Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture"

Study field: Management, Administration and Management of Real Property

Experts:
1. Kaspars Šteinbergs (Chair of the Experts Group)
2. Costas Mantzalos (Secretary of the Experts Group)
3. Renata Bilbokaitė
4. Niks Ričards Goldiņš (Student Union of Latvia)
5. Ieva Kalve (Employers' Confederation of Latvia)

Summary of the Assessment of the Study Field and the Relevant Study Programmes

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There has been a positive attitude towards change – especially since the recommendation by the previous team of experts in 2021 that the Team of experts commended, but also encourage to intensify these efforts and implement changes that will add up to a better voice and identity to this unique programme which revolves within management and art and which these 2 fields must complement each other.

The Latvian Culture College (hereinafter: LCC) study field "Management, Administration and Management of Real Property" includes one 1st level (short cycle) professional higher education study programme "Organization of Culture and Art Processes". After getting acquainted with the information in SAR and other sources, as well as taking into account the information obtained during the accreditation visit, it can be concluded that this study field/programme has a strategic importance in the operation and development of the college. A clear strategy has been developed for the study field/programme, whose implementation is significantly affected by the planned merger with the Latvian Academy of Culture. The planned merger of the Latvian Academy of Culture with the College was stated during the site visit on the first session with the College's management including the Head of the College, and it is expected to be carried out in the next few years.

During the accreditation visit, a positive impression of the importance of the study field /programme and the quality of studies was gained from both the college side (management, students, academic, and general staff) and external stakeholders (graduates, employers).

The SAR documentation and other available documents show that, in general, the study field/programme is implemented in accordance with the regulatory framework (except for the issues specified in this report), Latvian policy planning documents, and the principles of the EU higher education area. The shift towards the ECTS system as commented during the visit, will also add to the programme's development as well as the programme's alignment with Internationalization, especially within the EU region.

The main positive aspects of the study field/programme:
● A study quality assurance system has been established that involves all stakeholders (students, academic staff, employers, and graduates).
● An effective study field/programme management system based on the Study Program Council, cooperation between study field, programme and specialization managers, as well as the small size of the college (in terms of number of staff and students), which ensures prompt decision-making (including in an informal environment).
● High satisfaction with the content and results of the study programme both among students and lecturers as well as among graduates and employers.
● All stakeholders are open to change to improve the study programme, courses, and teaching methods, to be involved in international projects, and to be flexible in adapting to changing needs in the labour market.
● There is a student-centred approach to teaching and learning as well as an ongoing healthy communication which goes from top management to teaching staff to students and vice versa.

However, the following negative aspects were also identified:
● The quality assurance system still needs empowerment so that students' questionnaires and evaluation processes become mandatory so that they can provide a solid and justified source of information.
● The affiliation of some specializations to the study field "Management, Administration and

Management of Real Property" is not well justified, as their content is more in line with the study field "Arts".

● A systematic approach to the funding of scientific research has not been developed, although applied and artistic research is carried out in the study field, which results from the college's participation in projects or the research or artistic activity of academic staff in study courses or in their professional activity.

● Budget funding and income from tuition fees pose a threat to the financial viability of the study field/programme, which affects the quality of the material-technical base and classroom conditions.

● International cooperation could be more active, for example, through student participation in the Erasmus program or inclusion in various international industry associations.

● The study programme needs to be further improved in order to ensure its full compliance with the professional standard, study field, regulatory framework, and modern academic and professional requirements.

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

1.1.1.
According to the Self Assessment Report (hereinafter SAR), the strategic aim of the study field "Management, Administration and Management of Real Property" is to "prepare competitive specialists in the cultural sector with balanced skills that meet future needs, promoting the educational development of the persons involved in the process into enterprising, creative, responsible, and competitive members of society." (SAR p. 13) The interaction with several stakeholder groups during the accreditation visit indicated that the aim of the study field is clearly defined and attainable.

Meetings with the College management, with members of the group responsible for the preparation of the Self-Assessment report, as well as with the head of the study field, clearly confirmed that the goal of the study field (and its only study programme) is the preparation of cultural sector specialists. Meetings with employers, graduates, students, and academic staff confirmed that, in general, the study field (and its study programme) prepares competitive cultural sector specialists with balanced skills that meet future needs.

Latvian College of Culture strategy 2021–2027 defines the vision, mission, strategic goals, and priorities of the college's development (LCC strategy 2021–2027, pp. 6-7). The meeting with the management of the college and the study field confirmed that this study field (and its programme) have an essential role in the strategic development of LCC.

The study field (and its study programme) implemented by the college is in accordance with the development trends of society and economy in Latvia, which have been outlined several times in the Sustainable Development Strategy of Latvia until 2030 and even more in the Cultural Policy Guidelines 2022-2027 "Culture State" of Latvia.

This is also stated in SAR p. 15: "(..) therefore the study programme has a large proportion of artistic creativity, which is not typical for a study field with a focus on classical management and management science." Both the SAR and the accreditation meeting with the college and study field management recognized that at least part of the study programme is more in line with the study field "Arts".

