relevant external regulatory enactments. The academic positions are filled by open competition.

The role of academic staff is essential in ensuring the unity of studies and research and a student-centred study process, and thus the UL offers opportunities and encourages academic staff to enhance their professionalism, promote scientific activity, thereby strengthening the link between studies and scientific research, promoting innovation in teaching methods and use of new technologies in the study process.

The UL ensures the development of its academic staff competence by offering a range of further education programmes and promoting collegial learning of academic staff. For further details on the system of continuing professional development of the UL academic staff consult the self-assessment report section on “Assessment of the promotion of academic staff professional growth and development opportunities (didactic up-skilling and further training)”.

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1.6. Study resources and support for students

The UL provides teaching- and learning-enhancing study environment and a range of supportive and accessible study resources (both physical environment resources, such as library, study equipment and IT infrastructure, and human resources – academic staff, study coordinators, etc.). Academic and administrative staff promote students' awareness of available support activities and mobility opportunities. When designing and implementing learning resources and support for students, both the diversity of the target group of students (e.g. students with hands-on experience, part-time, working and international students, as well as students with special needs), and gearing towards student-centred studies as well as the use of flexible teaching and learning modes are considered.

Support and administrative staff play an important role in the provision of support services and therefore attention is paid to staff qualifications and opportunities for up-skilling and training.

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1.7. Information management

Information collection and information management at the UL is ensured at the level of students, academic staff, study courses, study programmes, study fields, using the UL informative systems. The UL analyses and uses the information necessary for effective and efficient management of study programmes and other activities. Every year student and graduate surveys, which constitute important information in the internal quality system, are analysed to ensure informed decisions on study programmes. The UL Information System (LU IS) collects information on student matriculation, academic progress, exmatriculation, etc. Students and staff are involved in the acquisition and analysis of information and in the planning of post-evaluation activities.

Students, academic staff, directors of study programmes, employers and graduates, structural units (departments/chairs, etc.) and basic structural units (faculties, etc.), administration (departments, general staff) and governance are involved in the information management.

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1.8. Publicly available information

The UL regularly publishes on its website the key performance indicators of UL study activities and research, making them easily accessible to both current and prospective students, alumni and other stakeholders and the general public. The UL provides information on its activities, including the proposed study programmes and admission criteria, academic or scientific degrees, qualifications, expected learning outcomes, teaching-learning methods, quality assessment criteria and types of tests, and learning opportunities available to students, support resources in studies and information on graduate employment.

For instance, information on all study programmes is available with the UL Study Programme Search.

The faculty website in addition to UL general topicalities informs about the news and events of the faculty, the implemented study programmes as well as faculty's research activities, incl. projects, conferences, publications and faculty's partners in cooperation, the cooperation topicalities and cooperation possibilities.

UL prepares regularly both digital and printed communication materials, incl. the annual report, the catalogue of study programmes, etc. that are accessible electronically on the UL website and the printed copies in the information panels of UL buildings, in different events, in secondary school, libraries, etc. UL uses actively social networks for external communication, and the internal network or intranet for internal communication with students and staff as well as assigns UL e-mail address to students and staff that can be used for obtaining information and for using all kinds subscribed electronic resources.

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1.9. Management and regular verification of programmes

The UL continuously evaluates its study programmes to ensure that the objectives are achieved and meet the needs of students and society. The evaluation serves as a basis for decision-making for the further development of study programmes, thereby ensuring the continuous development of the programmes. The evaluation process assesses the content of the study programme, taking into account the needs of the labour market, the results of the latest scientific studies in a particular sector, thereby ensuring that the programme remains up-to-date and relevant. Regular reviews of study programmes are conducted by involving employers, students (evaluating students' needs and satisfaction) and academic staff to ensure adequate performance and supportive and effective learning environment for students. The results of the evaluation of the programme are published in the annual self-assessment reports of the study fields

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#### 1.10 . Cyclical external quality assurance

The University of Latvia adheres to the external regulations of the Republic of Latvia for the cyclical external quality assurance of higher education according to the ESG. The UL participates in a cyclical external quality assurance process, which respects the requirements set for the higher education institutions in Latvia. Quality assurance in the UL is a continuous process which does not stop with an external assessment but ensures that the advice of external experts, since the last external quality assurance, is kept in view, quality is assessed annually, and the assessment is reflected in the study field self-assessment reports.

The external institution (AIKA) is given information, incl. the functioning of the study programme and achievements for the sake of control and improvement in the frame of regular accreditations of the study field "Arts" implemented by the UL in order to receive a neutral assessment - a terminated official statement about its compliance with the requirements to ensure studies of respective quality.

As the result of the external quality assurance of the study field and its programmes the UL receives the rights to issue the nationally recognized diploma for the acquisition of the study programme of the respective study field, incl. PBSP "Art", for a definite period of time (2 or 6 years).

The main directions of activities in compliance with ESG continuous quality advancement at the UL are: design and approval of programmes; student-centred learning, teaching and assessment; teaching staff and teaching resources and student support.

The challenge that attracts intensified attention according to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) quality criteria in the UL study field "Arts" is the Chapter 1.2 Study programme development and approval. The Study field needs the offer of the master level studies. This has been solved rather actively, as 3 master degree programmes have already been developed of which one - code 47214 "Social design" has received the approval in the UL Senate (Senate decision No. 205, 25.05.2015), but receiving a partly critical review from experts of AIC, the UL administration decided to terminate further move of the programme to licencing.

Working on this challenge, a decision was made to develop a programme module in the new master's degree programme "Technologies and design for education" that has been successfully licenced in May 2020. Thus, students who want to further their education at the UL have a possibility to continue in the partly specialized model of design studies (18 CP of specialized limited elective courses and 20 CP in master's paper development courses) in the study field "Education, pedagogy and sports".

To solve this challenge, administrative decisions need to be made about the possibilities to develop the study field "Arts" at the UL, especially taking into consideration that also the study field "Architecture and construction" has been accredited with only the master's level study programme at the faculty of Geography and Earth Sciences and is included in the strategic plans of the UL, but on the doctoral level there the programme "Literature science, folklore, art" (faculty of Humanities).

## **II - Description of the Study Direction (3. Resources and Provision of the Study Direction)**

**3.1. Provide information on the system developed by the higher education institution/college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.**

The available funds of the study field “Arts” implemented by the University of Latvia are determined by the state budget funding (grant) and income from tuition fees.

The amount of state budget funding for a particular study year is determined in accordance with the agreement between the Ministry of Education and Science and the University of Latvia. The amount of funding is affected by:

- number of study places financed from the state budget,
- baseline cost of the study place in the given year,
- level of the study programme,
- cost ratio for the thematic area of education.

The tuition fees for each programme at the University of Latvia are determined annually based on the estimated cost of the study place (which includes all forecasted costs - staff remuneration, technical support, infrastructure maintenance and administration costs), the expected number of students and market situation. The tuition fee for a particular student is fixed for each study year for the duration of the studies.

Both state budget funding and tuition fees are aggregated in the UL total budget for the fiscal year. The UL budget is established in accordance with the general principles of budgeting and the budgetary procedure established for each year.

The core structural unit implementing the study programme plans the tuition fee revenue for the given calendar year by submitting it to the Department of Studies, which collects it and submits it to the Finance and Accounting Department for the overall UL budget.

According to the budgeting principles of the University of Latvia, the expected revenue of the study field is distributed as follows: 74% of the direct and direct eligible costs of the study field (remuneration of teaching staff, costs of materials and services, costs of premises and other core structural units) (covering all supporting processes - information resources, marketing, IT, financial accounting, management, provision of sports, cultural and social activities, development programmes) - 26%.

The faculties concerned, in cooperation with the Finance and Accounting Department, plan their direct costs for the financial year in question.

The Finance and Accounting Department prepares a joint draft of the UL budget and the Chancellor of the UL directs it to the Senate Finance and Budget Commission, from where it is forwarded to the UL Senate for approval.



After the approval of the current year's budget, the estimated revenue and expenditure of the respective core structural unit are imported into the IT system of the UL, which is linked to the accounting system and provides an opportunity to track the actual financial situation of the core structural unit throughout the year.

The Dean and Executive Director of the Faculty, who implement the operational financial management of the core unit, are responsible for the rational use of the financial resources of the respective faculty within the set budget.

The Finance and Accounting Department is responsible for overseeing the implementation of the budget and preparing appropriate reports for UL management and controlling organizations.

The financial resources at the disposal of the FEPA every year are planned according to the UL budget and are used in compliance with the budget estimate approved by the UL administration that ensure the control of the expenditures of financial resources. Rational spending of financial resources in accordance with the normative documents and the financial management at the faculty is ensured by the dean and the executive director. The UL Department of finance and accounting and the UL Department of science provide support for ensuring sustainability of the financial resources and control.

FEPA scientific activities are funded from several sources: the base and performance funding allotted to the UL as the research institution, contractual research attracted by the faculty, state research programme resources as well as from faculty's self-earnings and the state subsidy.

The base and performance funding is allotted to the UL according to Council of Ministers regulations approved on 12.11.2013, No. 1316 "Procedure in which to calculate and allot the base funding to scientific institutions", in turn, the UL internal normative documents define the amount of funding for each structural unit, e.g., the allotted base and performance funding in 2019 was distributed among the UL structural units according to the regulations approved on 11.06.2019, No. 1/227 "On spending the base funding and performance funding allotted to the UL as the scientific institution in 2019". The scientific staff of the faculty can also apply for the centralized support according to the regulations approved on 20.04.2018, No. 1/148 "On confirmation of the support procedure for the scientific development of the UL"; according to this support can be received for: the participation in international events, publishing of scientific articles, preparing the application of international projects, organization of scientific events at the UL, implementation of scientific development projects and the implementation of long-term commitment. In order to promote the preparation of international projects, the UL regulation was issued on 29.11.2019, No. 1/435 "On confirming the spending of expenses of one unit" that envisages additional funding for writing the applications of international projects.

The research funding also contributes to the development of the study field ensuring the increase of both the number of printed books and information sources and digital resources as well as subscribing of most important data bases the materials of which students use in writing their research works and the final study papers.

Every year when planning the FEPA financial resources, funding is envisaged for business trips (learning, business). This funding is used to cover students and academic staff's business trips related to participation in international conferences. PBSP "Art" plans business trips to ensure the implementation of study courses Plain Air I and II.

The budget of the study programme "Art" is mainly constituted by the tuition fees. In academic year 2018/2019 the UL introduced a new system of evaluating the self-cost of the study programme according to which the tuition fees are defined (see Appendix "Calculation of the self-cost of the study programme", Latvian only). Based on this, the determined tuition fee is 2200 EUR per year.

The cost of the academic staff is approx. 41% of the program budget, the rest of the staff - approx. 18%, infrastructure costs - 6%, property and services - 2%, indirect costs - 26%. During the reporting period, when the faculty moved to the former RTTEMA (Riga Teacher Training and Education Management Academy) building, the lowest general staff and infrastructure expenses were achieved in proportion to the number of students in the entire University of Latvia. However, these savings are significantly reduced by the salaries of academic staff, which are growing faster than the basic funding and tuition fees.

At present, when the number of 1st year matriculated students is slightly increasing every year, so the total number of students in the program is also increasing, with a cautious forecast, it is expected that in academic year 2021/2022 their number could increase to 225, improving the financial situation of the program and ensuring a small profit that could be invested in the improvement of technological equipment.

As of spring semester of 2020, the study programme has 6 state budget study places. It is planned to increase the number of state budget places to 12 (3 places in each study year).

In order to ensure the technical equipment and software necessary for the implementation of the study programme, means of EU structure funds exceeding more than 130 000 EUR were attracted during the accounting period that allowed to equip two new computer classes, purchase the laser cutter, renew the photo cameras and ensure the purchase of the graphic software licences necessary for the studies and their subscription for four years.

**3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).**

The studies of the field are organized in the FEPA building Imantas 7. līnijā 1, the total space of which is almost 9000 m<sup>2</sup>. The building is in a good technical condition. There are 38 rooms that are adjusted to the study process with the capacity of 12 to 200 people. The building houses a library with a reading room, wi-fi is accessible in all the building. There are free-access printers/photocopiers (functioning on electronic cards) for students. The FEPA libraries offers students the possibility to work on, design and put into shape their study works; a photocopier, printer, scanner, fax services are at students' service (the student pays for these services based on the UL price list receiving the cashier's check). There is also a canteen, sports hall, and a hall for dance rehearsals in the building as well as there is a large yard and out-of-doors sports field.

The building is accessible to people with movement disabilities, there is a lifting device attached to the stairs and rest rooms are equipped respectively. The building is very comfortably situated regarding the public transport; close by there is a bus stop and the train station "Zolitude". The faculty territory also has a parking place for students' and academic staff's personal vehicles.

All study rooms are equipped with computers and multimedia projecting equipment, some rooms also have the interactive boards and/or document cameras. Some rooms have the equipment that ensures the organizing of video conferences.

There are four computer classes, with 96 workstations. One room is equipped with iMac computers,

three PC computer classes with *Windows 10* operating system, *Microsoft Office 365 ProPlus* office software. SPSS data statistical processing software is installed and is available in three computer classes. In the autumn of 2020, the material and technical provision has been supplemented with a specially equipped room for 3D printing.

Students have a possibility to use several resources:

- photocopiers, computers, printers,
- two fixed and one portable presentation programme equipment,
- a computer class with the internet connection, graph projectors, qualitative boards (interactive and magnetic), paper flipchart boards;
- the company *Scientific Software International* data modelling packet *Hierarchical Linear & Nonlinear Modeling HLM6*;
- research data processing *IBM* programmes *SPSS 22*, *AQUAD 7*, *AMOS*, *Mplus*;
- the company *Scientific Software International* IRT scale forming packet *PARCSAL*;
- the company *StataCorp LP* data statistical processing packet *STATA 12*;
- visualization packet *Adobe Professional*.

Additionally, students have free access to computers that are located in the whole building – in the library and lounges. This serves as an evidence of sufficiently modern conditions that allows students to use all technological possibilities offered by the UL. The TV monitor located on the ground floor hall regularly shows the topical information and informs students of the topical events of the faculty and university.

The UL offers students and as of April 1, 2015, also to the staff (academic and administrative) to receive the possibility to hire free of charge the *Microsoft Office 365 ProPlus* and SPSS software for the personal computer for using during the study period (or work contract). The user can activate the product up to 5 devices simultaneously. Students and academic staff have also access to the e-study environment *Moodle*, e-mail bloc, the address book of UL staff, academic staff and students as well as all the information that is connected with the study process.

Assemblage of furniture, its mobility allows changing the arrangement and functions of furniture in study rooms depending on the necessity.

Technological provisions also include 8 colour and more than 20 black-and-white laser printers, 3 scanners, 6 photocopiers, tools for functional testing and other equipment.

The study rooms are regularly repaired and refitted, new rooms are equipped, the technical equipment (boards, graph projectors, data projectors, sound tuning systems, TV and video) is purchased and installed. The available wi-fi internet access allows implementing the methodological improvement and modernization of lectures.

The material technical provision available to the PBSP “Art” is described in Part III Chapter 3.

**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 direction 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 direction, 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 options for the subscription to the databases.**

### ***UL Library general description***

The UL Library is included in the Library Register of the Ministry of Culture (BLB1000) and accredited until 2022 in the status of National Library.

### ***Access to Library information resources and services, opening hours***

The basic principle of the library's work is the accessibility of its services to all users, with all departments ensuring the same range and quality of services.

The eight sectoral libraries offer all the services facilitating independent studies. The services are provided in accordance with the UL Library Terms of Use approved by the UL Rector's Order No. 1/39 of 1 February 2017. According to the terms of use, the services are available to UL students, faculty and academic staff, other libraries, students of other universities, as well as any resident. The UL Library provides free basic services and paid ones.

The opening hours of the sectoral libraries are conveniently adapted to students' needs. The libraries are open from 9 am to 9 pm on weekdays - with some of them open from 9 am to 6 pm - and from 9 am to 5 pm on Saturdays. The Library of Natural Sciences and the Library of the House of Science are open to UL personnel (students, academics, research and general staff) 7 days a week, 24 hours a day. Three of the sectoral libraries are open for visitors throughout the year, including summer.

At the Library of Natural Sciences, the UL personnel (including FEPA personnel) have the 24-hour access to free-access stock, self-service book ordering, extension and return, computers, and cell phone charging point. Having purchased copy cards at the Library of Natural Sciences, users have the access to the copy machine at any time of the day. The Library of the House of Science offers its readers a free-access collection, two self-service systems for book lending, extension and return, and a self-service wall for using laptops. The UL Library is the first in the Baltic States to provide such facilities and services. The self-service wall is equipped with 36 laptops. Using a student or staff card, UL personnel can take and use laptops for 6 hours a day, moreover, this is not restricted to the library area, but anywhere in the building too.

Basically, students of the Study field use the Library of Education Sciences and Psychology with art and design collection, which is conveniently open to students 53 hours per week (working days 9.00-18.00, Saturday 9.00-17.00). Users are provided a free-access collection with all necessary publications. Library of Education Sciences and Psychology occupies 6 rooms with a total area of 347,7 m<sup>2</sup>. It is located at Imantas 7. līnija 1, Riga. The library provides 46 working places for visitors, including 17 places equipped for using computers. Since autumn 2018 the reading room of the library is also the place for exhibitions where both the academic staff (together with partner higher education institutions) and students exhibit their works.

### ***Free services***

- Electronic ordering/reservation/extension of use of information resources from the Union Catalogue of the libraries of national importance and obtaining information resources for use on site in a library reading room or for taking home.

The service is available to UL Library registered users accessing the Union Catalogue from any mobile device and places with the Internet access.

- Delivery of information resources

Ordering information resources of any library in the Union Catalogue, UL academic staff, researchers and doctoral students have the opportunity to indicate the most convenient place – a sectoral library – to receive the reserved information resource. For other users, this option is available only by ordering information resources from the Storage.

- Self-service

All sectoral libraries offer users the self-service scanning and five of the sectoral libraries provide self-service book ordering, extension and return. UL students, academic and general staff can use self-service to obtain one of the 36 laptops in the Library of the House of Science for their temporary use. The service is available 24/7 through the use of UL student or staff card.

- Free access to the reading room, computers and the internet

In the reading rooms, users can make use of reference books and periodicals, stationary and portable computers (both of UL Library and their personal ones), Internet access, including WI-FI which works in all UL buildings. Library of Education Sciences and Psychology has 46 working places (17 computerised and 29 non-computerised).

- Night subscription, pre-booking of information resources

The aim of the Night Subscription service is to provide UL students, faculty and staff with the opportunity to borrow some on-site information resources from the closing of the library to its opening, or to pre-book resources for use at a defined time. The service is free of charge, but if the information resource is not returned on time, the loan is subject to a penalty in accordance with the price list of the UL Library paid services.

- Delivery of information resources in summer

With this offer users can, once per week, order necessary information resources from the Storage and receive them at the most convenient sectoral library (at Rainis Boulevard, Library of Natural Sciences, Library of the House of Science).

- Information and Counselling

One of the main areas of library work is the provision of information services, i.e., counselling, providing information, user training and research support.

The library consultant and staff of sectoral libraries provide UL students, academic, research and general staff with bibliographic, thematic, factographic, addressable, clarifying, and other information and consultations.

The main reference consultant of the UL Library (at Aspazijas Boulevard) provides official and general information services. Users can receive individual consultations and information from the library via email: [info-bibl@lu.lv](mailto:info-bibl@lu.lv), by phone: 28623551, WhatsApp 28623551 or using *Skype* address: UL Library consultant. Any librarian of a sectoral library also provides consultations on site, on the phone, by email or by *Skype*.

In cases of uncertainty, readers can also use the "Ask the Librarian", "Frequently Asked Questions" and "Express Your Opinion" options available in the Library section of the UL Portal.

- User training

The library actively works with its target audiences – students at all programme levels, academic, research and general staff – not only to promote information literacy, but to provide in-depth knowledge and skills at working with electronic resources

The Library also organizes and conducts presentations, seminars and computer classes, on site and remotely. It also provides hands-on study tours of the Library to allow users to obtain the skills needed for working with free-access collection, self-service equipment and office machinery, such as self-service scanners and copiers, thus, enhancing their learning competence.

The Library has developed a training system with seminars offered for different levels of study programmes.

Special attention is paid to foreign students and the library has prepared and delivers presentations in English "Step by step, the library of UL - for you!". Computer classes are also provided for acquiring skills in using e-resources.

For undergraduate students, the presentations include "Step by Step: The Library of UL - for You!" and the seminars "Electronic Union Catalogue and Primo for Your Successful Studies" (90 min), "Get to Know E-Resources" (90 min), "E-Resources in the Field" (90 min.), e-course "Introduction in Information Literacy" (C part course).

Academics and researchers are offered the following seminars: "Bibliography and citation management tools" (90 min.), "Use of Web of Science un Scopus databases in Studies and Research" (90 min.), "Upload of Publications and Editing of Publication List in ULIS" (90 min.), "Deposition of Research Results into UL E-Resource Repository" (90 min.).

### ***Paid services***

The list of paid services and price list of the UL Library is approved by the UL Rector's order No 1/111 of 07.03.2016.

- Compiling a list of information resources

The UL Library specialists prepare a list of information resources on the user's topic of interest, the theme appeared, for example, in the process of studies or developing some work. The user can order the list electronically by filling in an electronic application form.

- Interlibrary Loan (ILL) and International Interlibrary Loan (IILL)

The UL Library offers its readers to order unavailable information resources from other libraries and document repositories in Latvia through the Interlibrary Loan, and those not available in Latvian libraries from libraries and document repositories worldwide using the International Interlibrary Loan Service. It also procures print-outs of electronic copies of academic articles and re-send them by email.

### ***Library collection, collection replenishment procedure***

The UL Library compiles the collection in accordance with the fields of studies and academic work of the UL and the requirements of its study programmes. Information is provided for all levels of the UL studies, that is bachelor's, master, doctor's, as well as for research. The priority in replenishing the collection is the purchase of e-resources.