1.1.2.
A SWOT analysis has been carried out for the study field (SAR pp. 16–17), which has been taken into

account when developing the Guidelines for the Development Plan (SAR Annex 4) and the Development Plan for 2023–2027 (SER Annex 5) of the study field. The results of the SWOT analysis of the study field have been purposefully taken into account in its development plan, examining them in the context of the overall development strategy of the college. Most of the strengths, weaknesses, opportunities, and threats of the study field were highlighted in the accreditation meetings with various stakeholders.

1.1.3.
Since the study field includes only one study programme and the college as a whole is very small, its management system is quite simple. The study field (and its programme) are managed by the director of the study field and the Manager of the Department of Art Institution Management, but each specialization of the program has its own head (SAR pp. 18–19). The Study Program Council is a decision-making body for all current issues, and it is currently headed by the director of the college. During the accreditation meetings, it was possible to make sure that the management system of the study field and study programme is working effectively and purposefully, often discussing issues individually or in smaller groups (meeting with the management of LCC, meeting with the director of the study field "Management, Administration, and Management of Real Property", meeting with the academic staff).
In this way, the accreditation meeting showed that the administrative and technical staff provide all the necessary support for the implementation of the course of study, for example by organizing lecturers' internships within the Erasmus+ program, providing methodological and technical support for the use of Moodle, or maintaining the material and technical base for the implementation of creative study courses (Meeting with members of the group responsible for the preparation of Self-Assessment report, Presentations of the Moodle system, and tour in facilities; Meeting with the academic staff).

1.1.4.
The college has set up admission rules for students that are publicly available at the website for all potential applicants of interest. (https://kulturaskoledza.lv/wp-content/uploads/2023/01/LKK_Uznemsanas.noteik.2023-2024.pdf). The admissions rules are renewed each year by the College Board in accordance with the specifics of each study programme and regulatory requirements. When internal harmonization of rules has been done, the Rector of the Latvian Academy of Culture also approves them. (SAR section 2.1.4. p. 19). Students are enrolled once per academic year. Under this study field, there is only one study programme with 6 qualifications, for each qualification there are slightly different entrance exams requirements for the study programme. All of the study programmes have interviews with the creative task, but some require additional presentations or portfolio presentations. For example, specialization in Events, Theater Directing and Acting requires an interview with a creative task, letter of motivation, and presentation of a student's portfolio, but in Music Management it is required only to have an interview with a creative task and a letter of motivation. Each criterion is described at table 3 SAR section 2.1.4. p. 20. Such entrance exams allow College to evaluate students and determine if they can participate in the competition for state-funded study places. Students also have the opportunity to recognize their prior education, experience and study results. In all cases they must follow recently updated "Regulations for evaluation and recognition of competences and knowledge acquired outside formal education of in professional experience and results of studies achieved in previous education'' these regulations also are publicly available at College's website. (https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2023/03/ENG_Recognition_of_competences _acquired_in_professional_experience_outside_formal_education.pdf) College in SAR section 2.1.4. p.21 has indicated that within the last 3 years, 11 students have successfully recognized their previous education or experience and 11 students have successfully recognized study results

obtained during ERASMUS+ mobility. During the site interviews all students confirmed that they are aware of such opportunities, but some mentioned that they did not attend ERASMUS+ mobility because they were afraid that they will lose the semester or study year because they will not be able to recognize the credit points (CP) acquired. Annex 17. List of Cooperation agreements indicates abundance of places where students can attend ERASMUS+ mobility. This is a clear indication that College can foster a great amount of outgoing mobility for students. The experts team would like to highlight this as an opportunity for college to communicate better with students how Erasmus mobility and recognition of CP are working. Experts conclude that systems for recognition of previous knowledge and skills are logical and working properly but can be communicated more with students.

1.1.5.
The College has developed a publicly available document of "Examination regulations" (https://kulturaskoledza.lv/wp-content/uploads/2023/01/LKK_Parbaudijumu.nolikums-1.pdf) which describes each form of potential examination and describes responsibilities and rights of students and academic staff members regarding evaluation. In general, students are marked in a 10 points system. The main forms of examination of students' knowledge at college are oral, written exams or tests at the end of each study subject. Students also have midterm examinations, tasks in practical lessons, defense of course works, projects etc. based on the document and SAR section 2.1.5. p.23 and site visit. Regarding specific criteria and requirements for passing each study course are described in greater detail in each specific study course description. Students also have the right to write appeals. Each appeal is resolved individually based on the content of the appeal. Study works are evaluated by at least two lecturers (double grading), also confirmed by students during the interviews. Everyday study works like tests are being evaluated by one lecturer. Study courses are divided into mandatory and elective parts which are specific for each specialization. Under these courses, students can learn a more practical approach towards industry under the supervision of professionals. (SAR section 2.1.5. p.24.) Term papers for students are revised by the supervisor and reviewer and qualification works are being assessed with the defense commission. (SAR section 2.1.5. p.23.) All obtained grades are electronically available at e-learning system or LUIS system. Based on provided information and site visit students are informed about their evaluation criteria and the system as a whole. Procedures are relevant and help to achieve study programme learning outcomes.

1.1.6.
The College has created a Code of Ethics that is publicly available in Latvian language (https://kulturaskoledza.lv/wp-content/uploads/2014/11/Etikas-kodekss_2019.pdf). Second chapter in Code is designated to describe principles for students and the third for academic staff principles in academic integrity. Students firstly are introduced to higher education ethics and academic integrity in the study course "Introduction to studies" (SAR section 2.1.6. p.25.). To ensure that all course works, and the thesis submitted by students are original works, students must sign on the documentary page of the thesis that the thesis has been developed independently and afterwards they are being checked with anti-plagiarism tools. College has a cooperation agreement with the University of Latvia to use the university's anti-plagiarism system. (SAR section 2.1.6. p. 26) Students, Academic staff members are informed about academic integrity principles. In case of any violations, the College has an Ethics Commission that is responsible to resolve such matters.

Conclusions on this set of criteria, by specifying strengths and weaknesses

In general, the study field "Management, Administration and Management of Real Property" (with its only study programme "Organization of Culture and Art Processes") has a strategic meaning in the

operation of the college. Despite its weaknesses and threats, the college and study field management work to develop strengths and capitalize on opportunities. The study field and the programme are improved, taking into account the recommendations of students, graduates, academic staff, and industry. However, the closer correspondence of part of the study programme to the study field "Arts" than "Management, Administration and Management of Real Property" can be considered a factor hindering the development.

College have created a system for admission of students, and admission rules are being updated each year according to the national legislation and needs of college to seek the best candidates for the study programme. Students have the opportunity to recognize their previously acquired education, and professional experience. Such procedure is publicly available on the website of the College. These procedures are logical and stakeholders are informed about them, nevertheless, the expert team would like to highlight the need to encourage and inform students about recognition procedures, so they would feel free to attend Erasmus+ mobility more. Methods and procedures to assess achievements and evaluate students are clearly defined and meet the need to track progress of how well study programme goals are achieved. The college has established the principles of academic integrity, which are publicly available and introduced to students at the beginning of their studies. Mechanisms for integrity observance and effective anti-plagiarism tools are in place and being resolved by College's ethics commission.

Strengths:
1) The study field is relatively small (only one programme, a small number of students), which allows informal and efficient decision-making.
2) The study field has strategic importance for the operation and development of the college.

Weaknesses:
1) Students should be informed more about recognition of acquired education, so they would feel safer to attend Erasmus mobility.
2) A significant part of the study programme is more relevant to the study field "Arts" than "Management, Administration and Management of Real Property".

1.2. Efficiency of the Internal Quality Assurance System

Analysis

1.2.1.
LCC has developed a Quality Management Manual and Quality Management Policy, which are publicly available on the college's website: https://kulturaskoledza.lv/par-koledzu/normativie-dokumenti/. Meetings, for example, with the college management or with members of the group responsible for the preparation of a Self-Assessment report, convinced of their implementation in practice.
However, these meetings showed that quality assurance is still in the development stage and not systematic in all matters. This applies, for example, to the participation of students in the assessment of the quality of studies (Meeting with academic staff, meeting with students) or the approach of lecturers to the improvement of courses (Meeting with academic staff).

1.2.2.
According to SAR (pp. 28–29), "Organization of Culture and Art Processes," the only study programme in the study field, is regularly evaluated and developed. For example, in the fall semester of 2022, significant changes were made to the specialization courses, taking into account the recommendations of industry representatives (SAR p. 29).
During the meetings, experts were convinced that students and graduates, academic staff, and

employers are involved in procedures of the development and review of the study programme. Considering the small size of the college and the study programme (including the number of students and staff), the evaluation and development of the study programme are often carried out in formal and informal mutual discussions, thus providing an effective feedback mechanism. Moreover, such procedures include surveys as well, for example in specific study courses or at the end of the semester, and defending practices. However, in general, peer-to-peer discussions were found to be the most effective way to review and develop the curriculum, as they provide immediate feedback for analyzing problems and making changes. (Meeting with academic staff, meeting with students, Meeting with members of the group responsible for the preparation of the Self-Assessment report).

1.2.3.

There is a formal Quality Assurance procedure that is implemented and followed as part of the annual evaluation process. However, during the meetings, it was also found out that students have the opportunity to give feedback to every teacher of Management representatives because the community is very small, but not all of them know about it. Also, there has been started to analyze students' feedback at the institutional level. According to the opinion of students - during the experts 2-day on-site visit - or their complaints, mostly changes were made, especially talking about practical workshops or skill training activities where students play an important role by choosing thematic area or exercise content according to personal interests. Still, there is no evidence of any records of what kind of changes has been made, the expert group did not have access to such information.

1.2.4.

During the meetings, experts found out that the statistical data of quality assurance aspects are in the start position and beginning processes. The accreditation report presents data according to the accreditation period - analysis of the last three study years (2019/2020, 2020/2021 and 2021/2022, Appendix 10). There was also found out that the teaching staff during the experts' visit told that they are not all sure, did not remember concretely, what was changed in the programme to strengthen quality; the same was with social partners - no one of them remembered what kind of suggestions they gave to Managers of the programme and did not receive information about the changes made. Similarly, all meeting participants confirmed that they were not included in self-assessment of the programme.

All the processes of providing feedback, including from students, graduates and employers, should be improved because - the surveys should be regular every year or every second year, the analysis should be discussed and used for improving actions, the changes that have been made should be discussed with students, graduates and employers.