New acquisitions for the collection are carried out in accordance with the UL centralised funding, which is approved annually by a UL order. The allocated funding is used for purchasing necessary books, for subscription to specialised databases and periodicals. The Library carries out the acquisition of information resources at the request of UL academic staff, at the proposal of the Student Council or at the suggestion of Library staff, with all requests being entered into the ULIS and approved by Dean or Executive Director.

In 2020, the Library makes available 1,8 mln information resources to its readers. In accordance with the UL study and research infrastructure, the UL Library collection is assembled in 8 sectoral

libraries and Repository.

### **Literature available in the Library for implementation of the studies**

The UL Library collection with the compliance of the information resources to the UL study field “Arts” by June 4, 2020 includes 2958 titles / 7538 copies of printed publications (see Tab. 2.5).

Table 2.5. Printed publications (copies)

<b>In total, for the UL study field “Arts” in the UL Library collection</b>							
Printed publications (title/copies)			Distribution of publications per languages (title/copies)				
Books	Serials <i>Periodical publications</i>	Other types of publications	Latvian	English	Russian	German	Other languages
2769 /4732	160 /2741	29 / 65	782/ 3121	579/1364	804/ 1702	556/971	237/ 380
In total: 2958 titles/ 7538 copies							

### **For the UL study field “Arts” in the collection of the Library of Education sciences and psychology of the UL Library**

Printed publications (copies)			Distribution of publications per languages (copies)				
Books	Serials <i>Periodical publications</i>	Other types of publications	Latvian	English	Russian	German	Other languages
543 / 1102	18 / 68	12 / 14	347/ 832	185/ 295	29 / 34	9 / 20	3 / 3
In total: 573 titles/ 1184 copies							

### **The level of digitisation of the collection**

In cooperation with the UL Department of Information Technologies, the UL Library ensures the free online access to the e-resources repository of the University of Latvia <http://dspace.lu.lv/dspace/>. For the convenience of users, a mobile version of the repository is also offered. To guarantee constant free online access to UL scientific achievements, the Library, authors of publications, UL structural units or UL publishing representatives regularly replenish the repository with electronic versions of their publications, digitised information resources of cultural and historical value, UL personnel's PhD theses and their summaries. The Library offers digitized publications which are subject of prohibition of copyright for use on-site reading rooms of sectoral libraries.

At the moment they consist of more than 18 123 publications, specifically, in the section of Arts field.

### **E-resources**

In agreement with the UL Strategic Plan, the UL Library is increasing the share of e-resources and developing remote access to e-resources.

By modernizing the availability of electronic resources, the latest technology web service Primo Discovery and SFX has been introduced in the UL Library.

In 2020, the UL subscribes to **34 e-resource platforms** (which contain **e-books** *DawsonEra, ProQuestEbookCentral*, **e-journals** *Cambridge Journals Online, Emerald eJournals Premier, Oxford Journals Online, Sage Journals Online, ScienceDirect, SpringerLink Contemporary Journals, Taylor & Francis Social Science & Humanities Library*, **reference resources** *LETA online ziņas, Nozare.lv, Letonika*, **tools** *SAGE Research Methods*, **mixed-format databases** *EBSCOhost, JSTOR, OECD iLibrary, ProQuest Dissertations & Theses, Scopus, Time Higher Education, Web of Science Core Collection, ZentralBlattMATH*). They make available 17,592 full-text e-journals (including individual subscriptions), 2,5 million full texts of doctoral and master's theses from around the world. The UL also connects to 122 credible open access databases with multi-format materials.

Each year, the Library offers, on average, 110 new electronic resource. Overall, on 01.01.2020. the UL Library purchased 1328 eBooks, with ~ 180 000 eBooks available by the ProQuest Ebook Academic Complete subscription.

Once a year the UL Library evaluates and analyzes the usability of the subscribed databases as well as regularly provides its users with trial access to various databases. Information about the e-resources is available through the UL Library webpage "E-resources from A to Z" (<https://www.biblioteka.lu.lv/en/resources/e-resources-a-to-z/>).

UL gives the possibility to use the subscribed electronic information resources (databases, e-book platforms) outside the UL network by logging in with a ULIS username and password.

### **Subscribed e-resources of study field "Arts"**

Separate e-resources are not subscribed to the field.

### **Subscribed multidisciplinary e-resources that include materials for the study field "Arts"**

**EBSCO Academic Search Complete** - one of the most valuable multidisciplinary scientific information resources giving access to the information from more than 12 500 full texts, including 7 300 scientifically reviewed journals. The data base offers a possibility to read the abstracts from 12 500 journals and 13 200 books, reports and conference materials.

The database includes also information resources on such topics as design theory and history, environment design, handicraft, technical and computer graphics, etc. as well as methods of teaching the above-mentioned themes.

**Emerald Insight** - a full-text e-journal database that also includes information resources on such topics as design, handicraft, technical and computer graphics, etc. as well as methods of teaching.

**JSTOR** - a database of journals, books, and primary sources. JSTOR gives access to journals from the following leading publishing houses: *Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons* etc. The chronological reach goes back even to the beginnings of their publishing. The database also comprises information resources about such topics as digital design, handicraft, technical graphics, computer graphics, etc.

**Letonika** - reference and translation system the chief aim of which is to give systematized, encyclopaedic references. Letonika offers to seek and work with information that is found in 11 encyclopaedias and other reference resources, 13 dictionaries (translation, explanatory, and



terminology) as well as in collections with 10 000 pictures, audio recordings and video materials.

**LETA - News and archive** – offers a possibility to search operatively for the published news, photo, video, press releases, and articles from Latvian press publications, statistics, and other information.

**Oxford Journals** – the collection gives access to more than 280 authoritative and leading journals that are published in cooperation with most significant scientific organizations of the world. The database comprises full-text journals with high citation index indicators in different branches of science – art, design, design history and other branches.

**ProQuest Dissertations & Thesis** – the broadest database of dissertations and master’s papers in the world and comprises more than 2.3 million works in different branches, including also design and technology sciences, including such themes as design theory and history, clothing and environment design, handicraft, etc.

**SAGE Journals Online** – the full-text database of the publishing house SAGE that offers articles from more than 500 journals. The database represents different sciences – humanitarian and social sciences, etc. The database includes resources on such topics as design, especially digital and environment, etc.

**ScienceDirect** – the database of the publishing house *Elsevier* in humanitarian and social sciences as well as other sciences. The database contains information about several thousands of journals and books published by *Elsevier*. The UL has access to full texts of approximately 2650 journals that mainly date back to 2002 and up to the latest journal edition as well as to more than 350 e-books. The database includes information about design, especially digital design, etc.

**SpringerLink** – the database of full-text journals of the company *Springer Nature*. It offers the access to more than 6 million articles from more than 3 400 journals, covering the humanitarian and other sciences. The database offers access to articles on such topics as design theory and environment design, etc.

**Taylor & Francis Social Science & Humanities Library** gives access to full texts from more than 1100 scientific journals. The wide thematic coverage includes also such themes as interior design, design theory, digital design and others and relates to such fields as art, humanitarian sciences and others.

### ***E-books purchased by the UL Library in the field of art and design***

**Dawsonera** – e-book platform, available 56 publications from the e-books purchased by the UL Library in art science from the leading publishing houses of the world (e.g, *Springer Verlag, Cambridge Scholars Publishing, Routledge, Sage Publications, Peter Lang etc.*)

**ProQuest Ebook Academic Complete** – e-book platform, available 10 342 publications in art science from the leading publishing houses of the world (e.g, *McGraw-Hill Education, Bloomsbury Publishing, Princeton University Press, Emerald Publishing Limited, IOS Press, Indiana University Press etc.*)

### **Open resources**

[Directory of Open Access Journals \(DOAJ\)](#), [Journals for Free](#), [Bookyards](#), [Directory of Open Access Books](#), [Eurostat Data](#), [Palgrave Open](#), [Project Gutenberg](#), [De Gruyter Open](#), [Google Scholar](#), [Periodika.lv](#), [Zenodo](#) etc.

### **Statistics of using databases**

See the statistics of using the databases of the respective Study field in the appendix "Statistics of

using databases. 2018/2019".

The library collection is generally in line with the implementation of studies and the development of research, as every year it is added with the most up-to-date information resources in accordance with the information needs of the academic staff and students.

### **3.4. 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.**

There are three teaching groups at the UL: academic staff who hold their academic positions for a limited period of tenure on the basis of elections, acting academic staff and visiting academics, as well as hourly-paid staff.

In the case of elected academic positions, as well as the acting academic staff, the recruitment and selection are regulated by the *Regulatory enactments on academic and administrative positions at the University of Latvia*. According to the regulations, the following academic positions exist at the University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, research assistant.

The decisions on the need for certain positions are made by the faculties. Competitions for elected academic positions are announced openly. Public calls for applications for the elected academic positions, including the function and terms of reference for the respective position, are published on the University of Latvia's website and in the Journal *Latvijas Vēstnesis*. Any person who conforms to the requirements specified by the Law on Higher Education, as well as the requirements for the position specified in the terms of reference may apply for the position.

The applicants for academic positions must deliver an open lecture, which is evaluated by two reviewers, who issue their opinion on the quality of the lecture. The electoral procedure is carried out either by the decision-making body of the relevant department (in the case of teaching staff, the Faculty Council) or, in the case of associate professors and professors, by the Council of Professors of the relevant field. Elections must take place within three months of the date of the invitation to tender. The candidates are voted by secret ballot. An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to the Law on Higher Education Institutions, lecturers are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions on the term of office.

In accordance with the UL regulations, minimum requirements are set for all applicants for academic positions, i.e. knowledge of the official language in accordance with regulatory enactments, knowledge of foreign languages to the extent necessary for the performance of academic duties and continuous improvement of their academic and scientific qualifications. Other requirements differ across academic positions, for instance, to qualify for the position of Assistant Professor, the candidate has to have a doctoral degree, while the requirements for Associate Professors are more demanding, i.e. they must have considerable academic and pedagogical experience, extensive list of publications and experience in scientific research projects.

If the Senate chooses to decline the proposal from the department and not to publish vacancies, a

visiting academic may be recruited; while if the respective department considers a member of hourly-paid staff to be more relevant to the development plans and needs of the faculty, the prospective employee concludes a contract for a specified period (usually for the duration of the study course). In such cases, the decisions relating to the candidates' recruitment and selection are taken by the structural units, i.e. faculties. Centralized in these cases is only control that ensures that the unit's remuneration is in compliance with internal and external laws and regulations.

The Rector of the University of Latvia concludes an employment agreement with the person elected for the entire term of office.

According to the above written, it is evident that the process of recruitment and selection of academic staff is truly open, the qualification of applicants for academic positions is assessed several times, experts are involved and the decision on the election is made by collegiate institutions that makes the process maximum transparent and safe.

The elections of professors and associate professors employed in the Study field have taken place by secret ballot in the Council of Professors of the respective fields no later than during three months after the day of announcing the competition (in art field – in collaboration with Latvian Academy of Art, because there is no Council of Professors either in art or design field at the UL), in turn, the elections of the assistant professor, senior researcher, lecturer, researcher, assistant and research assistant have taken place by secret ballot in the faculty Council no later than during three months after the day of announcing the competition. According to the UL Senate Decision No. 119 from 27.10.2014 "Requirements to the applicants for the assistant professor in art (without the scientific degree)", during the accounting period one assistant professor without the doctoral degree has been elected in art field.

Professionals of the fields are also employed in the Study field as lecturers. The necessity to attract lecturers results from the condition of implementing the field specific study courses (e.g., an hourly-paid lecturer who is the professional in this field, has been invited to deliver the study course Foundations of Operator's Work I and II). Previous pedagogical experience is considered an advantage. The qualification of applicants for the hourly-paid positions is initially evaluated in DAT meetings. The qualification documents of applicants following the proposal of the department are submitted to the head of the faculty's Council and the FEPA Council passes the decision on the adequacy of the applicant to the lecturer's position. If the Council supports the applicant, it recommends the vice-rector for humanities and social sciences to conclude the employment agreement with the approved applicant.

In academic year 2019/2020, approximately 25 members of the academic staff engaged in the FEPA study programmes and research institutions were involved in the implementation of the Study field. Every year 3-5 lecturers corresponding to the Study field from other faculties of the UL are involved in the implementation of study courses.

Data from Appendix "Basic information about the academic staff involved in the implementation of the study field" testify that five of 31 academic staff are elected in the position of the associate professor or professor, five – the assistant professor, 10 – lecturer, in turn, the rest are either acting lecturers, assistant professor or professor or hourly-paid staff.

[https://www.lu.lv/fileadmin/user\\_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti\\_EN/5/Regulatory\\_Enactments\\_on\\_Academic\\_and\\_Administrative\\_Positions.pdf](https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/5/Regulatory_Enactments_on_Academic_and_Administrative_Positions.pdf) **Regulatory Enactments on Academic and Administrative Positions in the UL**

**3.5. 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 qualification (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.**

One of the key aspects of Human Resource Development as stipulated in the UL Development Strategy for 2016-2020 is the advancement of the UL academic staff professional development system. The UL is aware of the changes in the role of academic staff, who play a key role in ensuring the quality of studies and acquisition of knowledge, skills and competence, and therefore, in line with the UL Strategy a single UL academic staff professional development system is introduced by amending internal regulatory documents and offering to academic staff professional development opportunities. The professional development of the UL academic staff is organised in accordance with the Republic of Latvia Cabinet regulations No 662 of 11.09 2018., Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Educators where paragraph 16 states: "Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovations in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars, as attested by the documents submitted, and is in line with the objective of professional development."

The Department of Studies of the University of Latvia and the Adult Education Centre of the Faculty of Education, Psychology and Art of the University of Latvia provide informative, consultative and methodological support to the UL academic staff in the field of the higher education didactics. The Adult Education Centre of the Faculty of Education, Psychology and Art of the University of Latvia offers a vocational development programme "Didactics of Higher Education: modern theories and practices", as well as continuing education programmes "Pedagogical aspects of the development of study programmes in higher education", "The professional development of the competence of the student trustee", etc. Lecturer A. Dzilna acquired the the further education programme for students' trustees in spring semester of 2016 and starting with academic year 2016/2017, he works actively and responsibly giving support to the first year students of the art field, organizing regular meetings, seminars, discussions in person and on-line to promote students' motivation, to solve uncertainties, misunderstandings and problems that have emerged in the organization and implementation of the study process.

On the completion of the continuing education programme "Methodology for the formulation and evaluation of the learning outcomes", programme directors and academic staff target the updating of their study courses and the mapping of the learning outcomes of the respective study programmes and study courses. In 2020, the updating of all study courses and mapping of learning outcomes of all courses has been completed, so that in academic year 2020/2021 updated descriptions of study courses, adjustments of learning outcomes and assessment criteria, paying special attention to the transversal skills such as digital, civic, intercultural and entrepreneurship competences that are paid attention in the education of creative industries in international projects, would be available to students.

The UL academic staff has the opportunity to advance the English-language skills by completing the continuing training programme “Professional English Language Enhancement Course for Academic Staff” at the Centre for Applied Linguistics of the UL Faculty of Humanities. The programme director of the study field and the academic staff use actively the possibility to improve their English, 3 members of the academic staff completed successfully the English language courses in January 2020, obtaining B2 level certificate, 3 other lecturers continue the language acquisition in C1 level groups, 3 – B2 level groups.

Young academics and doctoral students from various UL doctoral programmes, each spring semester, are increasingly using the possibility to attend the continuing education programme “Introduction to teaching in higher education”. Mainly excellent professionals of creative industries who have long-standing (at least 5 years) pedagogical work practice in the study field; however, if they lack pedagogical experience, then they attend the further education programme “Introduction to university lecturer’s work”.

To promote collegial learning and identify good practices in teaching, the continuing education programme “Promoting the colleague experience exchange of academic staff” where academic staff carries out peer observation, thereby directly promoting the exchange of teaching experience among academic staff and contributing to the UL organisational development has been developed. The academic staff of the study programme perform collegial visitations both in the thematic context of study tasks and problem solutions, thus promoting also students’ understanding about the design and creative industry in general as an interdisciplinary field. Pedagogical experience is passed on also in discussions when analyzing the assessment of students’ final works.

UL academic staff working with freshman students are a special target group for continuing training and as such are offered a continuing education programme “Professional development advising first-year students”. This programme was completed by A. Dzilna who is a student trustee.

In particular, academic staff in continuing education programmes welcome the opportunity of study process modelling, testing new learning methods.

All programmes have been developed by analysing the professional development needs of academic staff in the context of higher education trends. As part of the deployment of the academic staff training system, the UL Department of Studies conducted an electronic survey of the UL academic staff, which allowed to pool information on their ongoing professional development needs, as well as encouraged a number of Faculty members to express their readiness to participate in the development and offering of continuing education content to their peers in line with professional and didactic development needs.

On the implementation of each programme, a survey and an evaluation of the outcomes is conducted among the attendees of the programme. Participation in continuing education programmes is voluntary or else might be a recommendation issued by the leadership of the faculty. By and large, the UL faculties organise thematic seminars on topics relevant to the academic staff of the respective faculty.

During the preparation of the study field self-assessment report, information about the growth and qualification opportunities used by the lecturers involved in the UL study field "Arts" during the reporting period was collected and summarized in Table 2.6.

*Table 2.6. Assessment of promoting the professional growth (improvement of didactic skills) and professional development of the academic staff (number of events)*

<b>Nr.</b>	<b>Criteria/academic year</b>	<b>2014 /2015</b>	<b>2015 /2016</b>	<b>2016 /2017</b>	<b>2017 /2018</b>	<b>2018 /2019</b>	<b>2019 /2020</b>
1.	Improvement of language skills[1]	1			1	6	9
2.	Tertiary didactics (training)[2]	3	5	4	6	10	5
3.	Attendance of different summer schools	1				1	
4.	Participation with a report in scientific conferences, congresses	14	24	18	19	24	12
5.	Delivering lectures and study courses in Erasmus un Erasmus + programmes	2	3		1		1
6.	Participation in Erasmus or other professional development programmes	1	2	2	1	3	2
7.	Attendance of international scientific conferences (participation)		2	4	3	2	5
9.	Participation in different seminars	2	3	3	4	5	5
10.	Participation in professional organizations	12	13	13	15	16	17
11.	Participation in organizing further education and its provision	1	1	1	1	2	1
12.	Participation in different international scientific editorial boards	2	2	2	2	2	2
13.	Participation in different national scientific editorial boards	3	5	3	4	4	3
14.	Participation in organization committees of different international scale	1	2	2	4	5	5

<b>15. Participation in organization committees of different national scale</b>	3	5	3	4	4	3
<b>16. Work in examination commissions of professional organizations</b>				2	2	3
<b>17. Expert opinion to Central election commission and other institutions</b>				2	2	3
<b>18. Artistic innovation/creation</b>	35	42	45	49	53	39
<b>20. Awards</b>		7	3	9	4	4

***A more detailed information is reflected in the CV of the academic staff***

The information included in Table 2.6 reflects vividly and describes the integration of the study field art and science that actually is an essential and integral feature of creative industries in higher vocational education. The evidence of the growth of the academic staff and their professional development during the accounting period is not only their active participation and reporting in scientific conferences but equally significant are the activities of artistic innovation/creation, including the participation in 21 international art exhibitions (A. Muze, A. Celmiņa-Ķeirāne, J. Nikiforovs, J. Utāns), implementation of a number of web and interactive projects, development and implementation of rebranding trade marks in Latvia, Europe and Russia, development and implementation of the visual communication design of international conferences organized in Riga (A. Markss), the design of 46 books and advertising, promo catalogues (A. Plotka, A. Muze), 14 one-man exhibitions (A. Muze, A. Celmiņa-Ķeirāne, J. Nikiforovs, J. Utāns, Ē. Zalcmane), as well as organization of 14 joint exhibitions of the academic staff and students (A. Celmiņa-Ķeirāne, I. Irbe, Ē. Zalcmane, J. Nikiforovs, I. Karlsonē I. Biezā), development and implementation of environment objects, interior design and architectural projects (A. Dzilna, A. Irbīte, I. Biezā, I. Karlsonē) and others. It should be emphasized that the participation in the above mentioned creative activities requires not only high professional qualification but also a long preparation and implementation time that combines the latest ideas of scientific theories and practical activities, promotes the entrepreneurship skills, facilitates digital, intercultural and civic transversal competences and serves as an invaluable contribution to the work with students. The participation in professional organizations, including international, as well as in organization committees on the national and international scale, being members of scientific editorial boards and examination commissions, attending language improvement courses and other seminars and conferences that are important for the professional development as participants has increased considerably during the accounting period and this demonstrates the growth of the academic staff of the Study field.

[1] For example, learning foreign languages in courses, trainings.

[2] Professional development courses, trainings, lectures in pedagogy, university didactics, work with students, etc.

**3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.**

In academic year 2019/2020, thirty-one academic staff were involved in the implementation of the study programme included in the Study field. The number of academic staff has slightly decreased during the accounting period which is connected with the decrease in the student number but on average 30 lecturers every year deliver study courses in the PBSP "Art". Predominantly these are academic staff that deliver the theoretical courses of the field and practical specialized courses that is natural in the professional study programme.

On average, every academic staff that is involved in the implementation of the theoretical courses of the field delivers approximately 3 study courses and also supervise study works, diploma papers, bachelor's papers and practices. The DAT and its head organise and ensure the involvement of the academic staff in delivering the courses; the head of the department is also responsible for the distribution of teaching loads. The distribution of teaching loads in academic work is uneven - it fluctuates from 0.25 load to full load, it can be explained by the delivering of some specialised study courses which are necessary only for the Study field and the small number of students in the study groups. Seven academic staff members are researchers or leading researchers (elected) and on the whole 15 lecturers regularly participate in research works and projects.

The knowledge of the state language of the academic staff involved in the implementation of the study programme corresponds to the regulations of the Council of Ministers No. 733. The knowledge of the English language of the part of the academic staff is at such a level that they can deliver their courses in English. The academic staff regularly improve their foreign language knowledge both having lectures with foreign students and attending the English classes in the frame of the project "Renewal and competence improvement of the academic staff at the University of Latvia" No. 8.2.2.0/18/A/010.