1.2.5.

Information about the study programme is available on the college website here: https://kulturaskoledza.lv/studiju-programmas/. The page contains general information about the study programme, duration and scope of studies, admission requirements, content of the study program, specializations, and employment opportunities after graduation. The accreditation term of the previous programme and the name of the programme applied for accreditation are also specified. The information corresponds to what is published in official registers (VIIS and E-platform).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The college has developed Quality management guidelines and a Quality management policy, which are also taken into account in the implementation of the study field. To ensure the quality of studies,

the opinions of various stakeholders—students, graduates, academic staff, and employers—are taken into account. However, the study quality assurance policy is currently only being implemented in practice and is not applied systematically in all situations. Given the small size of the college and the study field (e.g., in terms of programmes, students, and staff), less formal approaches such as peer discussions and debriefings are more often used to ensure the quality of studies. For the most part, such methods are quite effective in providing fast feedback mechanisms.

Strengths:
1) There is a good start to creating a Quality assurance system - the main procedures are prepared (Quality Manual), questionnaires, and first feedback of students and other stakeholders.
2) Active involvement of the management of the college and study field in the quality assurance processes of studies.

Weaknesses:
1) The study quality assurance process is not completely systematic; for example, the surveys of students, academic staff, graduates, and employers are incompletely conducted, and the involvement of stakeholders in the analysis of their results and the improvement of study quality is insufficient.

Assessment of the requirement [1]

1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

Assessment of compliance: Partially compliant

A study quality assurance system has been established and is being implemented at the college, but it does not take place in a systematic way, and some of its elements are not fully implemented (for example, student surveys and employer involvement).

2 1.1 - The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

Assessment of compliance: Partially compliant

College has established Quality policy and assurance processes and procedures, written in Quality Manual (SAR, 10) where notices are responsible bodies and personalities for quality. There is some evidence that the PDCA circle is working (SAR, Annex 3), but still in progress: there were no protocols or any other kind of records that prove PDCA circle's existence (during meeting staff was asked to show records or any other evidence what kind of improvement were made in different processes. The pieces of evidence were not shown to experts).

3 1.2 - A mechanism for the development 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.

Assessment of compliance: Partially compliant

There is a responsible organ for mechanism of development and internal approval of the study programmes: "Council of Study Programs". Also, there is document for this process "Procedure for the development, approval and
update of study programs" of the Latvian College of
Culture at LAC. (SAR, p. 12). The study improvement actions and changes were made too (SAR, p. 29-30).

But all the procedures and changes are new beginning processes and should be continued in future that could become part of quality culture.

4 1.3 - 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 published.

   Assessment of compliance: Fully compliant

   Starting each study subject students are introduced with criteria for successful passing of each study subject methods of evaluating students and more detailed information is available in study course descriptions, if necessary.

5 1.4 - Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

   Assessment of compliance: Partially compliant

   3 years ago, there was an approved Personal policy (SAR, 12). There are procedures very common to any Higher education school, electing personal to academic positions (SAR, p. 42). The evaluation of academic staff qualifications takes place 1) cyclically - before the election to the academic post and at the end of the election period; 2) annually (p. 43).
   But during the experts' visit there was no evidence that the Study programme or College put effort into concrete competence development – such as English language courses (long term courses).

6 1.5 - 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.

   Assessment of compliance: Partially compliant

   The analysis of SAR documents and what was discussed during the accreditation visits showed that some data and information is not collected completely (for example, efficiency of the work of the academic staff) or their systematic analysis is not carried out (e.g., satisfaction of the students with the study programme)

7 1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

   Assessment of compliance: Fully compliant

   The analysis of SAR documents and the findings of the accreditation visits showed that the study programme and its study courses are regularly improved taking into account the opinions of students, the evaluation of graduates, or the suggestions of employers. This is a continuing development for the improvement of the study programme and its human and physical resources.

1.3. Resources and Provision of the Study Field

Analysis

1.3.1.
Latvian College of Culture (LCC) financial resources and main income sources are state-funded budget and tuition fees, there are also smaller positions such as income from organizing courses and seminars, revenue from structural funds etc. (SAR section 2.3.1. p. 34) Study programme director

together with accountants and all involved structural units are planning a study programme budget. The proposed budget is supervised by the rector and financial director of Latvian Academy of Culture (hereinafter - LAC). Expenses are divided into 5 large groups all the exact costs at 2022 are indicated in SAR section 2.3.1. page 35. 60% of the whole college budget is allocated for the study field "Management, Administration and Management of Real Property" and to the study programme. During 2022 only 32 000 EUR were allocated to applied research, artistic creativity, and scientific research. Furthermore, SAR section 2.3.1. p. 35 indicates that research activities are being sponsored by Erasmus+ programme funds. In order to obtain additional funds for research and artistic creation, the College tries to submit local projects to the Riga City Council or Culture Capital fund etc. Such an approach cannot ensure the continuity of artistic creation and research activities in the future. System for calculating and allocating financial resources to ensure study programme is set in place and is effectively working to determine the cost per student. Additionally in College students have the opportunity to attend study courses outside the curriculum of their free choosing or repeat study courses that they have already finished without any charge. This was also confirmed during the site interviews with students. Although such an approach seems very generous to students and outside attendants, but this is also an opportunity for the college to get additional income. Experts would like to suggest that these courses that students want to repeat or learn additionally should have at least a small fee, so the college could profit from it.

1.3.2.
In 2022 College concluded that the average cost per student at the study programme "Organization of Culture and Art Processes" was 2282 EUR. The current admission fee is set at 1600 EUR, so currently for each student studying for a fee college is working with losses. SAR section 2.3.1. indicates that the deficit is covered by redistributing the budget revenues of the "Contemporary Dance" study programme. Experts conclude that study programme fees have to be raised for the study programme implementation in the future. Currently, the study programme is not sustainable and requires large fund redistribution. The College has premises of 3000 square meters including lecture halls, an event hall with a stage, a library, a photo, and sound recording studio, a music studio and a basement for creative work. Two auditoriums are fully equipped to enable the remote study process and can be used to create materials for distance learning. Experts would also like to address the issue of the college premises and express the need for renovations. While the experts team appreciates the efforts put into maintaining the premises, it is evident that the current conditions are not conducive to a pleasant study environment. Considering the importance of a comfortable and inspiring setting for academic pursuits especially for artistic creation, renovations must be undertaken to ensure an enjoyable and productive study process for all students. Nevertheless, students indicated that the College has been very open to change and update study spaces together with students. Also during the site visit experts witnessed premises that have been decorated only by students or with the involvement of students. Students have access to 30 computers equipped with the necessary software to work with visual and audio materials. All of the programmes available are enough for students to finish all their tasks. Students have indicated that even some of the licenses are available for them on their personal computers, so they were very fond of the opportunities for software programmes. For the learning process, 3 different photo cameras with different and adjustable accessories also are available for creating visual content. Academic staff/ students can suggest purchasing necessary materials, but based on the site interviews experts conclude that all requests for new material-technical support are more informal than formal, everything is resolved at the individual level of each request.

1.3.3.
The College has a library that is available for students and academic staff members. Additionally, students, if necessary, also have access to other libraries in cooperation with the Latvian Academy

of Culture, the Latvian National Library, the Library of the University of Latvia and other libraries. Total inventory resources at the library are close to 8000 items. They cover not only study process materials but also materials for industry specialization. Library resources that are available on-site to students are enough to ensure the implementation of the study programme and respective study field. Study programme director, lecturers and students can suggest buying new materials for the library. In the library, students have access to previous student's qualification and study works. Each suggestion is evaluated by the library's collection commission. SAR section 2.3.3. p.39. indicates that the library's collection is supplemented every year. Students have remote access to databases that are beneficial for obtaining information and writing their thesis. All materials that are available for the students meet the needs of the study field.

1.3.4.
Study field only during the last three years has undergone changes to use more e-studies environment. In 2020 College developed a methodology for lecturers on how to use Moodle system (SAR section 2.3.4. p.41). The Ministry of Culture is funding MS teams licences for college in case of remote lecturers to happen remotely. College also has 4 ZOOM licences. Previously College was able to carry out thesis defence and qualification examinations remotely using both tools. During the site interviews staff members and students indicated that they can use e-environment tools, but there still are some study courses which are more practically oriented that does not use the Moodle system that much. Experts team would like to emphasise that even though this is a professional study programme with a lot of practical learning, it does not exclude the need for high quality theoretical methodological material coverage in each study course, that has to be available to each student before starting practical learning. All study courses should contain some literature and materials for the theoretical part of the subject.

1.3.5.
The procedures of attracting qualified teaching staff are defined in College (College Board is responsible for results – procedure, election, and quality of personal) according to national and international law: there is a prepared document "Regulations on academic and administrative positions'' and approved by College Board and approved by the Senate of LAC. This document determines the procedures of long-term academic staff positions. The College publishes all possible (vacant) academic positions on the website and national newspaper (SAR, p. 42). All academic positions (professor, lector) are described and there are clear requirements for them. There is a possibility to work as professor or lecturer without a scientific degree, the person should have sufficient practical work experience corresponding to the subject (regulatory document "Regulations on academic and administrative positions") also, there are procedures and requirements for these positions too (SAR, p. 42).
During the 2-day site visit, experts found out that during the last years there were new academic staff members involved in short-term contracts, because there is no possibility to offer more academic subjects in the programme. Experts rate this good way to attract academics and practitioners.

1.3.6.
All academic positions (professor, lector) are described in the documents and there are clear requirements for them. Both – PhD with scientific degree and without having scientific degree can have a professor's position, the main difference is results in the field: if the participant has PhD, his results should be more located in a scientific area (publications, scientific projects, artistic works) and if the person does not have PhD, his works should be based on activities in practice (SAR, p. 42). The college has appropriate improvement measures for academic staff. According to SER (p. 43), the evaluation of the qualification and quality of work of the academic staff is based on 3 indicators -

study work, scientific research activity and artistic creative activity: looking at the results before election, after election and annually.

Composition of the academic staff is relatively stable and experienced, as 11 lecturers, i.e. 72.72% of the academic staff, worked in the College already during the previous evaluation period. The lecturers elected in 2023 are experienced professionals well known in the cultural sector; the study courses taught by them have already received positive evaluations in student surveys (SAR, p. 49). The College is oriented to quality and students give feedback about new lectures.