The in-coming and out-going mobility of the academic staff should be valued as low; the reasons for this situation are described in Chapter 1.3 in the SWOT analysis; however, it has a positive dynamics and the development plans of the field envisage measures for its improvement. Part II Chapter 5.2 also describes the attraction of the foreign academic staff.

**3.7. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).**

The students of the UL have access to academic support, career development support and psychological support.

*The aim of academic support* is to provide students with information and advice on study issues for the entire period of studies. Academic support includes the implementation of the first year of



studies support programme, advice on the study process (content of study programme, choice of study courses, legal documents regulating the UL study process), information on tutorials, counselling and workshops on study skills (note-taking, reading for academic purposes, active listening, exam anxiety, time management, libraries and Internet resources).

Academic support in academic matters is managed centrally by the UL Department of Student Services and the responsible persons with the respective faculties: director of the study programme, study advisor, trustee, mentor, coordinator, academic staff, and the UL Students' Council and Faculty Students' Councils. Advice on the use of library and Internet resources is provided by the UL Library. The University of Latvia Library provides consultations on the use of the library and Internet resources. Table 2.7. shows examples of key tasks to be performed by student support units / staff.

*Table 2.7. Examples of key tasks to be performed by student support units/staff*

<b>Structural unit/staff</b>	<b>Key responsibilities</b>
FEPA Student Council	Represents FEPA students' interests in academic issues, diversifies students' life, making it more positive and richer in cultural events. FEPA SC gives a possibility to learn in an informal atmosphere, to engage in organizing different events, to express opinion and to be heard as well as to manifest one's own position, skills and talents.
Trustee	Informs students of the developments in the study process, provides individual support to those students who face difficulties entering academic environment of the UL and initiates adaptation and team-building measures.
Coordinator, study advisor	Provides study advice, assists in day-to-day issues related to the study process, files study records, advises on the Information System of the University of Latvia (LUIS).
Mentor	A senior student who helps freshman students adapt to the study environment and share their experience.
Student Council (SC)	The purpose of the SC is to represent UL students and to defend their rights and interests. The SC represents the students' interests in academic issues by electing student representatives to the decision-making bodies of the University of Latvia, considering issues related to the study process and its improvement.
Director of the study programme	Organises and manages the development of a study programme in accordance with the requirements of the specific scientific or economic sector, cooperates with employers and internship sites in matters of study content, evaluates and approves individual study modules and individual study plans, etc.

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Department of Student Services

Organises the admissions process, advises the Faculty and students on mobility programmes, study, social and cultural issues, advises and organises career coaching and consultancy. Organises adaptation measures for students, provides training for trustees, mentors, organises cooperation with employers, etc.

*The aim of career development support* is to provide students with comprehensive support and develop their lifelong skills to identify their interests, abilities, skills, experience, thus enabling them to take informed decisions as regards education and/or occupation, and ensuring that they can condition their future career, study and life paths. Career development support is provided by the Career Centre of the UL Student Services Department in collaboration with the respective faculties.

The Career Centre provides the following services to students:

- individual counselling for future studies and careers, setting up an individual career plan, providing support for the transition between different levels of education and from education to the labour market;
- workshops for career planning skills (“Career planning and development skills”, “My first job interview”, “Stress management”, etc.);
- Internet resource - Career Centre home page (information available in both Latvian and English) <https://www.karjera.lu.lv/> and <https://www.karjera.lu.lv/eng/> provides up-to-date information on career planning issues, occupational information and the labour market;
- the “E-career” electronic resource <https://e-karjera.lu.lv/>, which enables students to quickly find their internship opportunities and jobs by adding their CVs to a database and employers to recruit employees by listing information on job vacancies in the database.

Psychological support is provided by the Department of Student Services. A psychologist-consultant provides psychological support to students in solving personal and study issues arising from studies (relationship issues, conflict resolution, emotional difficulties). A psychologist provides individual counselling and telephone counselling.

Special events aimed at integrating domestic and international students are organised in cooperation with the ESN (Erasmus student network), thus introducing international students to Latvian culture and traditions and promoting international and domestic student interactions.

The assessment of infrastructure accessibility for persons with disabilities has been conducted in cooperation with *Apeirons*. The results obtained are considered both in the construction of the new infrastructure and in the provision of study programmes.

In order to facilitate students’ motivation towards achieving excellent learning outcomes as well as to decrease the drop out, in academic year 2016/2017 the UL started centralized work of preparing trustees whose duties is to provide both practical and moral support to the first-year students so that they adapted better to the university both academically and socially. The trustee’s responsibility was also to follow students’ learning outcomes and in case of need to recommend respective support measures thus promoting the development of study skills. The trustee in the Study field “Arts” functions also as the lecturer who acquaints students with the latest developments in the design and art field, organizes team-building events connecting them with some cultural activity.

All students can apply for different grants and scholarships offered by the UL Foundation e.g., patrons’ scholarships (scholarships for the first year students “Ceļamaize” [Bread for the Journey], “M. M. V. Petkevičs memorial scholarship”, Kristaps Morbergs scholarship, Young researchers in

humanities scholarships, Young researchers in social sciences scholarships, Kurt Hagen scholarship for studies in Germany, Scholarships of local municipalities, etc.). Students can receive also scholarships offered by other countries: Baltic-American Freedom Foundation (BAFF); Global Korea Scholarship (GKS); the scholarship of the Ukraine government; the scholarship of the Slovakian government; the scholarship of the German Academic Exchange Service (DAAD); the scholarship of the Catholic Academic Foreign Service (KAAD) in Germany; scholarships of DUO-Korea; scholarships of the Kazakhstan government.

## **II - Description of the Study Direction (4. Scientific Research and Artistic Creation)**

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

The UL goal is to become an internationally acknowledged science university in Europe and the world. In compliance with the UL Strategic plan 2010–2020, it envisages ensuring science-based studies, including the promotion of scientific research of students and the academic staff. The UL takes the leading place in science on the national level. The scientific research of the Study field fully corresponds to the UL Development strategy and IL Research programmes 2015–2020. According to the UL Development strategy 2016–2020, the following goals are set in the research field: increasing the scientific excellence, broadening the knowledge base and the transfer of technologies.

FEPA, including the Study field, also pays attention to the achievement of these goals. The students, academic staff and researchers are provided a unique access to the data bases of research publications and statistics (including Scopus, Web of Science etc.), as well as there are developed and maintained interdisciplinary cooperation networks with different partners (state, municipalities, associations, enterprises, higher education institutions, etc.), the topical e-resources, incl. e-books) are purchased regularly, thus the access to the latest developments in the science is ensured.

The Study field “Arts” is part of the humanities bloc, in which the scientific research is performed in compliance with the needs of the national economy of Latvia. The scientific research in the Study field is directed towards the exploration of topical design challenges in Latvia and in the world, focusing on the labour market, the development of user-centred projects, the design thinking, creative and technological innovations, as well as the theoretical aspects of art and design and education. The scientific research at FEPA enjoys a special role, it is directed towards the solution of education, pedagogy, social, design etc. issues and ensures research-based studies that comply with the market requirements. Research is performed at the faculty both in these themes and there are also interdisciplinary studies in social sciences and humanities.

The faculty also organizes the Students’ scientific conference and several annual international scientific conferences in which there also participate the academic staff and students from the Study field. Different events to promote the artistic creation (e.g., annual exhibitions of study works

in different study courses) and to increase the quality of the research (involvement of students in the competitions of design projects and of research) are organized regularly.

#### **4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.**

The scientific research at FEPA is connected with the study process at all levels of studies, supplementing and improving it, incl. also the PBSP "Art". The study process, too, stimulates the development of scientific research and creation at the faculty. The research and creation trends of the academic staff comply with the study courses they deliver. For instance, the latest developments and topicalities and technologies that the academic staff have obtained during the process of creative and research activities and which are based on the practical experience are included in the professional specialization study courses. Thus, students are acquainted with the novelties in the art and design area.

Following and implementing the UL Strategic plan, the faculty ensures science-based studies, using modern and competitive educational technologies as well as promoting the scientific research of students and the academic staff. Providing the access to databases of scientific publications is a significant advantage.

The use of the latest research results is envisaged and integrated in the study process. The content and the list of literature are updated in the study course descriptions by including the latest specialised literature, scientific articles and databases. Lectures in study courses are based on the latest theoretical ideas and methods of analysing different issues. The academic staff acquaint students with the results of their research and new ideas and the necessity of exploring concrete issues emerge in the study process.

There are several study courses in the PBSP "Art" aimed at introducing students with the essence of scientific work, research methods, the analysis of specialized literature as well as processing, interpreting, reflecting and presenting of the research outcomes. Students learn to use different databases and design research resources in the study process. Special attention is paid to the application of the acquired knowledge and mastered skills in practice.

Students demonstrate their ability to solve practical professional tasks, to contribute to the development of the design field and to integrate in the global employment space at the final stage of the study programme. Students develop their diploma papers about themes that are topical, relevant and practicably necessary also for the organizations and companies, in which they work, for example, the visual identity of the company and its recognition in the market, solutions of the interior project based on the exploration of the target audience, the functionality of websites and the application software and the visual aspects, etc.

Scientific research is a permanent part of the study process: both in separate study courses (reports, essays) and in course papers (e.g. in study courses Interior designing II-V the analysis of the performed research is the basis of working out the interior project) and in final diploma works in which students research a concrete topical issue. Students choose independently the topic of their research coordinating it with the supervisor of the work and applying the competence acquired in the study process in the course of the research. The work is presented and defended in the frame of the study course or in front of the commission.

The research performed while developing the bachelor's work have been highly approved in the competition organised by the Latvian Designers' Society (LDS) "Design arena 2019" and "Design arena 2020, in turn, in the competitions of design products organised by LDS in which the works are assessed by an international jury, the bachelor projects of the study programme (both in graphic design and interior design models) have received excellent assessment several times in the group of higher education institutions, as well as they have received awards from the Patent Office of the Republic of Latvia, the Latvian Chamber of Commerce and Industry, *Tallink*, *Imagehouse* and other awards (see Appendix "Winners of LDS competition").

In future, it is planned to continue popularising the research performed by students, promoting their participation in scientific research conferences as well as in preparing scientific articles in cooperation with the supervisors of their bachelor's works to be published in reviewed collections of articles. Rezekne Academy of Technologies and Daugavpils University have such experience.

The procedure of developing the Diploma paper/work is already described in Chapter II, Subchapter 1.6 of the Self-assessment report, in which it is mentioned that interim displays of the diploma works are organized as seminars devoted to successful work on and defence of the Diploma projects. The academic staff give advice to the future graduates on how to better guide the research process, what theoretical and technological resources could be used and which mistakes should be avoided during the interim displays. In order to ensure the practical significance of the research and its compliance with the current demands of the market, the academic staff who are also the professionals of the field and the programme director are involved in approving the themes of the course papers and diploma works.

The proportion of the artistic creation is dominant in the Study field, because all the theoretical courses and professional specialization courses are closely connected with the activities of design as a creative process. The development of any new design project, even the simplest, is creation that includes the application of innovative and creative thinking mechanisms. Study courses are set up so that they gave students all the available tools (both theoretical and practical) to start these mechanisms. The demonstration of learning outcomes in the professional specialization courses is public - courses end in the examination - the display of works in which the academic staff collegially can assess and discuss the individual creative achievements of each student and to compare them reciprocally.

Different exhibitions - solo exhibitions of the academic staff and group exhibitions (also in cooperation with partner universities), exhibitions of students' works and displays of free creative projects are regularly organized in the faculty premises (for example, in 2018 students had a competition exhibition "The Green Latvia" ["Zaļā Latvija"] with the jury's and viewers; voting and awarding). Every year at the end of the study courses Plein air painting I and II the reference exhibitions are organized, sometimes together with the academic staff who have participated in the plain air painting thus promoting also students' acquisition of presenting skills and skills of arranging the exhibition. Since 2019, a tradition has been started in the faculty to exhibit the visualizations of the best diploma works in the faculty rooms. At present, the exhibition and demonstration halls of the design projects in the premises of the UL House of Letter are being actively planned so that students acquired qualitatively one of important aspects of the designer's work - public presentation of creative projects already in the study process.

#### **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.**

**1. The first research trend is interdisciplinary** – devoted to the culture and art issues. In 2015, cooperation started with the European Art and Culture Education Observatory, the confirmation agreement was signed with the UL (the UL cooperation representative Austra Avotiņa), with the participation of *UNESCO* Latvian National commission, representatives from the Latvian Academy of Culture and Latvian Music Academy. Since then, there is regular ongoing cooperation. Representatives of the Department of Art and technologies participate in the cooperation with *ENO* (*The European Network of Observatories in the Field of Arts and Cultural Education*) network both in working out strategic art education documents and in implementing international projects. In March 2020, the international *ENO* conference *Impacts of Arts and Cultural Education: Arguments and Evidence*, was planned for taking place in Riga which due to the Covid-19 pandemic was postponed to October 2020. Together the document “Cultural Awareness report” has been translated into Latvian [“Kultūras izpratnes un izpausmes rokasgrāmata” ([http://www.unesco.lv/files/OMC-CulturalAwareness-Report-LV-NET\\_b5413956.pdf](http://www.unesco.lv/files/OMC-CulturalAwareness-Report-LV-NET_b5413956.pdf)), it refers also to the design sphere because it comments on the society’s relations with the art expressions on the broadest sense. Graphic design is one of the manifestations that of all visual art spheres affects the everyday life of the society most widely. The document contains the broadening of the set of art forms with such fields as – “design/crafts, architecture, digital mass media, photography/film, interdisciplinary and cross-disciplinary approaches/multimedia etc. as long as these forms are connected with the system of art. This set incorporates modern art as well as (material and non-material) heritage”. The research that complies with the specifics of the Faculty of Education, Psychology and Art is developed in this interdisciplinary category.

**2. The second research trend** is connected with manifestations of visual culture (leader Austra Avotiņa). The aim of researching visual literacy as a phenomenon is: to form the scientific research school of visual literacy in long term in Latvia, to actualize the importance of visual literacy in the improvement of all key competences defined by the European Council in the context of lifelong learning and to create internationally recognized innovative research ideas and lasting values in long term thus promoting the development of the art science field at the University of Latvia and European education context in general. Based on the common denominator “Visual literacy as competence in all levels of education”, there is cooperation with the European Network of Visual Literacy (*ENViL*). This trend is especially important in today’s world of pictures. Since 2016, there have been theoretical and creative projects devoted to issues of visual culture. All in all, there have been three Visual literacy weeks, supported by the University of Latvia, in which there are creative workshops, seminars, exhibitions of students’ works and competitions and which last for 7 – 10 days (in the frame of the creative week *Radi! [Create!]* and with informative support) (e.g., on the Second Visual literacy week in Latvia - <https://envil.eu/second-visual-literacy-week-2017-latvia/>) and an interdisciplinary conference. The leading specialists from several higher education institutions of Latvia, incl. Latvian Academy of Art, London St. Martin’s Art school, Tallinn Art Academy, Munich Art Academy as well as other foreign cooperation partners give creative workshops, master classes and deliver lectures; their contribution medially and financially has been supported by the *UNESCO* Latvian National commission, Latvian National Centre of Culture, the Baltic- German University Liaison Office, museums and several public organizations of Latvia. These activities have resulted in publishing a collective monograph (*Vizuālizpratne kā 21. gadsimta kompetence [Visual literacy as the 21st century competence]* / compiled by Austra Avotiņa. Rīga : Latvijas Universitāte, 2019. 156

lpp. ISBN 9789934527555). It has been disseminated to teachers of art subjects, schools, and professionals in Latvia, thus demonstrating the common European vision on issues of culture. A fragment of the ENViL document “Common European Framework of reference for Visual Literacy – Prototype” has been published in this book. Several academic staff (I. Karlšone, A. Džilna, J. Nikiforovs, A. Avotiņa, A. Plotka) and students of the UL Art field have participated in the creation of the book (as authors of the research and articles and the design of the book). This is the most democratic format for such research because its outcomes are available and understandable to every person connected with visual culture in Latvia.

For example, the third Visual literacy week at the University of Latvia took place in the frame of the UL Academic development project from 16.05 –21.05 2019; all in all, 240 people participated in different events.

**3. Active students’ involvement in international research** took place from 31.05.2019 till 03.06.2019 in Berlin when for improving the professional competence in the frame of study courses History of Art I and Design History I a group of students visited *Bauhaus 100* anniversary exhibitions and participated in creative workshops (together with Austra Avotiņa).

#### **4. The following academic staff participate in artistic creation in international projects:**

- Juris Nikiforovs participates with his creative works in medal art in international group exhibitions. They have been organized in Ottawa, Canada, in 2018 (FIDEM XXXV Art Medal Exhibition, "Women and Women in the Natural Science", Canadian Museum of Nature); Torun, Poland, in 2018 (X Baltic medal art triennial "The Unity of Baltic States", Muzeum Uniwersyteckie, Uniwersytet Mikołaja Kopernika); in National History museum of Byelorussian Republic, Minsk, in 2019, in Local history museum of Vitebsk district, in 2019, in summer of 2020 there will be a world scale exhibition in Tokyo, Japan, in the frame of the FIDEM (International Medal Art Federation) congress.
- Andra Irbīte is the Chairperson on the international scientific conference of the Latvian Designers’ association and the UL “Design.Experience.Challenges2020”; she is an active member of the international professional organization actively *Design Research Society* un *Design Thinking Group*.
- Inguna Karlšone is a member of the working group in the INTERREG project “Design for innovation” organized by EU Community initiative
- Aivars Plotka, who is the winner of several book art competitions “Zelta Ābele” [The Golden Apple-tree], has participated in the international project creating a unique facsimile edition – 10 identic copies for the historic album “Terra Mariana 1186–1888” (author Gustav von Manteuffe) which was created in close cooperation with Vatican where the original copy is kept (it was presented also in the First Visual literacy week).
- Austra Celmiņa-Ķeirāne – member of the NGO “Latvian Quilt” which is the member organization of the European Quilt Association, she regularly participates in the international quilt festivals, competition and exhibitions.

All in all, the academic staff of the Study field have participated in 21 international art exhibitions (A. Muze, A. Celmiņa-Ķeirāne, J. Nikiforovs, J. Utāns).

**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 direction by providing examples and the summary of the quantitative data on the activities in the field of**

**scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.**

During the accounting period, three academic staff members have defended their doctoral thesis and have been awarded the doctor's degree (UL), two lecturers continue their work on the doctoral thesis and are applicants for the scientific degree (UL and Latvian Academy of Art), three lecturers study in the doctoral programme (UL and Latvian Academy of Art). Three academic staff members are experts of Latvia Science Council (LZP).

Comparing to the previous accounting period, the academic staff have participated more actively in different projects and scientific conferences (19 academic staff with 124 reports in Latvia and 9 academic staff with 53 reports abroad). 6 academic staff publish actively their articles in scientific publications (Antra Ozola, Zanda Rubene, Juris Porozovs, Juris Burlakovs, Mārtiņš Veide, Vladimirs Kincāns) and Austra Avotiņa is the author of 5 art books (data on 01.06.2020).

The academic staff 61 times (in total) have participated in art and design exhibitions, plein air paintings and projects in Latvia, and 12 times - in exhibitions abroad in compliance with the specifics of the Study field. Eight academic staff members (Olafs Muižnieks, Agata Muze, Ēra Zalcmane, Juris Utāns, Austra Celmiņa-Ķeirāne, Ingrīda Irbe, Diāna Janele, Agris Dzilna) have had solo exhibitions (data on 01.06.2020).

A great part of the academic staff is engaged in the development of new study programmes and new study courses in the frame of the higher education reform.

Many academic staff members (Ingrīda Irbe, Aivars Plotka, Austra Celmiņa-Ķeirāne, Diāna Janele, Andra Irbīte, Juris Nikiforovs, Agata Muze, Inguna Karlsona, Ardis Markss, Ilze Biezā, Laine Kristberga, Ēra Zalcmane) have performed different organizational responsibilities - organised exhibitions, incl. exhibitions of students' works.

The overview on the scientific research and artistic creation of the academic staff is added in Appendix "List of lecturers' publications, patents, and artistic creative works".

In order to promote the involvement of lecturers in research and creative activities, the University of Latvia offers several support mechanisms. According to the Law on Higher Education Institutions, lecturers have the opportunity to use six calendar months of academic leave for scientific research or scientific work outside their workplace once during the election period (this also applies to creative work). Several PBSP "Art" lecturers have used this opportunity during the accounting period (for example, V. Kincāns, Ē. Zalcmane), and the applications and reports of these lecturers have been collegially evaluated and supported at the meetings of Department of Art and Technologies (DAT). Lecturers also have the opportunity to submit an application for LU Academic Development Projects in order to receive financial support (during the accounting period, this opportunity was used by A. Celmiņa-Ķeirāne and D. Janele to finance the creation of works and the organization of an exhibition). A. Muze has also received material support for organizing a solo exhibition.

Creative growth has been facilitated by PPMF-funded lecturers' exchange trips to universities in Augsburg (Germany) and Copenhagen (Denmark) with related study programs in 2019 and 2020.

Research activities are promoted by supporting the participation of lecturers in LU conferences (presentation with a report and sometimes also publication in the conference proceedings is free of



charge), as well as DAT lecturers can receive material support for participation in conferences of other universities and countries.

Support for research is not only material - doctoral students working in the Study field can receive support for the development of a doctoral thesis not only from the supervisor, but also from more experienced colleagues. Also, the support of more experienced lecturers has facilitated the involvement and cooperation of colleagues in several projects. Cooperation is planned in the future both within DAT and the faculty. The exhibition of creative works, which takes place every year during the International Scientific Conference of the University of Latvia, is one of the examples of creative synergy of lecturers.

**4.5. Specify how the involvement of the students in scientific 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 direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.**

Lecturer Andra Irbīte has actively engaged in exhibiting students' works and their participation in different competitions:

- Exhibition of students' works in of school/university design programmes Design arena 2019, 18.10.2019 - 20.10.2019, Latvia, Curator (the exhibition "Design arena 2019" since 10.2019 travels around design education institutions of Latvia).
- LDS competition School award in design 2019, 01.09.2019 - 04.10.2019, Latvia, Organizer
- Exhibition of students' works in of school/university design programmes Design Island 2018, 01.08.2018 - 04.10.2018.
- LDS competition School award in design 2018, 14.05.2018 - 24.09.2018, Latvia, Organizer
- Exhibition of students' works in of school/university design programmes Design Island 01.05.2017 - 15.10.2017.
- LDS competition School award in design, 01.05.2017 - 20.09.2017.

The UL in cooperation with Latvian Designers' association as every year participated in the award events of the Latvian Designers' association - exhibitions and competitions. Graduates of the study programme "Art" receive awards regularly in the university competition (see Chapter 4.2).

In autumn 2017, students of the graphic module under the supervision of the academic staff participated in the international poster competition "Towards the centenary of Latvia" organized by Rezekne Academy of Technologies, in which, out of the 110 submitted works, works two UL students received the 4<sup>th</sup> place and one student the 5<sup>th</sup> place. This also promoted the inter-university cooperation. The academic staff whose students were among the awarded also received awards.

In spring 2018, an exhibition "The Green Latvia" was organized in the exhibition space of the UL FEPA "Baseins" [The Swimming pool], in which there participated 23 students with their drawings, paintings, computer graphics or 3D objects. All participants were acknowledged, and the authors of three best works received the main awards as well as the viewers' sympathy award was presented.

The graphic exhibition "Contrast" of students of the study programme "Art" and their lecturer Ēra Zalcmane was organized in the exhibition space of the UL FEPA "Baseins" from

20.04.2018-09.05.2018.

In spring 2016 from 26.05.-16.06, the exhibition space of the UL FEPA "Baseins" hosted the poster exhibition "Music" organized by Austra Avotiņa in the frame of the First Visual literacy week; the common denominator of the exhibition - improvisation of visual images in music, the participant of the exhibition was saxophone player E. Ašmanis. Posters had been prepared by students of the graphic design programme under the supervision of the lecturer Aivars Plotka.

The exhibition of students' works "Black and White" (creative tasks performed in study courses Composition in design I - IV and Layout design) was organized by lecturers Ilze Biezā and Austra Celmiņa -Ķeirāne from 11.11.16 - 07.12.16.

The lecturer Juris Nikiforovs has also organized several exhibitions of students' works in the exhibition space of the UL FEPA "Baseins":

01.11.2017 - 01.12.2017 the exhibition "The screens";

19.04.2016 - 28.04.2016 the exhibition "A mask" and the exhibition "Composition V".

Inguna Karlsonē organized the exhibition of the course papers (projects) of the study programme "Art" students "The courtyard" 11.02.2019-14.03.2019. This was part of events that were organized in the frame of the 77<sup>th</sup> UL International scientific conference.

Every autumn Austra Celmiņa-Ķeirāne and Diāna Janele make the exposition of students' works completed during the summer plein air painting in the library of the UL FEPA and in 2015 there was also the joint plein air exhibition of FEPA students and academic staff (curator - Roberts Muzis).

Since 2018 the exhibitions of students' best works in drawing, painting, typography art, composition and graphic design of the previous semester have been arranged in the corridors of the faculty. Since 2019 the academic staff, students and visitors can enjoy the exhibited large format visualizations of the best diploma projects of the Study field.

**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 study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

In 2019, marketing innovations - advertising materials (a video film) that in a short and snappy, attractive, and informative way appeal to the potential students have been made to popularize the Study field and the PBSP "Art". Students of the programme were involved in making the video material and it was demonstrated during the exhibition "Design arena 2019" and uploaded in the UL webpage and social networks.

To establish a closer link between the study process and demands and needs of employers, collaboration was started in 2019 with the largest IT company in Latvia *Accenture Latvia* and, delivering a study course that was adjusted to the innovative needs of this company, an idea emerged about developing a possible new study module - *UI/UX* design. Acquiring the study course Design of digital products students encounter the mechanisms of creating and testing innovations in a direct way, considering the wishes and needs of product users (e.g., during the course students make prototypes of applications for smart gadgets going through a full design thinking cycle).

Due to restrictions caused by the Covid-19 pandemic, the study process in spring and late autumn

of 2020 was organized in a remote mode and this required the introduction of several innovations in the study process – the use of online platforms (e.g., the defence of bachelor’s papers was organized online in *Microsoft Teams* allowing the graduate students and the commission to participate in the defence from any place in Latvia), uploading of practical works in the *Moodle* environment and their assessment performed electronically, improvement of the e-study environment, making of teaching/learning video materials, analysis of practical works on line, video recordings of online lectures (that allows students to view lectures at a more convenient time for themselves in case they were unable to attend them) and other. It has been observed that in some courses the lecture attendance moving to online mode has increased considerably, especially with part-time students. However, not all these innovations can be assessed positively. The online solutions are not effective in the acquisition of several study courses. The positive fact is that the digital skills of all – the academic staff and students – have improved noticeably. The governance process of the Study field and the study programme has become more dynamic because it is possible to organize remote meetings to solve different topical issues thus ensuring the operativeness of decision making. Electronic circulation of documents is ensured in the process of defending the diploma works.

Product innovations in the programme have been continuously thought about – the integration of latest technologies and research themes is envisaged in many study courses and in working on the diploma project. Sometimes students focus on themes in their diploma project research that have only recently appeared in the design sphere and about which there is no in-depth scientific literature available therefore the student together with the supervisor has to find new research methods and approaches. Thus, the bachelor papers of the PBSP “Art” students are the first studies available in the Latvian language about several design trends in the world (e.g., the impact of different new technologies on the graphic design and the user’s experience or the latest interior design styles). Students’ works are recommended and approved for realization, they receive awards and nominations in design competitions. The respective methodology that is directed towards students’ self-guided studying and the analysis process is applied in every professional specialization course (and not only) for developing the competence of creative abilities and generation of ideas. Working on developing any visual work (both in analogue and digital technique) students continuously are engaged in a creative process – innovations is the everyday life of a design student. Even the simplest study tasks that are intended for the acquisition or consolidation of technical skills in art and design relate to creativity and innovations. Searching for research-based innovations and solutions of different problems becomes best apparent in students’ course papers and diploma works. Students have additionally acquired the methods of idea development attending the course by the guest lecturer from Great Britain (I. Leimanis), who employs drawing as an activity promoting strategic thinking and an impellent activity. The observation method that is applied in the Interior designing courses (observing the functionality of the object before starting the designing) and students’ self-guided advance of the objective for the class (in Drawing and Painting courses) can also be considered innovative learning and research methods.

## **II - Description of the Study Direction (5. Cooperation and Internationalisation)**

**5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers’ organisations, municipalities, non-governmental organisations, scientific institutes, etc.)**

**within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction 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 employers.**

The aim of the cooperation implemented in the Study field is to realize in the best possible way and to use effectively the resources available to every party engaged in the cooperation and, sharing the experience, to work out together new technologies and innovative products and thus facilitate improvement, competence and joint development. This is a possibility for students to get acquainted with the work environment in practice and for entrepreneurs to obtain additional knowledge in the particular field. There is also a possibility for purposeful reciprocal mobility of the academic staff and the company employees that is extremely necessary in the professional study field.

The establishment of the cooperation networks create a possibility to activate the attraction of guest lecturers thus improving the methods of implementing the study courses, broadening the diversity of the study forms, developing and introducing new study materials every year that correspond to the latest trends in the field (e.g., in printing and publishing industry which changes rapidly every year). The cooperation with professional organizations incites to introduce an innovative approach also in the study process, to develop new digital study materials and technological tools. The most important criteria seeking the cooperation partners is the improvement of learning outcomes and the quality of the study process. This means that the cooperation has to be professional, it has to boost motivation, it has to build a bridge with the real working environment and give support to students. The employers' interest in the conditions of the competence is to find and attract the best students whose performance during the professional internship already ensures a closer understanding of duties to be performed and requirements when joining the real labour market. Almost all employers answering the question included in the employers' questionnaire (the questionnaire is added to the 3<sup>rd</sup> and 4<sup>th</sup> year students' report on the professional internship) about their willingness to cooperate with the UL have replied positively and they are willing to cooperate in providing the internship places. Also, every year several companies are looking for employees and trainees in the design field sending their offers to the programme director.

The establishment of the cooperation network is important for popularizing and implementing of the study programme. Realizing purposefully the goals of the Study field, the objective of the study programme and the latest topicalities (e.g., gradually strengthening the importance of work-based studies) concrete cooperation partners are chosen. Embracing a wide range of professional organizations, seeking possibilities of implementing joint projects, there is a regular cooperation with the Ministry of Education and Science of Latvia, the Latvian Association of printing businesses (LPUA), which being a partner organization serves as an intermediary and gives the opportunity to participate in the events – conferences, seminars, exhibitions, competitions of students' works, etc. organized by the education working group of the European Federation for Print & Digital Communication *Intergraf*, with Latvian Association of Book Publishers and Latvian Association of Press Publishers, with Latvian Advertisement Association and Latvian Packaging Association, with Latvian Designers' Association, with UNESCO Latvian National commission, National Culture heritage office, Latvian *National culture centre*, foundation "Iespējamā misija", as well as the IT

consortium *Accenture* Latvian branch, "Jelgavas Tipogrāfija", Ltd., local municipalities of Latvia and their educational institutions. This gives vast possibilities for setting further goals and for improving the strategies. (see more about further goals in the Appendix "Development plan of the Study field "Art"").

The academic staff of the UL PBSP "Art" Andra Irbīte in cooperation with the Latvian Designers' Association as the chairperson of the organization committee in October 30, 2020, organized an international conference that was devoted to the latest developments in design and related fields. Selecting the conference topics, which were speculative (critical) and social design, also marked the future goal of the UL Study field - to develop the interdisciplinarity of the design sphere and to connect it with new theories, technologies and systems in accordance with the societal needs. The participants of the conference from Latvia, Great Britain, Germany, Australia, Russia, Byelorussia and Estonia discussed the development of the urban environment, the importance of technologies in the new economic, service and communication models as well as the relations of the individual and power in the context of cultural, social and environmental problems.

The conference marked the future development of the interdisciplinary research; it became the event of high-quality experience exchange and gave real impulses for broadening the cooperation network.

The cooperation with the UL Foundation has resulted in developing a detailed project that has received support - "Conception of transformable systems of exhibition expositions". This will ensure students' regular participation in the arrangement of exhibitions, will develop their experience in exhibiting works and the responsibility for curator's work (sequentially one study year every year), will increase students' professional competence, responsibility and motivated attachment to the study process, forming a connection with the professionals of the field (patron's donation 55 000 EUR, to be implemented in the House of Letters). This project is very important for quality assurance of studies. The realization of the project will give a possibility to organize qualitative sessions of exhibitions, competitions and master classes. 78 m<sup>2</sup> spatial environment is highlighted in the construction project of the new House of Letters for the realization of this project.

The study programme continues the cooperation with Evangelic Lutheran church of Latvia in the project "Religious text as a contemporary environmental object". The first round of the competition of students' works ended in May 2019; there were 18 works submitted. Eight students of the "Art" study programme received awards - cash premium and the certificate of recognition. Two objects are implemented in the urban environment (Riga and Talsi) and 4 are in the coordination process with Riga City construction board. It is intended that the project will continue until 2022, when Riga will celebrate 500th anniversary of Reformation.

The cooperation continues with the Latvian Association of printing businesses (LPUA), the support from which helps students to get professional internship places. The UL academic staff deliver professional development courses for printing and publishing specialists thus consolidating the mutual cooperation. LPUA is interested in professional cooperation, including signing the cooperation agreement (it is planned to sign the agreement in 2021), also between the UL PBSP "Art" and the leading educational institution in printing and publishing sphere in Latvia - PIKC "Rīgas Valsts tehnikums" (RVT) [Riga State technical School - Competence centre of vocational education], that would envisage mutual exchange of the experience and competences of the academic staff, organizing of guest lectures, joint use of material technical base and resources, carrying out joint researches and publishing the research outcomes, etc. Such cooperation would promote the attraction of students to the UL PBSP "Art" because the RVT graduates with good professional knowledge could be interested in continuing their education at the UL. In 2015 the academic staff of the Study field received the Letter of gratitude also from Riga State Gymnasium

No. 3 for the responsiveness and participation in the international project *Fir for Job: Orientation to career and university studies at secondary schools* (see Appendix "Gratitude from Riga State Gymnasium No. 3").

There is a close and regular cooperation with Ogres State Technical School (OVT) the graduates of which are already the potential students of the UL Art programmes and the specialists of the graphic design sphere. The cooperation takes place through organizing the experience exchange between the academic staff of the UL and OVT and visiting the technical school making the presentation about the study programme to the technical school students.

The last meeting with the representative of the RVT teaching staff was in March 2020, during which the cooperation possibilities in testing the printing and publishing equipment and acquainting UL students with the latest printing technologies were discussed. One of the teaching staff of the OVT delivers two study courses as an hourly paid lecturer in the PBSP "Art".

In order to give a possibility for prospective designers to get a significant insight into the interior design sphere and a very important theme on construction acoustics that for the moment is not included in the study programme, during the accounting period in academic years 2015/2016 and 2016/2017 a guest lecturer, acoustics specialist, director of *Akukon Buvakustika, Ltd., Mg. Sc.* (Tech.) Arturs Pērkons was invited to deliver a study course on this theme.

LU ikgadējo starptautisko zinātnisko konferenču ietvaros notiek sadarbība ar Liepājas Universitāti, Daugavpils Universitāti un Rēzeknes Tehnoloģiju augstskolu. The cooperation agreement of five Latvian higher education institutions (see the appendix "List of cooperation agreements") anticipates multilateral cooperation with the mentioned higher education institutions in the field of art, which is implemented in joint projects and information flow.

Joint art exhibitions are organized together with these higher education institutions; master and doctoral students from these institutions also participate in conference sessions. Doctoral students from Latvian Academy of Art also participate in these cooperation events. This cooperation gives the UL Study field "Arts" students a broad overview on the situation in the chosen professional and academic field in Latvia.

### **Development perspective:**

In 2021, it is envisaged to renew the existing and to sign new cooperation agreements with at least three higher education institutions, according to the joint goals of the study fields and objectives formulated in study programmes:

- Augsburg University (which the academic staff of Art programme visited during the experience exchange visit) and established considerable analogy in goals, thinking and possibilities of realizing ideas in cooperation with private entrepreneurs and non-governmental organizations. The procedure of signing the agreement has been started;
- Tallinn Art Academy in which the cooperation in the improvement of photo studies would be especially important for the Study field. Professor Marge Monko visited Riga as a guest professor and led master classes during the Third Visual literacy week in 2019. Further cooperation has been planned which is delayed a bit by the Covid-19 pandemic;
- Copenhagen Royal Art Academy which the academic staff of Art programme visited during the experience exchange visit in 2020 and discussions showed mutual interest in the sphere of internship (both in interior, design and graphic design) and in the implementation of goals. Discussion has been started on the possible cooperation in organizing professional internship and master classes.

The development perspective envisages to continue improving the cooperation with universities

abroad that implement similar study programmes in order to gain experience, to improve continuously the study programme and the professional competence of the academic staff and students engaged in its implementation.

**5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.**

The number of foreign students in the study programme in comparison with the previous accreditation period has increased several times - these are students of the exchange programme that choose to several study courses from those that are delivered in English. During the accounting period it had a stable tendency of increase. If the number of students is big enough, a separate group is formed where all the study process is in English. If the number of foreign students is less than 5, they are joined to the basic group in the study process is bilingual. Foreign students are entitled to additional tutorials. In general, foreign students are interested in study courses of practical line - Drawing I, Painting I, Composition in design I and II, Interior designing I and Graphic programs I and II, because students can join these courses with little or no prior knowledge.

As the exchange students in the programme were mainly from the Far East countries, then due to the restrictions caused by the Covid-19 pandemic, then in near future there will be a drop in the number of exchange students; however, the programme administration is working on increasing the number and diversity of courses offered in English.

The attraction of foreign teaching staff to the programme is realized with the help of project funding, thus in spring and autumn semesters of 2019 several courses in the programme were delivered by the guest lecturer from Great Britain (SAM 8.2.2 project). Before that in 2018, she had already given several lectures. Students have given positive feedback on the study courses delivered by this guest lecturer; they have also appreciated a successful connection of innovative methods of organizing the study process with the traditional methods (e.g., generation and development of ideas through drawing). In order to promote international co-operation, several applications and qualification documents of foreign guest lecturers are being reviewed. Co-operation opportunities are being discussed for 2021 with PhD in Arts and Film Studies Anais Cabart (Zhejiang University) from China, PhD candidate in Art History Anna Briggs (University of Tours) from France, PhD Arts, Theatre and Multimedia Technologies Luca Bochicchio (University of Genova) from Italy, and MA Contemporary Art Creation, Doctor of Arts candidate Tiago Martins Pinto (Aalto University) from Finland. In the spring semester of 2021, PhD David A. Kerr from Australia (Doctor of Philosophy (Art history)) will teach PBSP "Art" courses Photography II and Plein Air II (photography workshops).

Statistical data on the foreign students and teaching staff as well as the data on in-coming and outgoing mobility are summarized in Appendices "Statistics on incoming and outgoing mobility of academic staff in the reference period" and "Statistical data on foreign students and teachers".

**5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**

Students' internship (practice) is organized in compliance with "Regulations of organizing students' internship at the University of Latvia" (approved by the UL order No. 1/417 25.11.2019) and "Regulation on the internship in the professional bachelor's study programme "Art" of the Faculty of Education, Psychology and Art, University of Latvia" (approved by the UL FEPA Council 20.12.2018, decision No. PPMF-V12.2 /582).

The professional bachelor's study programme "Art" incorporates internship of 23 credit points.

The aim of the internship is to deepen, improve, consolidate and approbate theoretical knowledge that students have acquired in practice.

It consists of:

**1) Research Practice I and II** (total 4 CP), in which students gain competence in collecting, interpreting, and processing data necessary for their professional work, the skill to substantiate their design conception (PLK (full-time studies), NLK (part-time studies) – 2nd and 4th sem.).

Research practice is organized in the 2nd and 4th semesters of studies, during this internship students develop independently their research work according to their professional interests.

The research work is defended at the end of the internship.

While working on this research, students gain competences necessary for developing their diploma work in analysing the theoretical material, in carrying out the empirical study and in processing the obtained data.

**2) Plein Air I and II** (total 4 CP), in which students gain the competence to analyse visually the surrounding environment and to copy it, to accumulate visual material that will come handy in developing different design projects (Plein air painting I – PLK 3rd sem., NLK 5th sem.; Plein air painting II – PLK 5th sem., NLK 7th sem.).

Plein air course takes place in the 3rd and 5th semester for full-time students and 5th and 7th semesters for part-time students.

This internship is led by the academic staff of the study courses "Plein Air I" and "Plein Air II".

The internship takes place in practice placements in Latvia (including Riga), students are informed about these places in the previous semester.

The internship ends in an examination – the display of works.

Having successfully acquired this course, students gain experience in drawing and painting in plein air, know how to depict motifs, landscape and its elements, architectural objects (regularities of the perspective), household objects, animals and people in motion, seen in the out-of-the studio environment. The course develops the competence necessary for designer, artist and art teacher's work.

**3) Professional Practice in design I, II and III** (total 15 CP), which allows students to get acquainted with the chosen professional functioning in the company of the field, in direct cooperation with the employers and customers (PLK – 5th, 7th and 8th sem., NLK – 6th, 7th and 8th sem.).

The student independently chooses the place of doing the professional internship or it is offered by the faculty. Employers sometimes take the opportunity to send information about the required staff to the program director, which is passed on to students.



Professional internship in design takes place in enterprises with the specifics of the field (graphic and interior design) as well as performing the order of government institutions or private persons.

The length of the professional internship with the employer in the field lasts for 15 full weeks. The student can start the professional internship no sooner than in the 5th semester. Before the internship there is a seminar in which students learn about the course of the internship and the reporting about it.

Completing each stage of the professional internship with the employer (together 3), the student submits a report on the internship – a Portfolio (A4 size).

The submitted portfolios are presented and publicly discussed at the end of each part of the internship in the final seminar.

The outcomes of the professional internship– students gain and improve competences necessary for their professional performance.

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.**

As mentioned above, the study direction would require a master's level study offer. During the reporting period, it has been actively addressed by creating three variants of the master's study programme, one of which – “Social Design” (code 47214) – received support in the Senate of the University of Latvia (Senate decision No. 205, 25.05.2015), but its progress towards licensing was suspended after receiving a partially critical expert opinion.

The Ministry of Education and Science also did not support the idea of the University of Latvia to develop and implement a professional master's study programme "Design for Science and Education" (code 47214) outside 8.2.1. SAM project, but called for it to be included as a module in the new master's program in education "Technology Innovation and Design for Education", which was developed in the first round of 8.2.1. SAM project (licensed and started work in 2020), or to envisage expanding the offer of appropriate continuing education or in-service training programs in adult education. The decision was made to create a module in the study programme of educational sciences, and the cooperation has been successfully started in autumn 2020.

Work was started to achieve the possibility of licensing an interdisciplinary master's level program in Latvia, which would be implemented together with foreign cooperation partners. Thanks to the participation in ENO (The European Network of Observatories in the Field of Arts and Cultural Education), several potential partners were obtained. In the next planning period, we plan to continue work on the development of an interdisciplinary master's study program.

## **II - Description of the Study Direction (6. Implementation of the**

## **Recommendations Received During the Previous Assessment Procedures)**

**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 direction, 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 direction and the relevant study programmes.**

Recommendations received from experts in the previous accreditation of the PBSP "Art" included in the Study field have introduced several changes. The plan of the study programme has been adjusted, making a clearer structure, the programme control and governance system has been improved that is connected with establishing a new structural unit - Department of Art and Technologies and introducing changes in the composition of the Board of Study programmes (since 2020 - Board of the Study field). Students' in-coming mobility has increased several times and that is due to the offer of separate courses in English.

The plan of introducing recommendations is presented in Appendix "Report on the implementation of recommendations". Although recommendations have been introduced in the programme, several of them envisage continuity and the development in the directions indicated by experts still continues, e.g., it is intended to continue the optimization of the plan of the study programme making a clearer structure of the optional study courses (Part B), adding new courses (in accordance with the updated profession standards) and closing courses the content of which as suggested by employers and cooperation partners has lost their topicality.