The College created opportunities to participate in professional development events organized in cooperation with other universities and institutions - during 2019 till there were 6 seminars and about 9-10 lecturers participated in them (SAR, p. 46-47); also, 11 College lecturers were able to improve their English language skills within the framework of the ESF project "Effectiveness of management of the Latvian Academy of Culture and the Latvian College of Culture and modernization of the study process" (SAR, p. 47); In the 2022/2023 academic year, academic staff have the opportunity to participate in continuing education programmes and master classes (SAR, p. 47).

During the meetings, experts found out that students tet-a-tet have a chance to give feedback to lectures and they assure that most lectures change the curriculum, or exercise, or practical work; also lectures confirmed that there were various life-long learning courses in College, but they did not have possibility to improve didactical competences.

1.3.7.

According to SAR (p. 48), the academic workload is divided in three areas - the specified number of contact hours in the study course to be taught in accordance with the curricula of the study programme; managing, advising, reviewing, and evaluating student works; participation in creative projects and research. Lots of administrative staff are working additionally as lecturers too (SAR, table 8, p. 43-46). There is an issue with having full time academic staff because the number of students is low and there is no possibility to assure enough subjects to teach – this leads to the domination of part-time employees and a lack of artistic or scientific activities.

During the meetings, experts found out that the academic staff is not satisfied with load because there are low numbers of disciplines and students; also the staff assured that there is enormous work with students and they are oriented to the study process and because of many of them are working in practice field there are no possibilities to do any research work. The College leaders (managers) also confirmed that they face an issue that there is not enough finances to motivate lecturers and professors for scientific work and this activity has a small number of projects (8 projects, Annex 15) for that case.

1.3.8.

One of the Quality Assurance in the study process actions is student-centered approach and providing support to students – open communication and information availability in the Studies section, support of specialization leaders and lecturers as mentors, gathering events for students, support for Student Council events and a joint creative process (SAR, p. 27); support activities for students are created with the aim of providing an empathetic and inclusive study environment, developing and improving the range of career development services, creating the opportunity to realize creative challenges, as well as ensuring participation in decision-making and quality management processes (SAR, p. 50); students have supervisors and student mentors, career support by traineeships and lectures' consultancy (SAR, p. 50); support for part-time students is realized by WhatsApp group where the head of the specialization provides answers to questions within his competence or informs the head of the department, and the director of the program, about possible problem situations deputy in study work (SAR, p. 51); there were specially adapted places for students with disabilities, however this is not enough, as some physical resources are still

not suitable for people with physical disabilities. There is an effort to create a culture of inclusion (meetings with staff and students to inform about the exact case) (SAR, p. 51).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The College has established a system to determine and redistribute financial resources needed for the study field and respective study programme. Currently, the study programme is not profitable, and College is running on tight budget and redistributing financial resources to ensure the continuity of the study programme. Artistic creation and research activities are receiving a very small portion of the budget. Infrastructure and resources for the implementation of the study field and study programme are determined, currently, available resources are at the disposal of students and staff members. But premises in the College should seek renovation to raise the quality of the study process. Procedures to obtain new infrastructure or material resources are rather informal and are evaluated individually more than following a centralized approach. Library resources are available to students, some of them can be classified as outdated, but students were very fond of how helpful library personnel are to find materials that they need in other libraries. Information and communication technologies are relatively new to the study programme and more theoretical information can be included in the Moodle system, especially for the practical study courses.

Strengths:
1) College is working together with students to furnish the premises to student liking.
2) College is student-oriented and supports students in study processes by flexibility of subject curriculum, possibility to change exercises, mentor and consultant work provided by academic, management and administrative staff.
3) There is a good start to using Moodle platform because students have the possibility to have access to study material at any time.

Weaknesses:
1) Study programme with current conditions are not financially profitable and and can not ensure continuity in the future.
2 Premises should be kept updated, evaluated, and renewed when needed.
3) Not all study courses are fully utilizing Moodle and other remote learning tool functionalities.
4) Part of the literature in the Library can be considered outdated for the industry.

1.4. Scientific Research and Artistic Creation

Analysis

1.4.1.
As stated in the SAR (section 2.4, pp. 52-63), and after the 2-day site visit with various group of professionals ranging from the top management to teaching staff to students/alumni and stakeholders, there is a strong and evident involvement of the study program as well as the College itself in engaging in applied research and artistic creation. As also stated in the SAR scientific research is more limited since it is financially constrained due to the status of the institution which is not registered as a scientific one. Nevertheless, the College seeks various other sources to receive funding towards research and or artistic creation.
Interestingly the College encourages both students as well as academic faculty to get involved in research and artistic creation and the study programme is structured in such a way that students and staff have to engage in research and artistic creation as part of their study pathway. The activity of scientific and applied research and artistic creativity in the College is organized in accordance with the strategic goal of the College and this is to prepare competitive specialists in the cultural

sector, ensuring an integrated study process in the working environment and supporting the creative potential of students.