**6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the relevant study programmes in the respective study direction or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme in the accreditation form of the study direction (if applicable).**

***(Not applicable)***

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Regulations_UL_links_2020.docx	LU_Normativie_akti_saites_2020.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	ORGANIZATIONAL_CHART_OF_UL_2019.jpeg	LU_PĀRVALDĪBAS_STRUKTŪRA_LV_2019.jpeg
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Development_plan_of_the_Study_field.docx	Makslas_Attistibas_plans.docx
Management structure of the study direction	Organisational_Chart_of_Study_Field.jpeg	Virziena_parvaldiba_LV.jpeg
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Basic_information_academic_staff.xlsx	Pamatinfo_akademiskais_personals.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Biographies_Academic_staff.docx	Macibspeku_biografijas_CV.docx
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Statistics_incoming&outgoing_mobility_of_academic_staff.docx	Statistika_macibsp_mobilitate.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	Scientific_research_and_artistic_creativity.docx	Zinatniska_petnieciba_un_jaunrade.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	List_of_cooperation_agreements.docx	Sadarbibas_ligumu_saraksts.docx
Statistical data on the teaching staff and the students from abroad	Statistical_data_on_foreign_students_and_teachers.docx	Statistika_arvalstu.docx
Statistical data on the mobility of students (by specifying the study programmes)	Statistical_data_on_student_mobility.docx	Statistika_studejoso_mobilitate.docx
Description of the organisation of the traineeship of the students	Regulation_on_internship.docx	Prakses_organizacijas_apraksts.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	Information_about_internships_in_companies.docx	Prakses_vietas.docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Overview_on_implementing_the_recommendations.docx	Rekomendaciju_izpilde.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Certificate_of_the_Head_of_the_Study_Field.docx	Apliecinajums_par_macibspeku_valsts_valodas_zinasanam.edoc
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of 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 (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		
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 Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		

Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
<b>Description of the Study Direction - Other mandatory attachments</b>		
Electronically signed application form for assessment of a study direction	Application_for_the_study_field_evaluation.docx	IESNIEGUMS Studiju virziena "Mākslas" novērtēšanai (2).edoc

## Other annexes

Name of document	Document
Datubāzu lietošanas statistika. 2018/2019	Datubazu_statistika.pdf
LDS konkursa laureāti	LDS_laureati.docx
Mācībspēku pētniecības un jaunrades virzieni	Macibspeku_petniecibas_jomas.docx
Rīgas Valsts 3. ģimnāzijas pateicība	RV3G_Pateiciba.jpg
Studiju programmas pašizmaksas aprēķins / Calculation of the self-cost of the study programme	Maksla_pasizmaksa2020.jpg
Statistics of using databases. 2018/2019	Statistics_of_using_databases.pdf
Winners of the LDS Competition	Winners_of_the_LDS_competition.docx
Directions of scientific research and artistic creation of the academic staff	Directions_of_research&artistic_creation_academic_staff.docx
Gratitude from Riga State Gymnasium No. 3	Gratitude_from_Riga_State_Gymnasium_No3.docx
Diplomdarba izstrādes ieteikumi PBSP "Māksla"/Diploma work development recommendations at PBSP "Art"	Diplomdarbs_Diploma_Work.pdf
Rekomendāciju izpildes pārskats	Rekomendaciju_izpilde.docx
Overview on implementing the recommendations	Overview_on_implementing_the_recommendations.docx
1 Updated Compliance of qualification / professional standard (Latvian)	3_Atbilstiba_PS_PKP.docx
2 Updated Compliance of qualification / professional standard (English)	3_Compliance_of_the_study_programme_with_OS_PQR.docx
3 Link to student works	UL Arts link to student works.txt

# Art

Title of the higher education institution	Arts
ProcedureStudyProgram.Name	Art
Education classification code	42214
Type of the study programme	Professional bachelor study programme
Name of the study programme director	Austra
Surname of the study programme director	Celmiņa-Keirāne
E-mail of the study programme director	austra.celmina-keirane@lu.lv
Title of the study programme director	Dr. philol.
Phone of the study programme director	
Goal of the study programme	<i>Goal - to promote the improvement of students' professional and academic competence becoming competitive in the contemporary labour market, analytically and creatively thinking specialists with versatile knowledge in graphic design and interior design that is characterised by the originality of artistic ideas, understanding of the cognitive, social, cultural, technological, economic context of designing and the ability to use the possibilities offered by technologies working in the changing social economic conditions in the local and international labour market as well as to give a possibility for further studies and/or more profound specialization in the after diploma professional development and master degree programmes in Latvia and abroad.</i>
Tasks of the study programme	<p><i>Tasks:</i></p> <ul style="list-style-type: none"> <li>• <i>to create preconditions for students to acquire knowledge and develop competences in visualization, in elaborating the system of pictures and images; in understanding the specifics of different design works; in solving design management problems, in assessing the financial and economic aspects of projects; in developing projects based on the understanding of physical, cognitive, cultural, social and economic factors; in the acquisition of technologies and software, in knowing the spectrum of the technological possibilities of production; in the communicative applied interaction culture, in cooperation with the customer and other stakeholders involved in the projects;</i></li> <li>• <i>to promote students' research competence in exploring, analysing and interpreting theoretical findings and factual and visual material connected with the speciality, ensuring logical and continuous integration of theoretical knowledge and practice;</i></li> <li>• <i>to promote the development of students' personality in the study process, to develop students' analytical competence to solve problems independently, to develop new projects and to present the results of the work.</i></li> </ul>

Results of the study programme

*Knowledge:*

- 1. understands the value criteria of the graphic/interior design in culture historical, political, economic, technical, aesthetic and social context;*
- 2. orients in the structure of the design process, understands the research process and methods, interpretation and application of the research data;*
- 3. understands the most important concepts and regularities of the graphic/interior design domain, knows the characteristic means of the design language;*
- 4. understands the topicalities of the graphic/interior design domain and its role in the context of national economics as well as the factors affecting the development of design and participants;*
- 5. shows integrated knowledge about graphic/interior design and problems of its related spheres and understands the forming mechanisms of possible solutions.*

*Skills:*

- 1. performs professional, user-centred and innovative activity in the field of graphic/interior design, applying theoretical knowledge and research outcomes, follows the basic principles of the design process;*
- 2. formulates the problems and overarching objective, coordinates the graphic/interior design offer with the customer, employer, the responsible services, technical executors, producers;*
- 3. chooses the most appropriate artistic and technical strategies for the implementation of the graphic/interior design project, orients in the range of traditional and digital visualization technologies and the offer of materials;*
- 4. chooses the presentation strategy appropriate for different audiences, presents the design research or project, discusses it providing arguments, formulating and describing analytically problems and solutions;*
- 5. systematises and archives the information accumulated during the process of working on the graphic/interior design project.*

*Competencies:*

- 1. shows scientific approach in problem solving in the graphic/interior design domain, analyses critically professional issues, substantiates decisions and in case of need (in unpredicted situations) carries out additional analysis of problems;*
- 2. integrates knowledge and skills in the process of making independent decisions, taking into account the ethical responsibility about the possible impact of the professional activity on the society;*
- 3. plans the implementation of the graphic/interior design project, performs the authorship supervision, controls the quality of work of producing the design product and its correspondence to the conception, the aesthetical and technical quality as well as requirements of the environment protection and safety norms;*
- 4. performs the work individually or in a team, makes decisions according to the competence, solves conflict situations taking responsibility for the results of one's own work or the team;*
- 5. structures independently one's own learning process, advances it towards the improvement of knowledge, skills and competence, is aware of the necessity of the lifelong learning.*

Final examination upon the completion of the study programme	<i>State Examination Diploma Work</i>
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## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Art</i>
Qualification to be obtained (in english)	<i>Interior designer or Graphic designer</i>

### Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

### Part time studies - 4 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Art</i>
Qualification to be obtained (in english)	<i>Interior designer or Graphic designer</i>

### Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050



### **III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)**

#### **1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction**

Three sections have been adjusted in the parameters of the study program - study goal, tasks and results. The changes do not affect the substance of these parameters, but clarify the wording. Learning outcomes, for example, are defined as the knowledge, skills and competences that students have the opportunity to acquire by learning the content of the program and that are necessary for their professional activity in accordance with the professional standards of the qualifications to be acquired.

#### **1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.**

The PBSP "Art" is implemented in the form of full-time regular studies (4 years) and part-time regular studies (4 years and 5 months) in the Latvian language. The majority of students in the programme study for a tuition fee (pay for the studies).

The number of the state budget study places since academic year 2016/2017 has been 1 budget place in each study year without government funding, initially allotting it for the first year student (respectively, in academic year 2017/2018 there were 2 state budget study places). Since academic year 2019/2020 these are 6 state budget study places in total that receive government funding starting of 2020. Students can get the state budget study place based on the rotation, taking into consideration the academic performance in each academic year.

The summarised data about the changes in student numbers in the study programme during the accounting period allow drawing several conclusions (see Appendix "Statistics on students in the reporting period"). The number of students in the programme, starting with its opening in 2008, has gradually decreased which can be partly explained by the economic crises which started in 2008 (because the majority of students pay themselves for studies) and partly by the demographic situation in the country, and during the accounting period it continued decreasing until academic year 2017/2018 when again there is an increase (in October 2020, 207 students were registered in the programme, which is 15% more than in the previous academic year). The smallest number of enrolled students in the first year of studies was in autumn 2017 (39). The latest data show the significant increase in the number of enrolled students (in autumn 2019 - 58, in autumn 2020 - 73), however, it is difficult to predict the further development due to the consequences caused by the Covid-19 pandemic.

The number of graduates comparing academic years 2014/2015 and 2019/2020 has decreased by

approximately 40%.

Evaluating students' drop-out per study years allows concluding that is very unequal. On average, the drop-out in the study programme is 12.5% (7% - PLK, 18% - NLK) that can be considered as low. During the accounting period on average 14% of students do not continue studying after the first year in full-time regular study mode, after the second year - 8% of students, and after the third year there is an increase the student number 1.6% (students return in the programme after the study break in order to pass the academic debts and do the final examinations). On average, 30% of students do not continue studying after the first year in part-time regular study mode, after the second year - 5%, after the third year- 6%, and after the 4th year - 32%. these data show two stages of the crises in the study process of the part-time students - after the first study year or during it one third of students understand that they cannot combine studies with their work, the study load is too big or there are not sufficient financial means, but after the fourth year when students have to start working on the diploma work the most frequent reason of the drop-out is the lack of time and the inability to do two things parallel, i.e., to combine employment with the research.

Explaining reasons why students drop out of the studies for some time or do not complete studies, the most frequently mentioned factors are the following:

- 1) personal reasons related to the family conditions (birth of a child, changes in the material situation, etc.);
- 2) inability to combine studies with work because the majority of students, especially part-time students are working full time or part-time jobs;
- 3) unfulfilled academic obligations (academic debts or failing to complete the diploma work). For example, in academic year 2019/2020 eleven students out of the potential 33 graduating students did not complete the diploma work in the due time (1/3 of potential graduates). Although the difficulties in developing the diploma work could be related to the Covid-19 crises, no application was received for extending the submission time due to the crises. However, it does not exclude the possibility that students' economic situation and living conditions during the pandemic restrictions had not affected the passing of final examinations;
- 4) in some cases - starting studying in another university.

Another factor influencing the changes in student numbers is the possibility to choose study programmes with a bigger number of state budget study places.

During last two academic years the information about the topicality of the content in the study programme, the academic staff and the learning outcomes has been supplemented and presented both in secondary education institutions and social networks. The graduates of the programme, new designers who have received awards in design competitions participated in popularising the study programmes, sharing their study experience and benefits. Probably this activity also explains the increase of enrolled students in the following academic years 2018/2019 and 2019/2020. The last years have also seen the return of some students in the programme who wanted to complete their studies and obtain the professional degree that ensures better employability in the labour market.

Several activities are planned to lower students' drop-out - more profound explanation of the specifics of the study programme in informative events targeted at potential students (Open doors days, meetings with pupils at schools, annual exhibitions "School", etc.) to acquaint and prepare the would-be students to the study process; individual discussions with students who want to drop their studies; financial advantages (lowering the tuition fee if there are valid reasons); systematic

work with the last year students giving timely support in developing the diploma work.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

The title of the study programme "Art" is directly connected with the professional degree that is awarded to students – it is the professional bachelor's degree in art. Both domains of qualifications – interior design and graphic design – have immediate link to the art field. Goals, objectives and learning outcomes of the study programme are derived from the occupational standards (Interior designer and Graphic designer). The draft standards and qualification requirements of the mentioned occupations have been submitted to the Ministry of Education and Science of the Republic of Latvia (their approval is scheduled for May 2021). Representatives of the PBSP "Art" academic staff are involved in their creation.

The connection between the goals, learning outcomes of the study program and the occupational standards of Graphic Designer and Interior Designer is discussed in the appendix "Correspondence of the qualification obtained in the study programme to the occupational standard". It should be noted that the programme focuses on being able to prepare students for professional activities as effectively as possible, including all issues related to the implementation of the full design project cycle (from idea to product presentation and archiving), as required by occupational standards. The study results determine that the graduates meet the requirements of the corresponding qualification:

**Environmental designer** conducts research of audience (user) needs, analogues, materials, environmental design solutions, and resources; prepares models, prepares the technical project, performs the author's supervision of the project implementation and presentation of the results; can independently carry out his / her economic activity in areas related to professional activity;

**Communication designer** performs research of audience (user) needs and habits, research of communication design analogues and solutions, and resources; sketches, makes and tests prototypes; prepares and implements a communication design project and presents the results.

Admission to the study program for both qualifications follows the same criteria.

Competition criterion:

- 1) applicants having acquired their secondary school education starting with 2004, based on the results of the centralised exams in Latvian language, a foreign language (English, German or French), and in mathematics as well as a practical test in visual art;
- 2) applicants having acquired their secondary school education prior to (but not including) 2004, as well applicants who have acquired their secondary school education abroad and applicants with special needs: based on the results of the final average mark in concrete subjects (Latvian language, literature and a foreign language) and a practical test in visual art.

The practical entrance examination in visual art, included in the admission requirements, introduces applicants to the field, decreases the drop-out in the first year and allows to be more objective in selecting students via competition and decide who should receive the state budget study place because it is connected with the chosen sphere and basic skills and competencies necessary for it. The examination consists of two parts - applicants must demonstrate their

knowledge and skills in a limited time by drawing and painting certain objects from nature. Applicants may receive a total of 1,000 points for this examination, and their work is evaluated by a board of programme academic staff, including the programme director.

Evaluation criteria for the entrance examination of the professional bachelor of art study program:

1. Structure of geometric shapes

Composition and layout - 100 points

Structure and perspective - 200 points

Mutual proportions of objects - 100 points

Shadowing - 100 points

2. Color composition

Composition and layout - 100 points

Proportions and structure of objects - 100 points

Color relations (dark / light) - 100 points

Hue relations (warm / cool) - 100 points

Form of objects and shadowing - 100 points

To prepare for the entrance exam, the programme gives all those interested the opportunity to participate in preliminary courses (10 lessons).

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.**

Design spheres in the centuries long development have become multidisciplinary both when separate design disciplines merged and the basic disciplines split in sub-disciplines that is connected with new theories, technologies and societal needs.

Nowadays design is part of culture and creative industries, an independent domain of professional, economic and scientific activity and an important factor of the country's competitiveness: a component of the entrepreneurship, culture and social processes. Design is more and more

recognized as an essential tool of innovations in entrepreneurship, public sector, and politics.

1. Friedman<sup>[1]</sup> indicates that design as an integrative domain in general is connected with nature, social sciences and humanities, services, art, technologies and engineering sciences. Design can incorporate any or all of these sciences in different aspects and proportions; it depends on the design discipline, type of the project or the problem to be solved. Activities and research in the design process can be performed on the macro, medium and micro level, each of them requires the application of the respective approaches and methods.

Nowadays design domain is connected not only with local and global technological processes. A new challenge for designers is the topicality of the development of the circular economy model based on the aggravation of the environmental problems (*European Commission, 2020<sup>[2]</sup>*; Ministry of Environmental Protection and Regional Development, 2018<sup>[3]</sup>; *Brennan et al., 2015<sup>[4]</sup>*): planning the life cycle of products finding solutions that are envisaged for repeated use, renewal and processing. The objective of implementers of design education in this context is to promote students' critical and systemic thinking skills in order to work out design proposals for a better world – “quality of being”, not the “quantity of being”.

Amsterdam declaration<sup>[5]</sup> emphasizes the importance of culture as a continuous social process, as space in which to question, reflect, challenge, and improve human values. One of the priorities of the culture strategies is Experience for Europe that envisages mobility, including in education, and sharing of experience.

Theoretical and practical aspects of both the graphic design (including the product design, digital design, interactive design, advertising design, etc.) and interior design (as part of the environmental design) are integrated in the content of study courses, on the one hand, following the global design priorities such as sustainability, circular economy and digitalization and, on the other hand, preserving also its traditional methodologies that have proved to be effective. Employers have noted several times that when choosing the employee in design domain among candidates with similar digital skills they give preference to the designer who also holds analogue visualization techniques (drawing, sketching by hand).

The relevance of the study programme to the trends of the labour market is analysed in Part II, Chapter 1.1 of this report.

In compliance with objectives 1.1-1.4 of the Development plan of the Study field, several changes are planned in the content and structure of the study programme – both developing new courses and modifying the existing courses (in total, 27 CP, which is 17% of the total amount of the programme). The changes are connected with the recommendations included in the *PwC* report, the results obtained from the graduates and employers' surveys, the necessary improvements indicated in students' surveys and the recommendations given by the external experts and commission of the previous accreditation. The necessity to coordinate the programme with the current profession standards requiring the inclusion of competences and skills necessary for the contemporary designer was also taken into account. See the draft of the study programme's plan in Appendix “The Updated study plan of the PBSP “Art”, which also includes the timeline of its introduction. In order to broaden the possibilities of students in the labour market, students are offered such study courses as Methods of teaching/learning visual art, Methods of painting and drawing at school, Integrated teaching/learning methods in the domain “Understanding of culture and self-expression in art” in Part C or free electives that would allow the graduates to engage also in pedagogical work. These courses are courses ensured in other study fields implemented by the faculty.

[1] Friedman, K. (2003). Theory in design research: criteria: approaches, and methods. *Design*

*Studies*, 24(6), pp.508

[2] European Commission (10 March 2020). Making Europe's businesses future-ready: A new Industrial Strategy for a globally competitive, green and digital Europe  
[https://ec.europa.eu/commission/presscorner/detail/en/IP\\_20\\_416](https://ec.europa.eu/commission/presscorner/detail/en/IP_20_416)

[3] Vides un reģionālās attīstības ministrija (2018). Aprites ekonomika Latvijā – izaicinājumi un nākotnes perspektīva.  
[https://www.lps.lv/uploads/docs\\_module/1\\_VARAM\\_aprites%20ekon\\_NCM\\_181018.pdf](https://www.lps.lv/uploads/docs_module/1_VARAM_aprites%20ekon_NCM_181018.pdf) (Latvian only)

[4] Brennan, G., Tennant, M., Blomsma, F. (2015). Chapter 10. Business and production solutions: Closing Loops & the Circular Economy, in Kopnina, H. and Shoreman-Ouimet, E. (Eds). Sustainability: Key Issues. Routledge: EarthScan, pp.219-239.  
<http://eprints.mdx.ac.uk/21177/1/Brennan%20Tennant%20Blomsma%202015%20-%20Ch%2010%20CE%20in%20Sustainability%20Key%20Issues.pdf>

[5] Challenge 2025. Strategy of the European Cultural Foundation 2020-2025. Amsterdam manifesto for Europe  
<https://static1.squarespace.com/static/526e5978e4b0b83086a1fede/t/5e2b20ed99b9f2239f1a2ff6/1579884782365/Challenge+2025.+ECF+Strategy+final.+internal+use+011019.pdf>

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.**

The content of the study courses in the PBSP “Art” and their interrelation is developed according to:

- national standard of professional higher education, the set study goals, formulated objectives and defined learning outcomes,
- policy and labour market development specifics of the field in design sphere,
- recommendations of employers,
- international trends of implementing such bachelor’s study programmes in higher education institutions of West European countries and Baltic countries,
- latest studies performed by professional organizations and scientific research in the field about the skills needed for those employed in design sphere in the future labour market,
- graduates’ assessment.

The bachelor’s programme comprises two modules – Graphic design and Interior design module, the learning outcomes of which derive directly from the outcomes of the programme and relate to the respective profession standards.

The study programme integrates courses that:

- provide knowledge on the most important concepts and regularities of the design domain, the means of expression characteristic to the design language (Design Composition I-IV, Type Design, Graphic software I-VI, Packaging Design Basics, Interior designing I-V, Designing spatial objects I and II etc.);
- provide knowledge and develops the understanding about the structure of the design

process, research process and methods, interpretation and application of the research data (Digital Product Design, Design thinking in project implementation, Interior designing I-V, Research practice I and II etc.);

- give understanding about the criteria of design values in culture historical, political, economic, technical, aesthetic, ethnic and social context (“History of art I-II”, “History of graphic design”, “Interior history”, “Art and Society”, “Intellectual property law”, “Philosophy of the Arts and issues of aesthetics education”, “Psychology of advertising” etc.);
- develop the skill to select the most appropriate artistic and technical strategies for implementing the design idea, to orient in the range of traditional and digital visualization technologies and the offer of materials (“Graphic software I-VI”, “Drawing I-VII”, “Painting I-V”, “Design Composition I-IV”, “Type Design” etc.). Although drawing and painting is not included in design study programmes or the proportion of these courses is small in many other countries in the world, the UL programme preserves this traditional methodology and the graduates of the programmes have highly appreciated it;
- develop the understanding about research methods and the skills of applying them in different kinds of research and projects (Research Practice I and II);
- develop professional, user-centred and innovative action in design domain, applying theoretical knowledge and research results, taking into consideration key principles of the design process (“Digital Product Design”, “Design thinking in project implementation”, “Interior designing I-V”, “Designing with light”, “Branding essentials”, “Graphic design for web I, II”, “Typographic Design Essentials” etc.) and developing design products or their prototypes (widely used methodology in acquisition of design in the design programmes of European higher education institutions, incl. Visual communication programme at the Danish Royal Art Academy which the academic staff of the UL programme visited and exchanged experience).

Respecting the recommendations given by employers and specialist of the field, some changes have been introduced in the study programme during the last years:

- more emphasis is placed on the development of strategic and innovative skills; new study courses – “Digital Product Design” and “Design thinking in project implementation” (in cooperation with the academic staff that have a long-standing work experience both as employers and employees in Latvian and international (*Accenture*) IT and design companies) have been integrated;
- increased attention in all study courses is paid to the development of cooperation and participation skills, providing both theoretical knowledge about their importance in the decision making and organizing the implementation of tasks in practical group/team work of students, study courses “Digital Product Design” and “Design thinking in project implementation” have integrated the design thinking approach as an innovative and effective tool;
- attention is paid to the specialization of design spheres and orientation to the acquisition of competences of the concrete sphere (a new study course “Packaging Design Basics” has been integrated following the recommendations of the representatives of the Latvian Designers’ Society).

The mapping of study courses according to the learning outcomes shows that courses in which students acquire professional skills and competences (see the Appendix “Mapping of study courses for attaining the study outcomes” and Fig. 3.1) dominate in the study programme. The mapping allowed checking and shows which outcomes of the study programme (in total 15) are achieved in study courses. The content of study courses has been discussed with the academic staff of the programme in the context of learning outcomes in order to prevent the doubling, overlapping of the

content and to ensure their succession and the mutual link.

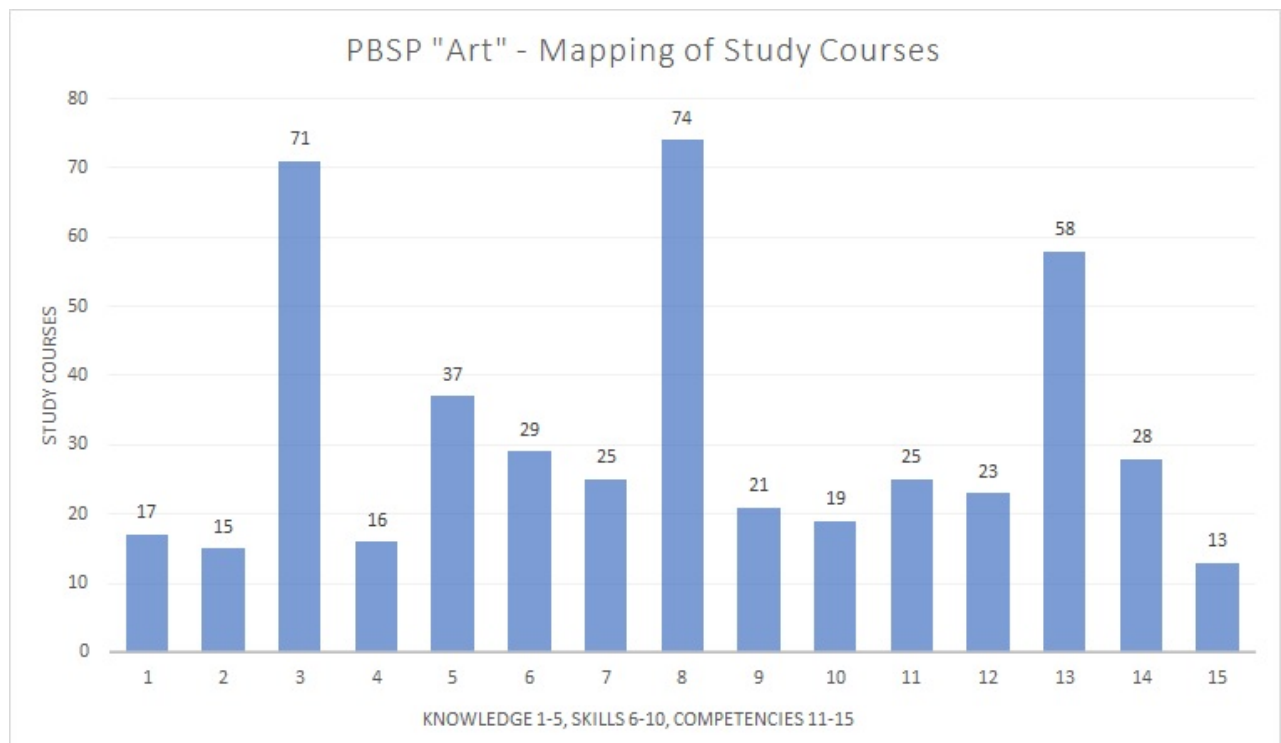


Figure 3.1. Mapping of the study courses in PBSP “Art” in relation to learning outcomes of the programme

The mapping of the learning outcomes shows that all learning outcomes anticipated in the study programme are reached. Regarding **knowledge** the most it is planned to reach the following outcomes: 1) understanding about the most important concepts and regularities of the graphic/interior design domain, knowing the means of expression characteristic to the design language (71 study course), 2) integrated knowledge about the problems of graphic/interior design and its related spheres and understanding about the formation mechanisms of the possible solutions (37 study courses); regarding **skills**: 1) students select the most appropriate artistic and technical strategies for implementing the design idea, orient in the range of traditional and digital visualization technologies and the offer of materials (74 study courses), 2) students perform professional, user-centred and innovative action in design domain, applying theoretical knowledge and research results, take into consideration key principles of the design process (29 study courses); regarding **competences**: 1) students plan the implementation of the graphic/interior design project, perform the authorship supervision, control the quality of work of producing the design product and its correspondence to the conception, the aesthetical and technical quality as well as requirements of the environment protection and safety norms (58 study courses), 2) perform the work individually or in a team, make decisions according to the competence, solve conflict situations taking responsibility for the results of one’s own work or the team (28 study courses).

The learning outcomes of study courses are directed so that graduates have access to all tools of theoretical and practical work for establishing and developing an independent professional career.

### 2.3. Assessment of the study implementation methods (including the evaluation methods)



**by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

During the study courses and examinations both oral, written and combined study and assessment methods are used.

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, summary lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses in order to promote unity of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organizations are widely used. Employers are involved in the implementation and improvement of study courses (they are invited to conduct separate seminars, often the lessons are organized as work experience visits, etc.).

In order to promote the development of students' research competence, students in successive courses have an opportunity to analyse and deepen their research on the issues of interest in the given field.

Study courses in seminars promote students' presentation and discussion skills.

To aid students in achieving learning outcomes - in acquiring and consolidating knowledge, skills and competence - the study process is dominated by the methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations.

The physical environment of studies is also gradually changing: classrooms are easily transformable for group work, individual work, students can use digital technologies. Lecturers mainly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (Moodle) where students have access to lesson materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades of the study courses are recorded, justified and made available to students in the e-learning environment.

The student-centred approach is followed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of study results, thus promoting dialogue between lecturers and students on the content of studies, forms and methods of organization. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-evaluation, and understanding of the assessment they receive. During the study process, lecturers use methods, examination forms and assessment criteria that are appropriate to the study goal and planned learning outcomes.

Students receive support and feedback from the lecturers during the study process. Grading criteria for marking are made public in advance. Assessment gives students an opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the

academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. There are procedures and regulations for submitting student proposals and complaints, and reviewing of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students are eager to express their proposals for the improvement of study programmes and process in discussions with lecturers and programme directors.

The study process in the PBSP “Art” that includes the examination of students’ applications is organized both following the best academic traditions of the UL and introducing innovations in the didactic process of the university. The study process considers the diversity of students’ learning needs when choosing the pedagogical methods, promoting students’ learning motivation, self-reflection, and participation in the study process. Diverse teaching/learning methods are used in the implementation of the study programme:

- lectures and seminars which not only uses different methods of information transfer but also discussions, group work and other active forms of work which serves as supplement to the theoretical material on topical issues in the field of design an art;
- study excursions motivating students to explore the unity of theory and practice as much as possible as well as get acquainted with different internship places;
- the use of social networks and free-access technological solutions in lectures, developing the technology-enriched teaching/learning environment, modelling a modern and dynamic study process;
- organization of studies in e-environment, offering e-environment materials, independent works, making use of the recommended and student-selected literature. The possibilities offered by e-studies (*Moodle*) including tasks that have to be uploaded, forums, tests, etc. are also employed. Similarly, *Microsoft Teams* and *Skype* applications are used. Students for several years already have very good foreign language knowledge that broadens the possibilities of using the available materials;
- interim- tests, independent works - reports, essays, analysis of scientific articles, analysis of case studies, preparation of presentations, observations and their analysis, interviews and their analysis, modelling tasks, self-reflection, interim displays of works, etc.
- developing research projects and presenting them;
- developing scientific research works and defending them.

The teaching/learning methods are chosen according to the aims, specifics and learning outcomes defined for every study course. The physical environment of studies facilitates the implementation of student-centred approach: the lecture rooms are easily transformed for the group work, individual work, students can use the digital technologies. It should be stressed that the academic staff already use lecture not only as the form of giving information but integrate active teaching/learning methods in it, stimulating discussions and organizing work in small groups. The active teaching/learning methods are widely used in seminars. The academic staff with the help of these methods create democratic and free atmosphere in the study process, which, in turn, stimulates the growth of students’ personality. Besides, it is possible to use these methods more frequently because a more extensive and comprehensive range of study literature is accessible to students and they can read it both on-line and in the library.

It is planned to promote students’ work in groups, the cooperation among students from one study programme and several study programmes, the participation of students in the summer schools

organized by other higher education institutions (e.g., International EKA Summer Academy, etc.), participation in local and international design competitions, to explore the offers of the state and municipality institutions, companies for engaging students in real projects.

In order to ensure support for all students in the study process, they are offered regular tutorials (the times of tutorials are announced at the beginning of every study year and every study semester) in which they can discuss the topical study related and other issues as well as online tutorials (using *Microsoft Teams*, *Skype* or other communication means).

Students are informed about the assessment criteria and methods as well as giving marks in the first lectures; the assessment criteria are given in the course descriptions providing information also on how the learning outcome the students have reached will be assessed. It is important to ensure that feedback is maintained in the study process and students always can have the advice and support from the academic staff.

The academic staff take the diversity of students' needs into account and offer different communication and pedagogical methods, they find the most appropriate learning way for each individual student and facilitate the student's independence. Based on the principles of student-centred education, when applying the assessment criteria different plausible reasons are considered, and they are fair and objectively appropriate for all students.

The interim test in the art and design specialization courses is the midterm show; the number and type of interim tests according to the specifics of the study course is defined in the course description.

The examination in these courses is also organized as the exhibition – show of students' works. Several examiners are involved in the assessment, especially in the specialized art courses.

The methods used in the qualification studies of a graphic designer and an interior designer (including evaluation methods) do not differ, because the object of study for both qualifications is one - design. Only the tasks of the work and the research environment differ.

Those involved in the assessment process know well the testing and examination methods and, in case of need, receive support in improving their skills in this.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

The connection of the internships envisaged in the study programme with the learning outcomes of the study programme is presented in Fig. 3.2 (see the common mapping in Appendix "Mapping of study courses for attaining the study outcomes"). The vertical axis in the figure shows the number of practice study courses included in the study program (in total there are 7 courses), but on the horizontal axis the results of the study program are listed (numbers 1-5 denote knowledge, 6-10 - skills, 11-15 - competencies). It is seen that all the intended learning outcomes are reached in the internship study courses. Most frequently (in five out of seven internship study courses) it is planned to achieve the following **skills**: 1) to perform professional, user-centred and innovative action in design domain, applying theoretical knowledge and research results, to take into

consideration key principles of the design process; 2) to select the most appropriate artistic and technical strategies for implementing the design idea, orient in the range of traditional and digital visualization technologies and the offer of materials; 3) to choose the presentation strategy for different audiences, to present the design research and project, to discuss it giving arguments, formulating and describing the problems and solutions analytically; and **competences:** 1) to show the scientific approach to problem solving in the graphic/interior design domain, to analyse critically professional issues, to substantiate decisions, and in case of need (unpredictable situations), to perform additional analysis of problems; 2) to perform work individually or in a team, to make decisions according to the competence, to solve problem situations taking the responsibility for the result of one's own work and that of the team.

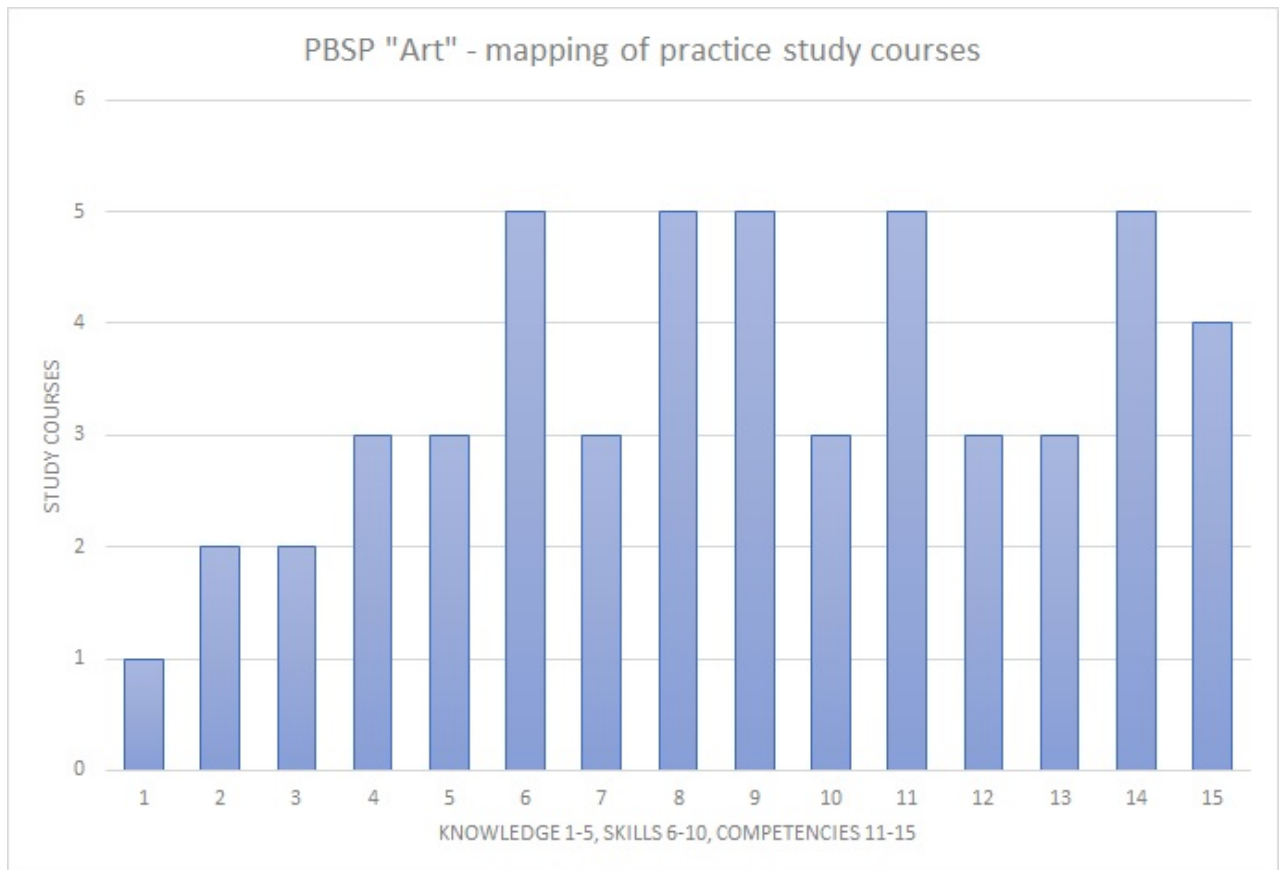


Figure 3.2. Mapping of the internship study courses in PBSP “Art” in relation to learning outcomes of the programme

The professional tasks performed during the professional internship ensures deepening, improvement and consolidation of theoretical knowledge as well as its approbation in practical work.

The experience gained during the internship helps the student:

1. to understand the criteria of design values in the economic, technical, aesthetic and social context;
2. to orient in the structure of the design process;
3. to understand the topicalities of the design sphere;
4. to develop the knowledge about the problems of design and related spheres and to understand the formation mechanisms of the possible solutions.

Students improve the following **skills** during the professional internship:

1. to perform professional, user-centred and innovative action in design domain;
2. to find out the overarching objective, to coordinate the design offer with the customer, employer, the responsible services, technical executors, producers;
3. to select the most appropriate artistic and technical strategies for implementing the design idea;
4. to choose the presentation strategy, to present the design project, to discuss it giving arguments;
5. to systematise and archive the information accumulated in the process of developing the design project.

The professional internship helps to form the students' **competence:**

1. to analyse critically professional issues, to substantiate decisions, and in case of need (unpredictable situations), to perform additional analysis of problems;
2. to integrate knowledge and skills in the independent decision making process;
3. to plan the implementation of the design project, to perform the authorship supervision, to control the quality of work of producing the design product and its correspondence to the conception, the aesthetical and technical quality as well as requirements of the environment protection and safety norms;
4. to perform work individually or in a team, to make decisions according to the competence, to solve problem situations taking the responsibility for the result of one's own work and that of the team.

The organization of the internship and the support mechanism for students are defined in the PBSP "Art" Regulation on internship (see the appendix "Description of the student internship organization"). Students can receive help both in finding an internship place (programme management cooperates with employers and LU structural units) and in solving tasks at any stage of the internship (lecturers of the programme are available for consultations).

## **2.5. 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 evaluations of the final theses.**

The choice of themes of students' final works is connected with their professional, research and social interests, it is coordinated with the supervisor(-s) and the programme director receiving consultations also during lectures and seminars planned for the development of the diploma paper/work.

The themes of bachelor's papers in the study module "Interior design" relate to the topicalities in the field. Several positive features are observed in the recent years:

1. themes and research performed have become interdisciplinary that corresponds to the modern understanding of design and the latest trends in the design research. Such bachelor's papers as "The concept of *co-living*" (A. Lapiņa, 2019, supervisor I. Karlšone), "Possibilities of implementing *Zero Waste* principles in the interior" (I. Granta, 2019, supervisor I. Karlšone), "Importance of service design in the development of rural tourism" (E. Neimane, 2020, supervisor A. Irbīte) are connected with the systemic approach to the development of design projects and research methods connected with it;
2. cooperation takes place between both the modules of the study programme "Art" in

developing the bachelor's works. The interior project "The small production plant as a public object" (E. Pudāne, 2020, supervisor I. Karlšone) has been developed in the cooperation with the graphic design student who worked out the graphic identity of the plant (A. Popenkova, 2020, supervisor A. Muze).

3. interinstitutional cooperation is being promoted. During the work on the final project "Importance of service design in the development of rural tourism" (E. Neimane, 2020) cooperation was implemented with the lecturer of Graphic design and learners of Ogre Vocational school who worked out the graphic identity for youth hostel. The graphic identity elements most appropriate to the conception of the interior project were included in the establishment of the interior.

The themes of bachelor's papers in the study module "Graphic design" are connected with the topicalities in the field of graphic design.

The most popular themes of bachelor's works in the graphic design speciality:

1. visual identity for companies, institutions, and private persons,
2. packaging design of products,
3. design and of books and other publications,
4. design of posters for social campaigns, etc.,
5. graphic design of imprint of textile products,
6. design of digital products (websites and applications).

The diverse study tasks based on the market demands and oriented to the topical design trends in the graphic design speciality in the professional bachelor's study programme "Art" allow the prospective designers, developing their bachelor's works, to demonstrate recognized professional performance and to receive high appreciation of their work.

It was stated in the analysis of the assessment of diploma works that in 56% of cases students had received 7 or 8 points (good or very good) assessment, and 23% - 9 points (excellent) or 10 points (outstanding) (see Table 3.1 and Fig. 3.3). This allows concluding that approximately 80% of students achieve and show good and excellent learning outcomes. In order to decrease the proportion of average results, all the necessary consultative support - both on the part of the supervisor, the programme director and other academic staff - is provided during the elaboration of the diploma work.