Furthermore, the study programme is structured in such a way so that the students can get involved in practical research and artistic creation projects, as it requires them to conduct research in the process of developing both Term Paper and Qualification Paper, studying statistical data in the field of culture, problematic issues of the professional activity of the industry, current trends, by conducting surveys.

1.4.2.

As stated in the SAR (section 2.4, pp. 52-63) and as received during the 2-day site visit, the main strategic goal of the college's study program is the acquisition of balanced skills to meet future needs. This ensures a healthy relationship between academic teaching staff and industry professionals to liaise within the program's structure and to provide students' trends development in the field of culture.

Research and specifically Applied Research is embedded in the teaching methodology of the programme structure through a dedicated course in research methodology as well as through various practical courses in the curriculum which run in cooperation with the creative industry of Latvia. Students are also engaging in research and artistic creation as part of their studies through the completion of 'term papers' and 'qualification papers'.

The SAR (section 2.4, pp. 54-55) lists a number of research projects which were implemented so far and which were funded by the EU – the Lifelong Learning programme and the Erasmus+ programme - such as the "GOOD DEEDS" project and the ongoing EU solidarity project "Together we are Strong".

1.4.3.

As described in the SAR (section 2.4.4, pp. 58-60) and after the 2-day site visit, the College's precondition for its development lies within the international scientific cooperation. It is quite evident from the literature in the SAR that the College has an active and ongoing cooperation with various institutions throughout the EU as well as other countries such as Norway, Turkey and Israel.

In the period from 2020 to 2022, the teaching staff of the College participated in 14 conferences, 8 international projects, presented 12 reports at conferences, and published 7 scientific publications.

The academic staff of the College participated in 23 artistic creation projects, 14 creative workshop projects.

Since 2022 the College has planned the international cooperation network in the field of artistic creation – which relates directly to the study programme – and has invited internationally acclaimed artists to engage in a series of workshops that will be implemented as part of the practical classes of students and which will provide a valuable experience for both students and staff. This activity proved to inspire students and gave them the opportunity to practically participate in the most important events of the cultural sector, gaining experience under the guidance of their teachers and mentors as documented in the SAR (section 2.4.4, p. 60)

1.4.4.

Both after getting acquainted with the documents submitted for accreditation and with the results and recommendations of the previous accreditation, as well as in conversations with the administration and staff, it was found that there are still significant gaps in the research work, at the same time it should be noted that the applied research and artistic creations and creative expressions are well developed and receive the moral support of the administration. Material support (additional remuneration or similar is not provided).

As a positive aspect, the motivation of teaching staff in these creative processes, their readiness and ability to interest and involve students as well, should be noted.

1.4.5.

Both from the accreditation documents, as well as the additionally submitted student works and conversations with students and graduates during the visit, it became evident to the team of experts that students are involved (and are willingly involved) in applied research and artistic creation both within the study process and outside of it by voluntarily organizing and leading various events. The students are involved and this part of the study process (involvement in the applied research and artistic creation) may be considered as well-organized and efficient.

Unfortunately, during the visit, it was not possible to obtain convincing evidence of scientific activities related to the study process. In students' final theses, the volume of theory and scientific research is also minimal, they have a distinctly practical orientation.

1.4.6.

Both by getting acquainted with the accreditation materials and during the visit, the team of experts were convinced that the teaching staff are practitioners familiar with their field and present professional news. During the Covid-19 pandemic, the College has successfully integrated remote solutions and improved the IT skills of both teaching staff and students - resources in electronic form are used significantly more than before, which can be evaluated positively.

At the same time, it should be noted that no special trainings are organized to improve pedagogical skills or inform about innovations in this field - each teaching staff basically works the way they know how and with the methods they know.

Conclusions on this set of criteria, by specifying strengths and weaknesses

It became evident that the college mainly supports artistic creation and the involvement of teaching staff as well as students of the study field and the study programme are constantly involved with the creative industry of Riga.

However, both the teaching staff themselves are little involved in research work and, accordingly, and also the students are less interested and motivated in it.

Strengths:
1) Strong support among all levels of management towards the study field and study programme.
2) Positive attitude of teaching staff as well as students to engage in applied research/activity through projects with the industry
3) Over the last few years, both the university's IT systems and the computer skills of teaching staff and students have been improved, thus more current materials are available and used in electronic form for both research as well as artistic creation.

Weaknesses:
1) Lack of scientific/academic research by teaching staff which could be extended to students too, as opposed to applied research and artistic practice.

Assessment of the requirement [2]

1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

   Assessment of compliance: Partially compliant

   Evidence of artistic creation among the visiting/practising teaching staff is strong, however there is not enough evidence in scientific or rather academic research in the fields of the arts as well as the field of management from the members of the academic body. Further effort to be made in establishing a strategy for more academic research in these 2 fields of management and

culture.

1.5. Cooperation and Internationalisation

Analysis

1.5.1.
The college has carefully and for many years formed a base of cooperation partners (partly made up of graduates, which can be evaluated particularly positively). The fact that a significant part of the teaching staff are industry practitioners who cooperate with the college in the implementation of specific study courses is also positive.

It's true, in conversations with employers, it was clarified that they especially value the practical skills of students and graduates (what they can do), but not knowledge in general (it was even said that a diploma is not important) and theoretical/scientific baggage. Therefore, it can be said that the college responds well to the demand of the labor market, but there are shortcomings in the research activity.