*Table 3.1. Assessment of the final works during the accounting period (number)*

Semester	Assessment						
	4	5	6	7	8	9	10
2015 spring		2	5	8	9	1	3
2015 autumn		1		3	2	4	
2016 spring		1	5	11	6	4	1
2016 autumn				5	2	4	
2017 spring				5	9	4	
2017 autumn	1	1		1	1	2	
2018 spring		1	4	5	7	4	
2018 autumn		1		2		1	
2019 spring	1	4	1	5	2	4	1
2019 autumn	1		1	1	1		1
2020 spring	1	2	2	4	4	4	
<b>In total:</b>	<b>4</b>	<b>13</b>	<b>18</b>	<b>50</b>	<b>43</b>	<b>32</b>	<b>6</b>

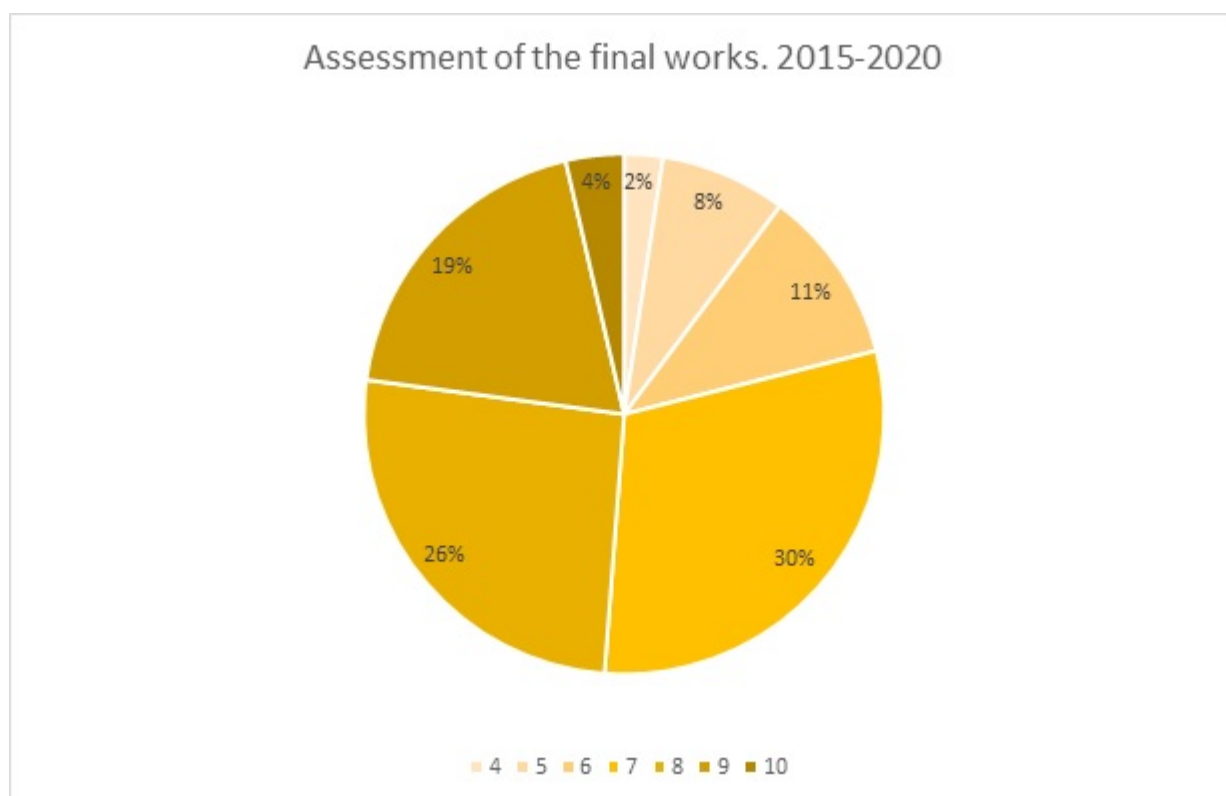


Figure 3.3. Assessment of the final works during the accounting period (percentage)

**2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

## Students' surveys

Scale: 0 - don't know, can't say, 1- strongly disagree, 2 - mostly disagree, 3 - rather disagree, 4 - neutral, 5 - rather agree, 6 - mostly agree, 7 - strongly agree

### Academic year 2019/2020

Table 3.2. Students' survey about the study courses

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**Three aspects that students have valued the highest (assessment from 6.5 to 7) in study courses: work of the academic staff, content of study courses, etc.?**

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The content of study course did not repeat other courses - mean value 6.19 points

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The content of study course corresponded to the course description- mean value. 6.07 points

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The academic staff were available for tutorials - mean value 5. 98 points

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**Three aspects that students have valued critically (assessment below 5) in study courses: work of the academic staff, content of study courses, etc.?**

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None of the criteria for the assessment of study courses has received assessment lower than 5 points. The lowest assessment is 5.72 points - about the materials available in e-courses.

**Planned measures to eliminate drawbacks and implement suggestions indicated by students**

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Materials available in e-courses are supplemented and improved, engaging students in more active usage; however, there are also limitations that were stated during the on-line study process (e.g. the allowed size of files for art and design works often is too small). Moodle environment according to students is also not operative enough, not easy and convenient tool for the circulation of study information.

In general, study courses received good assessment. Analysing the assessment of study courses as a whole (according to the 11 given criteria), the range of mean points per criterion is 5.72-6.19 which testifies the balance of the offered study courses in the programme. Invariably two criteria have received the highest assessment - that the course content does not repeat and corresponds to the course description. The third highest assessment in this academic year was about the academic staff who were always available for consultation (definitely, during the remote studying this has been a very important aspect).

Table 3.3. Students' survey about the programme

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**Three aspects that graduates have valued the highest (assessment from 6.5 to 7) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

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I improved my general skills in the studies (foreign languages, field- specific computer programs, the ability to organize my work)  
(mean value - 5.9, autumn sem. - 6, spring sem. - 5.8)



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I improved my ability to make complex decisions evaluating the information critically in the studies

(mean value - 5.7, autumn sem. - 5.8, spring sem. - 5.6)

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Knowledgeable and positive academic staff

(mean value - 5.55, autumn sem. - 5.3, spring sem. - 5.8)

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**Three aspects that graduates have valued critically (assessment below 5) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

---

**Planned measures to eliminate drawbacks and implement suggestions indicated by graduates**

Combining work and studies

(mean value - 2.95, autumn sem. - 2.8, spring sem. - 3.1)

This assessment points to the fact that part of students study and work at the same time trying to combine both (also full-time students). Low assessment in this question does not give a correct answer because combining full-time studies with employment is not the goal of the study programme. Several graduates have indicated that full-time studies could be more intensive and shorter so that they could devote their time only to studies and obtain education in a shorter period of time.

In turn, the lecture schedule for part-time students has been maximum planned so that students could combine work (evenings of working days and Saturdays); however the amount of tasks that need to be completed independently during the studies is often greater than students had expected.

In spring semester due to the restrictions caused by Covid-19 crises and remote studies, probably the combining of studies and work became more difficult.

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On the whole, I am satisfied that I chose this study programme

(mean value - 4.3, autumn sem. - 3.8, spring sem. - 4.8)

It is not possible to identify the concrete necessary improvements according to this indicator because students' satisfaction with the choice of the programme is defined by different factors.

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I am satisfied with the e-courses

(mean value - 4.3, autumn sem. - 4, spring sem. - 4.6)

The materials and information offered in e-courses are improved and supplemented, especially in connection with the remote on-line studies due to the restrictions caused by Covid-19 pandemic. This is also evident in the difference of the evaluation by 0.6 points in the autumn and spring semesters.

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As proved by the spring semester of the academic year 2019/2020, the use of the e-environment in the situation of Covid-19 crises and in the process of remote study process has increased several times, adjusting the functions of different internet applications in an innovative way even for such study courses as Drawing I-VII and Painting I-V. However, it has also identified the shortcomings of

several applications, e.g., it is not possible to upload in the *Moodle* environment files that are bigger than 20 MB, and thus students were not able to submit many study works of design and art courses. This also applies to the files of visual materials for the final diploma work. Students prefer to use the mobile application *WhatsApp* in the communication with the academic staff because the convenience and speed of communication is very essential in the study process. *Microsoft Teams* on-line lectures and practical classes were used in all study courses, yet, as it was concluded that such online classes cannot be adjusted to the acquisition of practical skills in the specialized art and design courses and actually cannot replace the face-to-face lectures. The summary and analysis of students' opinion about the study process in the remote mode in spring 2020 allows concluding that:

- the number of tasks that students have to do independently increases in the mode of remote studies;
- the time to be devoted to the performance of tasks increases;
- the learning outcomes become heterogeneous – depending on the students' social economic status, family conditions and psychological wellbeing in the crises situations (some of students achieve much better results, for others the performance decreases);
- students lose the model of structured work and planning in the remote study process as well as the motivation to plan and guide one's study process therefore it requires additional contribution and personal engagement on the part of the academic staff.

### Academic year 2018/2019

Table 3.4. Students' survey about the study courses

<b>Three aspects that students have valued the highest (assessment from 6.5 to 7) in study courses: work of the academic staff, content of study courses, etc.?</b>	
The content of study course did not repeat other courses – mean value 6.26 points	
The content of study course corresponded to the course description – mean value 6.18 points	
The explanations of the academic staff about the results of tests were sufficient- mean value 6.10 points	
<b>Three aspects that students have valued critically (assessment below 5) in study courses: work of the academic staff, content of study courses, etc.?</b>	<b>Planned measures to eliminate drawbacks and implement suggestions indicated by students</b>

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None of the criteria for the assessment of study courses has received assessment lower than 5 points. The lowest assessment is 5.76 points – about the materials available in e-courses.

Materials available in e-courses are supplemented and improved, engaging students in more active usage. However, not always this indicator gives full information about the circulation of digital materials in study courses – the academic staff and students widely use social networks for disseminating the information. *Moodle* environment according to students and sometimes also the academic staff is also not operative enough, not easy and convenient tool for the circulation of study information.

In general, study courses are well assessed – there are neither excellent nor critical assessments in any of the criteria. Analysing the assessment of study courses as a whole (according to the 11 given criteria), the range of mean points per criterion is 5.76–6.26 which testifies the balance of the offered study courses (both the content and the methods of teaching) in the programme. Students still value highly that the course content does not repeat and corresponds to the course description. The assessment about the explanations given by the academic staff about the results of tests has increased by 0.11 points, thus this position has moved to the highest place regarding the three aspects with the highest assessment.

*Table 3.5. Students' survey about the programme*

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***Three aspects that graduates have valued the highest (assessment from 6.5 to 7) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?***

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Knowledgeable and positive academic staff  
(mean value – 5.7, autumn sem. – 5.7, spring sem. – 5.7)

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Possibility to participate in the improvement of the quality of the study programme  
(mean value – 5.6, autumn sem. – 5.9, spring sem. – 5.3)

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Responsive secretaries and educationalists  
(mean value – 5.5, autumn sem. – 5.9, spring sem. – 5.1)

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***Three aspects that graduates have valued critically (assessment below 5) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?***

***Planned measures to eliminate drawbacks and implement suggestions indicated by graduates***

<p>Combining work and studies (mean value – 3,15, autumn sem. – 3,1, spring sem. – 3,2)</p>	<p>This assessment points to the fact that part of students study and work at the same time trying to combine both (also full-time students). Low assessment in this question does not give a correct answer because combining full-time studies with employment is not the goal of the study programme. Several graduates have indicated that full-time studies could be more intensive and shorter so that they could devote their time only to studies and obtain education in a shorter period of time.</p> <p>Study educationalists plan the studies according to the programme; however, in some cases the applications from students' groups about the desired time of lectures are considered. If it is possible, students individually are offered a possibility to attend concrete study courses at the desired time, joining another group.</p>
<p>I work in accordance with the obtained education (respective duties, I apply the skills) (mean value – 4.4, autumn sem. – 4, spring sem. – 4.8)</p>	<p>The assessment only partly is connected to the fact that not only part-time but also full-time students pay themselves for the studies, thus working at jobs not always corresponding to the qualification but that offer students a friendly working hours.</p>
<p>Support from Students' Council and faculty students' council (mean value – 4.6, autumn sem. – 4.8, spring sem. – 4.4)</p>	<p>Students' communication with the students' councils differs from year to year, there no clear identifiable reasons for the assessment of this criterion.</p>

In general, students' assessment of the study environment and the study process has decreased by 0.3 points in comparison with the previous reporting period. The assessment about the learning outcomes on average has been the same as in the previous academic year. Students have favourably valued the academic staff and have approved the improvements in the LUIS environment but as regards the necessary improvements, they have mentioned the provisions of enough lecture rooms, the improvement of the general image of the programme and its recognition in Latvia and abroad.

### Academic year 2017/2018

Table 3.6. Students' survey about the study courses

**Three aspects that students have valued the highest (assessment from 6.5 to 7) in study courses: work of the academic staff, content of study courses, etc.?**

The content of study course did not repeat other courses – mean value 6.28 points

The content of study course corresponded to the course description – mean value 6.17 points

The academic staff were available for tutorials – mean value 6.11 points

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**Three aspects that students have valued critically (assessment below 5) in study courses: work of the academic staff, content of study courses, etc.?**

**Planned measures to eliminate drawbacks and implement suggestions indicated by students**

None of the criteria for the assessment of study courses has received assessment lower than 5 points. The lowest assessment is 5.79 points – about the materials available in e-courses.

Materials available in e-courses are supplemented and improved, engaging students in more active usage.

The range of mean points of the course assessment positions is 5.79–6.28 which testifies the balance of the offered study courses (both the content and the methods of teaching). Students still value highly that the course content does not repeat, thus it is possible to gain different knowledge, skills and competences in each study course.

*Table 3.7. Students' survey about the study programme*

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**Three aspects that graduates have valued the highest (assessment from 6.5 to 7) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

It is possible to start planning the professional growth and career during the studies (mean value – 6, autumn sem. – 5.9, spring sem. – 6.1)

Knowledgeable and positive academic staff (mean value – 5.95, autumn sem. – 5.9, spring sem. – 6)

Learning outcomes – satisfaction, in general, with the choice of the study programme (mean value – 5.8, autumn sem. – 6.1, spring sem. – 5.5)

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**Three aspects that graduates have valued critically (assessment below 5) in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

**Planned measures to eliminate drawbacks and implement suggestions indicated by graduates**

<p>Combining work and studies (mean value – 3.8, autumn sem. – 3.7, spring sem. – 3.9)</p>	<p>This assessment indicates that a big part of students study and work at the same time trying to combine both (also full-time students). Although the assessment testifies about the difficulties and a possible drop in the quality of studies, it still has a positive side that should be stressed – those students who are working in the field gain additional practical experience in the chosen profession along with the studies. Study educationalists plan the studies according to the programme; however, in some cases the applications from students' groups about the desired time of lectures are considered. If it is possible, students individually are offered a possibility to attend concrete study courses at the desired time, joining another group.</p>
<p>Resources offered by the UL Library (mean value – 4.45, autumn sem. – 4.2, spring sem. – 4.7)</p>	<p>The assessment of the library resources and offered possibilities not always reflect the objective situation, because students do not use fully all the range of library services. A more extensive involvement of students in using the library resources in separate courses is planned (e.g., Composition in design I-IV). The UL Library purchases in compliance with the budget possibilities new publications in the art and design field to supplement its stock.</p>
<p>Organization of the study process (mean value – 4.6, autumn sem. – 4.6, spring sem. – 4.6)</p>	<p>The assessment indicators for the organization of the study process have slightly increased in comparison with the previous period; however, students still mention failing to receive information about changes in the study process in due time (e.g. postponing of lectures) as one of the problems. The discussions with study educationalists reveal that the time of informing students about the changes in the lecture schedule is connected with the time when the academic staff makes it known, therefore the work continues on improving the circulation of information. Students have complained about cold lecture rooms – this issue has been solved as the faculty moved to another building.</p>

In general, students' assessment about the study environment and the study process has increased by 0.5 points in comparison with the previous reporting period (including the assessment about the academic staff by 0.53 points, about the work of secretaries and educationalists by 0.6 points, the possibilities offered by the LUIS by 0.9 points), which can be viewed as a considerable increase. The assessment of the learning outcomes is on average the same as in the previous academic year, yet students' satisfaction with choosing the study programme in general has increased (by 0.3 points).

## Academic year 2016/2017

*Table 3.8. Students' assessment about the study programme*

*1. What changes are observed in students' assessment of the study programme and its courses in comparison with the previous accounting period?*

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In general, the last year students have given a positive assessment of the programme (study environment – 5 points, study process – 4.9 points, learning outcomes – 5.5 points on the 7 point scale).

Students, on the whole, have been positive in their answers about the study courses, the mean assessment fluctuates between 5 to 7 points, except some study courses for which students have had objections for a longer period of time. As the questionnairing for the first time in the accounting period shows the relatively objective assessment about the study courses, then the administration of the department and faculty in cooperation with the programme management, move forward proposals for changing some of the academic staff and attraction of new ones (it is carried out starting with the next academic year).

No significant differences are observed in the assessment of the content of study courses and the methods used by the academic staff, which allows concluding that the content of courses and the applied study methods are balanced.

Study courses that are connected with the acquisition of basics of art have retained high assessment about the previous period.

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**2. What have the students valued the highest in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

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Students have acknowledged the ability of the academic staff to make students interested in the study course and to share their experience, their responsiveness and understanding (mean 5.65 points), the offer and content of study courses (5.15 points) and the possibility to participate in the quality improvement of the study programme (5.15 points). Students have added several positive comments about the above mentioned aspects.

Students mostly are satisfied with the learning outcomes attained in the study programme, their assessment in both semesters is the same 5.5 points.

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**3. What have the students valued critically in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?**

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Students have given the lowest assessment to the possibilities of international experience offered by the UL (mean 4.5 points), possibilities given by the LUIS (4.55 points) and the possibilities of the study programme to prepare students for the labour market (4.55 points). Students have expressed several remarks in the comments about insufficient heating in the lecture rooms, the failing of computer programs to function according to the needs of the study process and the worn-out equipment and old furniture.

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**4. What are the planned measures to eliminate drawbacks and implement suggestions indicated by students?**

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The improvements of the infrastructure will be planned together with the administration of the faculty in the frame of the existing budget. The issue of heating in lecture rooms has already been solved. A project has been written and submitted about receiving funding from the means of the support programme for STEM studies for improving the situation with computer programs and study materials.

Individual discussions and collegiate meetings have been organized to discuss study methods and common learning outcomes with the academic staff. The academic staff who had received low student assessment for a longer period of time and who (Interior designing I, III, IV and V; Foundations of the cameraman's work I and II).

To improve the possibilities for students to gain international experience cooperation agreements with Vilnius Art Academy (Lithuania) and Phillips University of Marburg (Germany) have come in force during the accounting period.

### **Academic year 2015/2016**

There is an objective reason why it is not possible to get the total assessment of the programme based on the LUIS data, because during this period only one student had assessed the programme and in order to keep the anonymity this assessment is not accessible. It is possible to judge about the quality of the programme and its academic staff depending on the assessments for separate study courses. Comparing with the previous period students' activity of assessment has increased considerably – in academic year 2014/15 students have expressed their opinion that can be summarized about 7 study courses, in academic year 2015/16 – about 15 courses.

*Table 3.9. Students' assessment about the study programme*

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**1.** What changes are observed in students' assessment of the study programme and its courses in comparison with the previous accounting period?

Students, on the whole, have been positive in their answers about the study courses, the mean assessment fluctuates between 4.92 to 6.75 points (on 7 point scale). No significant differences are observed in the assessment of the content of study courses and the methods used by the academic staff, which allows concluding that the content of courses and the applied study methods are balanced. The study course Foundations of Philosophy continues to preserve the same high assessment as in the previous period.

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**2.** What have the students valued the highest in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?

Students have acknowledged the ability of the academic staff to make students interested in the study course and to share their experience, their responsiveness and understanding. The mean assessment about the materials accessible to students and the literature recommended by the academic staff exceeds 5 points (on 7 point scale) in the courses summarized for the analysis. Students mostly are satisfied with learning outcomes they have reached in the assessed courses, and they write about it in the comments.

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**3.** What have the students valued critically in the study programme: the academic staff, study courses, organization of the study process, material technical provisions, learning outcomes, etc.?



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One of the students' proposals that has been made in cooperation with the Students' council is the improvement of *Moodle* environment and supplementing study courses with support materials that so far are not available for several courses (which are connected with mastering the practical skills). This opinion is reflected in the question about the content of e-study courses.

Students have also proposed changing the form of final works in some courses that would be more acceptable for them.

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#### 4. What are the planned measures to eliminate drawbacks and implement suggestions indicated by students?

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Measures have already been taken in cooperation with the academic staff of the study programme to improve the *Moodle* environment developing a broad basis of the visual material that will serve as a foundation for adding the study support materials to the course descriptions. Study methods and learning outcomes that need to be reached with common efforts have been discussed individually with the academic staff and in collegiate meetings.

### **Graduates' survey**

The reaction of graduates to participate in the survey is low, in 2020 only 10% of graduates who have completed their studies in the last three years filled in the electronic questionnaire.

Additional information is received from graduates who have job relations with the implementation of the programme, common design and creative projects.

Participants of the graduates' survey were 23-30 years old respondents, all female, 82% of them have graphic designer's qualification, and 18% the interior designer's specialization, who studied in full-time regular mode (73%) and paid for the studies from their personal means (82%). At the moment of the survey only 20% of respondents were employed in jobs not corresponding to the acquired profession, but mainly the employment form (64%) is as the employee in limited liability companies (60%), individual enterprises (20%) or micro companies (10%); the rest of respondents - 18% are self-employed, 18% employers or entrepreneurs; 80% have full load work, often combining several types of activities, for example: "*Interior designer/ manager/ office administrator*", "*Designer and head of marketing*", "*Graphic designer, photographer, marketing specialist*" with the monthly remuneration (gross) 1001-1300 Eur (30%), 701-1000 Eur (20%) un 431-700 (40%).

After graduating from the study programme respondents have improved their knowledge in further education courses that are connected with (20%) or are not connected with (20%) the obtained speciality.

Respondents' answers regarding the assessment of studies, in general, confirm that the impression about the quality of the study programme is very good (64%); the study process has strengthened the conviction that the rights study field has been chosen (87%) and 86% are satisfied with the choice of the study programme. 80% of respondents note that study courses were interesting, and that the difficulty level of the study programme has been appropriate and useful for them (70%). The competence of the academic staff and the gained theoretical knowledge in the chosen study field have been highly acknowledged (90%), respondents also mark that duties and tasks performed at work correspond to the obtained education. 75% of respondents state that they feel competent in the field of their education and apply knowledge and skills acquired in studies in their work (80%). Almost 60% of respondents have recommended others to choose this study programme. The good research knowledge and skills gained in their studies as well as the preparation for the labour market during the studies is indicated by 57% of the respondents. The

survey results also reveal the respondents' recommendations how to facilitate preparedness for the labour market and the solution of real life situations in the study process, for example:

*"To challenge students a bit more because often the labour market demands completely other things"; "more hands-on knowledge would be useful, the cooperation with companies"; "how the cooperation with the customer takes place in real life, what is the most important, what should be paid attention to"; "I would suggest adjusting the study courses (also general subjects) to the concrete profession instead of teaching in general. For instance, the study course in Psychology did not teach how to talk better with the customer, how to behave in unusual situations when the customer is dissatisfied or how to present myself to customers and cooperation partners".*

Admitting that innovative study methods and e-tools were used in the study process (60%), students suggest using more *"interactive lectures"*.

As 82% of respondents paid for the studies from their personal means, the proposal was received that *"it would be great relief if students were provided materials or printing possibilities"*.

Summarising the results of the survey about the general skills gained during the studies and their importance performing the duties at work on the scale 1-5, it can be concluded that positive communication skill (4.0) along with the skill to use the information technology tools (4.0) are valued as the greatest benefit of studies and at the same time are extremely important also at work (4.4 - 4.7). The skills to organize and plan one's work (3.9), to think critically (3.7), to identify and solve problem situations (3.7) as well as the technical skill to work with the field-specific computer programs (3.8) successfully mastered during the studies become extremely important in the professional performance (4.3-4.9).

Respondents' answers reveal that students' understanding of the importance of acquiring theoretical knowledge along with the practical should be promoted in the study process as well as more attention should be paid to the understanding of ethical principles of the field that according to students are important performing their duties at work (3.8 - 4.1). It is possible that the comparatively short practice of independent work has not given the confidence about the role and importance of the skill to explain in public (present) the information (3.3/3.2) and to express and substantiate the personal opinion in public (3.4/3.2) in the designer's work. Suggestions given by students regarding the mastering of which general skills should be given more time/contact hours in the study process also point to the limited experience of practice. The most frequently mentioned skills are:

- the skill to work with field-specific computer programs - 60%
- the skill to identify and solve problem situations - 40%
- the skill to develop projects - 30%

For more detailed information on the summary of comparing general skills see Table 3.10.

*Table 3.10. Assessment of general skills*

Code	Knowledge/skills/competences	Completing studies 1-5 (max)	Importance for work at present 1-5 (max)
A	Knowledge necessary for the profession/field	3.3	4.1
B	Understanding the ethical principles of the field	3.3	3.8

C	The skill to think critically	3.7	4.3
D	The skill to identify and solve problem situations	3.7	4.9
E	The skill to motivate for everyday studies/ work	3.6	4.2
F	The skill to make decisions based on arguments	3.3	4.3
G	The skill to write texts connected with your field of education	3.6	2.4
H	The skill to explain information in public (present)	3.3	3.2
I	The skill to discuss in public and to substantiate the personal opinion	3.4	3.2
J	The skill to work in a team	3.6	3.8
K	The skill to discuss the profession-related issues in the foreign language (the language of the European Union)	3.0	3.3
L	The skill to work with field-specific computer programs	3.8	4.5
M	The skill organize and plan one's work	3.9	4.6
N	The skill to lead other people in the team	2.8	3.4
O	Positive communication with others	4.0	4.7
P	The skill to use information technologies	4.0	4.4
Q	The skill to develop and manage a project in the field	2.8	3.6
R	The skill to carry out precise processing of quantitative data	2.9	2.8
S	The skill to develop projects	3.4	4
T	Competence to apply knowledge in practice	3.8	4
U	Confidence about one's ability to work independently	3.8	4.2

Respondents' self-assessment about the mastery of the professional skills of today's designer (graphic or interior) (1 (very insufficient) - 7 (very sufficient) (100%)) shows that on average they have reached a considerable level - 5.06 (72.8%) in their professional performance. The survey participants value their skill to select the most appropriate artistic and technical strategies for implementing the design idea the most convincingly (80%), almost equally highly they value the mastered skill to choose the conceptual model of the design product, to substantiate the conception of technical and technological implementation corresponding to it (79%), to coordinate an innovative design offer with the customer, technical executers and producers (77%). Respondents' answers confirm that these young designers have successfully mastered the skill to define the material, constructive and exploitation peculiarities of the design product, its functions and terms of use as well as to supervise the quality of work of producing the design product and its

correspondence to the conception and the requirements of other norms (both 75%). A lower self-assessment in respondents' answers (63%- 69%) reveals the participants' insecurity which, probably, can be connected with the short professional experience to be able to define the impact of the design product on the surrounding environment, to assess the communicative potential of the design project and its impact on the society as well as the planning of the necessary materials and technical provisions and the presentation of the conception of the design project to stakeholders. See the summary of the self-assessment of professional skills in Fig. 3.4.

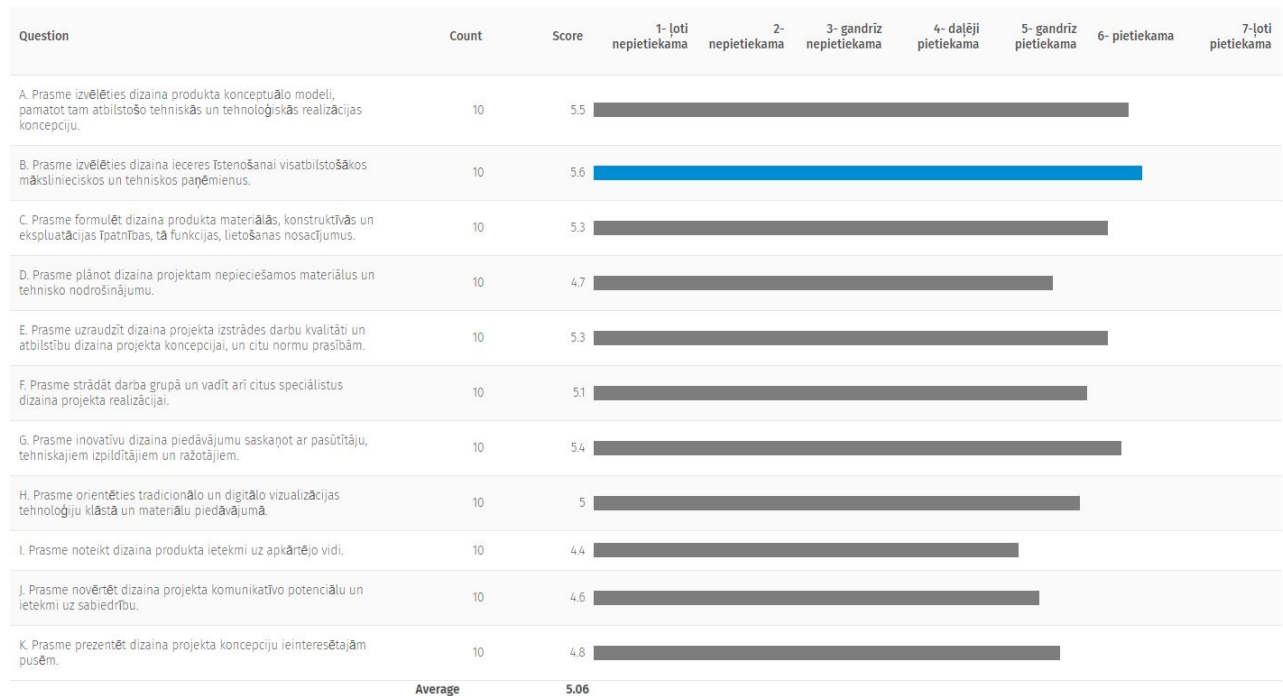


Figure 3.4. Self-assessment of professional skills

Translation of the Figure 3.4.:

A. Skill to choose the conceptual model of the design product, to substantiate the conception of technical and technological implementation corresponding to it.

B. Skill to select the most appropriate artistic and technical strategies for implementing the design idea.

C. Skill to define the necessary materials and technical provisions of the design product, its functions and terms of use.

D. Skill to plan the materials and technical support required for a design project.

E. Skill to supervise the quality of work of producing the design product and its correspondence to the conception and the requirements of other norms.

F. Skill to work in a working group and lead other specialists for the implementation of a design project.

G. Skill to coordinate an innovative design offer with the customer, technical executers and producers.

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H. Skill to orientate in the range of traditional and digital visualization technologies and material offerings.

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I. Skill to define the impact of the design product on the surrounding environment.

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J. Skill to assess the communicative potential of the design project and its impact on the society.

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K. Skill to present the concept of a design project to stakeholders.

30% of respondents suggest devoting more time (contact hours) in the study process to develop the skill of planning the necessary materials for the design project and technical provisions, the skill to choose the conceptual model of the design product, to substantiate the respective conception of technical and technological implementation although the latter was valued the highest in the respondents' self-assessment.

### **Employers' survey**

As mentioned above, the employers' opinion is obtained, mainly surveying those employers who offer internship places for the 3rd and 4th year students because the responsiveness of the employers to fill in the questionnaire about the graduates of the programme, in general, is low. The questionnaire is disseminated in a printed format, and three questions from the UL questionnaire are analysed in relation to improving the content of the programme. It should be taken into account that the performance of such employee is assessed who has not yet completed his/her education.

*Table 3.11. Questions analysed in the employers' survey*

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#### *C: EMPLOYEES' SKILLS*

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**11. How would you in general characterise graduates/students of the UL PBSP „Art” who work or do internship in the enterprise/company?**

*Please, choose one response!*

- 1) Good theoretical and practical preparedness, were able to perform the work duties independently immediately
  - 2) After short training/introduction at the work place were able to perform their work duties
  - 3) Were theoretically well prepared but they have insufficiently mastered practical skills
  - 4) have good practical skills but poor theoretical knowledge
  - 5) It is difficult yo assess because graduates/students are very different
  - 6) Another answer (*Please, indicate!*)
-

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**12. Please, assess the skills of the UL PBSP “Art” graduates/students on the five point scale! (0-don't know, can't assess, 1-very poor, 2-poor, 3-average, 4-good, 5-very good)**

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0 1 2 3 4 5

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- 1) Theoretical knowledge
  - 2) Practical skills
  - 3) The skill to acquire new knowledge and skills
  - 4) The skill to identify and solve problems
  - 5) The skill to find and process information
  - 6) The skill to work with numbers and do mathematical calculations
  - 7) The skill to make decisions and substantiate them
  - 8) The skill to offer new ideas and solutions
  - 9) The skill to adjust to new conditions (the changing work environment)
  - 10) The skill to work independently determining the methods of work and time of completing the work
  - 11) Latvian language knowledge
  - 12) Knowledge of foreign languages
  - 13) The skill to work with the computer
  - 14) Communication skills (oral communication, correspondence, preparing of reports, presenting, etc.)
  - 15) The skill to work in a team
  - 16) The skill to plan, lead and organize the work of others
  - 17) Responsible attitude to work
  - 18) Competitiveness in comparison with graduates of similar programmes from other higher education institutions
- 

**13. Your comments on the theoretical and practical preparedness of graduates/students of the UL PBSP „Art” and their skills:**

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In spring 2020, questionnaires received from 23 employers during the last two years were analysed.

44% of respondents answering Question 11, had marked that after short training/ introduction at the work place the trainee was able to perform the work duties, 33% - that trainees were theoretically well prepared but they had not sufficiently mastered practical skills, in turn, 23% - that employees had good theoretical and practical preparedness, were able to perform the work duties independently immediately.

As regards Question 12, the three most highly assessed skills and competences of graduates/students by employers are the Latvian language knowledge, the skill to work with the computer and responsible attitude to work.

Employers have assessed the lowest the skill to identify and solve problems, the skill to work with numbers and do mathematical calculations, and the skill to work independently determining the methods of work and time of completing the work. The latter is the competence that students acquire best only while working on their diploma project therefore it is only natural that during the internship this competence is still developing. In turn, in order to develop the skill to identify and solve problems, two new study courses were integrated in the programme - Design of digital products and Design thinking in the project implementation, and in future it is planned to change the structure of the programme, combining Part B study courses into thematic groups according to the specialization and envisaging to work out the course project/paper which would initially include the identification of the problem and seeking the solution.

In 2020, an additional electronic survey of employers on the graduates of the program was conducted. Respondents to the employer survey are administrative staff, such as a director, head of a department representing types of companies such as a limited liability company (50%) or a sole proprietorship (50%). The activity of designers in these companies is quite short - no more than two years. Respondents value their designer's ability to identify and solve problem situations the most (94%) and think critically (88%), say positive about the skills to communicate positively with colleagues and work in a team (both (88%), as well as to observe ethical principles (82%). The high assessment of problem-solving skills shows that when starting their work independently, graduates take more responsibility than during professional practice, where the assessment of these skills was low. The answers of the respondents reveal that the skills of designers to lead team work need to be supplemented and improved in the future (38%), but especially the ability to develop and manage projects in the industry, as well as to speak in a foreign language (19%).

## **2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

The incoming student mobility during the reporting period is described in Part II Chapter 5.2 of the report.

The outgoing student mobility in the programme is promoted in the framework of the *Erasmus+* programme. Students choose the universities abroad implementing similar study programmes. Before going to the intended university, students gather information about study courses that this

university offers and together with the director of the study programme makes a plan for student's studies abroad, so that when returning it would be possible to recognise the courses. If the exam has been passed successfully, after returning the study courses the student has acquired during the exchange studies are recognized according to the study plan in the programme "Art".

Some students have taken advantage of Erasmus + internships to find a foreign company to study in the summer months. In one case, the student established an employment relationship with the chosen company in Germany after the internship, performing part of the work remotely, and continued working after graduating from the programme.

In addition to Erasmus+ activities in 2016, one student took the opportunity to study at Utrecht Summer School in cooperation with Utrecht University (Netherlands) - the student only had to pay for travel and living expenses.

Outgoing mobility has decreased during the reporting period, its activation depends on overcoming the consequences of the Covid-19 crisis. It should be noted that in the academic years 2019/2020 and 2020/2021, a total of 5 students had applied for Erasmus+ mobility, but for various reasons (selection of the competition, restrictions of Covid-19) did not participate in it.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

In addition to the resources mentioned in Part II Chapters 3.1-3.3 regarding the material technical and infrastructure provisions the study programme also has four rooms at its disposal which are equipped as studios - three for drawing (functionally dividing one big hall of the faculty), one for painting, in which students are provided with easels, drawing tables, stage lights and other equipment. There is an adjacent room of props and a collection of plaster models. The rooms were adjusted to study needs in autumn 2020 and are more suitable for this study programme than the previously used rooms about which students often complained because of the bad ventilation. Even during the restrictions due to the pandemic introduced by the Covid-19 crises, these rooms were spacious enough to have face-to-face studies until November 2020 observing the 2 m distancing (which was acknowledged by the students). As students use different materials in the study process, then each student has two individual closets with a locker to keep them. Students are partly provided with paper necessary for works in study courses Drawing I-VII, Plein air painting I, II and Design Composition I, II.

There are separate rooms for composition, designing, perspective and ergonomics classes as well as a special room for modelling and material study classes. A studio equipped with the light table and paper perforator is available for animation courses. Students can use the laser cutter in the



study course Modelling and in the work for the diploma project. Several cameras, background screens and a set of flashes is available for students to acquire study courses Photography I and II and Basic Camerawork I and II.

To organize exhibitions and to display study works, in 2019 with the funding received from the FEPA Students' council the programme purchased the pendant system which was set up in the corridors of the second floor and the reading hall of the library in the faculty.

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The composition of the academic staff during the reporting period has increased qualitatively, because the number of assistant professors who deliver specialization courses (four new assistant professors have been elected), and stabilized because several acting lecturers have been elected in the lecturer's position. In 2014, there was no hourly-paid teaching staff employed in the programme, in 2020 there are 4 - two of them are attracted as professionals for separate study courses, two are the teaching staff with many years of work who have been acting lecturers and now deliver some study courses. Quantitatively the number of academic staff engaged in the programme has slightly decreased; it is connected with the drop in the students' number (four elected teaching staff no longer work in the programme, including one professor who has terminated his work at the UL). The assistant professor Laine Kristberga who has the doctor's degree from the Latvian Academy of Art, joined the academic staff in 2020. Ten members of the academic staff or 1/3 of the total number have the doctor's degree, 20 members have the master's degree (mainly in art), one lecturer has the bachelor's degree and the necessary work experience in the field to deliver courses in the professional bachelor's programme (see the Appendix "Basic information about the academic staff involved in the implementation of the Study field"). The above-mentioned data show that both highly qualified professionals and practitioners and the academic staff with the research capacity are involved in the development of the Study field.

The Study field and the study programme are characterised by a comparatively stable staff - many academic staff have worked for many years at the FEPA. There have been little changes in the academic staff during the reporting period and the positive feature is that the staff has been renewed. The graduates of the PBSP "Art" have joined the teaching staff, which is also part of the academic staff recruitment policy in the future.

*Table 3.12. Changes in the composition of the academic staff since 2014*

	2014	2020
Lecturers	13	10
Assistant professors	5	5
Professors, associate professors	4	5
Acting lecturers	11	5
Acting assistant professors	1	1
Acting professors	0	1
Hourly-paid lecturers	0	4
<b>Total</b>	<b>34</b>	<b>31</b>

Changes have also taken place in the composition of the academic staff involved from other FEPA departments and UL faculties – during the reporting period four academic staff have changed. Three acting lecturers or hourly-paid lecturers have stopped working in the study programme and two have joined during the reporting period. These have been slight changes in the academic staff but having a positive impact on the quality of the study process.

Majority of the academic staff are the members of Latvian (Latvian Artists' Union, Latvian Designers' Society, etc.) and international professional organizations.

As the autumn term of 2020 shows, the composition of the academic staff continues changing, two new members – graduates of the programme have joined the study programme and deliver courses.

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

The academic staff having the master's and doctor's degrees in art and design as well as pedagogy ensure the delivery of design and art courses in the study programme, and a big part of them function not only in the academic environment but work also as professionals in the field. General comprehensive courses are ensured by the academic staff who have the degree in the respective or related field of science, for example, a doctor in philosophy, psychology, education sciences, etc. All the elected academic staff in the Department of Art and Technologies have at least the master's degree in the respective sphere and the majority of them are involved in the implementation of the study programme. Two of the DAT academic staff who are involved in the implementation of the study programme have a doctor's degree in pedagogy, one member a doctor's degree in philology

(the doctoral theses was worked out interdisciplinary also in the art field), one member in philosophy, two are pretenders to the scientific degree and three are doctoral students. Experienced professionals in the fields of design and art who have master's degree in the respective science or the bachelor's degree and considerable practical work experience in the respective field are involved in delivering separate courses as the hourly-paid lecturers.

Of the faculty involved in the programme, 7 are qualified in the field of graphic design and 4 in the field of interior design or architecture. In the academic year 2020/2021, 2 more hourly-paid lecturers with the qualification of an interior designer start working in the programme.

The state language knowledge of the academic staff involved in study programme complies with the regulations about the knowledge of the state language and the order of examining the state language proficiency for performing professional duties and allows to deliver successfully any course of the study field in the state language. The English knowledge of the academic staff allows delivering separate study courses in English, already for several years the study courses attended by exchange students are delivered bilingually engaging also students from Latvia in the acquisition of the professional terminology in English.

The qualification of the academic staff involved in the implementation of the study programme complies with the attainment of the goals and objectives of the study programme. The study courses of the programme are delivered both by the elected FEPA academic staff and the invited specialists from the field (as it is anticipated in the professional programmes).

All in all, there are invariably approximately 30 academic staff (in academic year 2019 /2020 – 31), among whom there are several representatives from the field (practitioners) involved in the implementation of the programme. 32% of the academic staff involved in the implementation have the doctor's degree. The academic staff from the faculty of Humanities, the Faculty of Social Sciences, etc. are involved in delivering separate study courses. The academic staff involved from other faculties deliver study courses "Intellectual property law" and "Sustainable development and environment". Five academic staff involved in the study process from other departments or faculties have a doctor's degree in the science corresponding to the delivered course.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).**

**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).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

As the PBSP “Art” at present is the only programme in the Study field then all the information about the engagement of the academic staff in scientific research and artistic creation is provided in Part II Chapters 4.3 and 4.4. Lists with the engagement of the academic staff in projects, their publications and artistic creation during the reporting period are provided in Appendix "List of lecturers' publications, patents, and artistic creative works".

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

The cooperation of the academic staff involved in the study programme is regular. For example, there are regular department meetings in which the staff discuss issues connected with improving the study courses, the promotion of cooperation, the professional development of the academic staff, students' proposals and complaints as well as other topical issues related to the study process.

The lessons of specialized study courses are regularly organized as open lessons in which also other academic staff take place getting an insight in how colleagues monitor the study process, what methods are applied and possible connection between the study courses. The interim assessment and final assessment in the specialising study courses (e. g., Design Composition I -IV, Drawing I - VII, Painting I-V, etc.) are collegially discussed, this discussion takes place during the interim testing and final examinations - displays of students works. This gives an opportunity to change and improve operatively the content of study courses as well as the calendar plan of study courses according to the students' performance and the individual needs of each group. The cooperation of the academic staff ensures the situation that all the involved staff are informed about the creative and professional advancement of each student and competences that have to be developed. The cooperation between the interior design and graphic design modules takes place in the study course Diploma paper when students have a possibility to work on developing a joint design project (in 2020 two related diploma projects have been developed - “The small production plant as a public object” (interior design) and “The visual identity of the brewery and its integration in the interior of the bar” (graphic design)). Integrated projects is also the future goal of the study programme.

The cooperation among the academic staff takes place also organizing masterclasses in the frame of the study course (e. g., Sculpture, Graphics, etc.) during which the academic staff have the possibility to gain new knowledge and skills in other spheres of design and add to their didactic capacity.

The academic staff update regularly the content of the study courses, adjusting it to the new

requirements and trends; the courses are implemented in such a way as to prepare graduates maximum well for the professional activity. The e-study training seminars - "Improvements of the E-study environment or Moodle" organized regularly by the UL Information technology department is a useful tool. The academic staff follows the principles of the student-centred education, sharing their experience and being aware of the professional line of the study programme and the necessity to prepare students for the labour market. There is cooperation with the employers (part of employers is also the teaching staff) in order to improve the content of study courses in compliance with the employers' vision.

Thus, the reciprocal communication of the academic staff ensures the mutual compliance of the study courses in the programme, implementing the goals and objectives set by the programme. The base of the academic staff of the study programme comprises 31 lecturers. At present, there are 206 students (data on October 1, 2020) registered in the programme, respectively the student/academics ratio is appropriate and such a team of the academic staff is able to ensure the achievement of learning outcomes set in the programme and the implementation of a qualitative study process.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistical_data_on_students_in_the_study_programme.docx	Statistika_studejosie.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Compliance_of_PBSP_Art_with_the_national_education_standard.docx	Atbilstiba_VIS.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance_of_the_study_programme_with_OS_PQR.docx	Atbilstiba_PS_PKP.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping_of_study_courses.docx	Kursu_kartesana.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	PBSP_Art_plan.docx	PBSP_Maksia_plans.docx
Descriptions of the study courses/ modules	Description_of_study_courses.docx	Studiju_kursu_modulu_apraksti.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma_samples.pdf	Diplomu_paraugi.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Agreement_UL_LAA.docx	Vienosanas_LU_LMA.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Confirmation_Compensation_guarantee.docx	Rektora_apliecinajums_par_kompensaciju.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Study_Agreement.doc	Ligums_LU.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		