During the meeting with the graduates, the thought was also raised - Why would I need to study something else, I know everything I need for my job!

1.5.2.
The cooperation between the College with other international institutions (both academic and artistic) is evident from the SAR (section 2.4.3, p. 55) After the 2-day site visit, it became evident through the discussions with the top management as well as the teaching staff that the college gives emphasis on the academic staff experience with international institutions and the transfer of expertise and knowledge to the study program and its students. The SAR (p. 55) states that the experience gained from such cooperation is an 'important driving force for achieving the strategic goal of the College's study direction – competitively preparing specialists in the field of culture'.

This cooperation with various international institutions and stakeholders is made possible through joint projects such as TEAM-STAR (SAR, p.60) and or through scientific conferences (mainly dealing with digitalization, digital literacy, and the digital culture).

Although Annex 17 shows 58 academic cooperation partners and 17 universities with whom Erasmus+ exchange agreements have been concluded, in fact, international cooperation is rather episodic and only with some of these partners. It is not clear for what purpose and how everything else in these lists is or will be used.

1.5.3.
The college offers study programs only in Latvian language and no changes are planned in the near future, which means that it is not possible to attract foreign students for regular studies or as part of the Erasmus+ exchange. College teaching staff and students sometimes use Erasmus+ opportunities for outgoing mobility, but these cases are not frequent, although the positive thing is that interest and participation have been increasing in recent years. In addition, the involvement of the college in various international projects, which provide opportunities for exchange of experience and establishment of contacts, should be noted positively.

International cooperation is limited both by the fact that a large part of the teaching staff are not full-time employees of the college, and also by the fact that some students are working and cannot go on long-term Erasmus+ exchanges.

A great opportunity for both college employees and students could be the Erasmus+ novelty - the short/intensive Erasmus+ programmes. During the 2-day site visit in the discussion with the College's higher management, it became evident that the College will be adopting the Bologna Process and all its study fields and study programmes will follow the European Credit Transfer System. This will definitely open up more opportunities for staff and students' mobility.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Historically, very good cooperation with practice partners and employers has been established, this was confirmed both by various meetings during the 2-day site visit, and by the list in Annex 17 with 181 cooperation partners - Latvian employers and event organizers of various types and sizes, including both private and state and municipal and non-governmental organizations.

The study field and the study programme have made great leaps in becoming more international by engaging with various EU and other International institutions and by mobilizing staff and teachers for outgoing as well as incoming purposes.

But such restrictions as the language of study is only Latvian and a large part of the teaching staff are not full-time employees, as well as the employment of students do not allow free and fast development of international cooperation.

Strengths:
1) Many stable and long-term partners - practice, and employer organizations. The college has a good reputation in the Latvian job and event market.
2) The commitment to shift the study programme towards the ECTS system and the Bologna process is to add to the international profile.
3) The growing outgoing mobility in recent years helps to accumulate experience and contacts that will be useful in the future.

Weaknesses:
1) Further and more exposure with many other institutions/industries throughout the EU needs to be established.
2) Latvian as the only language of study excludes the mobility of incoming students.

Assessment of the requirement [3]

1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

Assessment of compliance: Partially compliant

Very good cooperation with various types of partners in Latvia, who trust the college and highly value the practical skills of both students and graduates. Cooperation at the international level is rather fragmentary, which is also related to the fact that the study programme is implemented only in Latvian language, which does not give the opportunity to admit Erasmus+ exchange students

1.6. Implementation of the Recommendations Received During the Previous Assessment Procedures

Analysis

1.6.1.
In the previous accreditation procedure, the expert group developed 14 recommendations for the study field and 11 for the study programme. According to the SAR and its Annex 21, it is evident that out of the 25 recommendations of the previous team of experts, 18 have been carried out, whereas the other 7 were partially fulfilled and are currently being carried out. During the 2-day site visit it also became evident from the presentations by the College higher Management that the college is at a stage for great change with the shifting towards the Latvian Academy of Culture.

When evaluating the implementation of the recommendations of the previous accreditation experts, one can agree with the list of recommendations that have been fully or partially implemented in

Appendix 21 of the SAR.

Recommendation 4 of the Study Field: "To analyze the content of each specialization and to make sure that each specialization complies with the qualification," is partially implemented. The non-compliance of programs and specializations with the professional standard is analyzed in Chapter 2 of this Joint report.

Recommendation 8 of the Study Field: "To develop a strategy for research development that would include a system for financing scientific research," has been partially implemented. As already indicated in Chapter 1.3 of this Report, applied and artistic research is carried out in the direction of studies, but the functioning system that would ensure the financing of scientific research has not been established.

Recommendation 11 of the Study Field: "To implement a system for improvement of English language skills of the teaching staff." is partially implemented. Human resource management is very important at this College because it is the main resource. The Top Management recognizes it, but mostly are in the planning stage: during the experts' visit there was found out that lectures' did not participate in professional development courses organized by the College, because the supply is very small; also, in the SAR (annex 21), it is written that recommendation "to regularly provide the teaching staff with possibilities to develop their pedagogical skills in seminars, training, etc." was carried out, but during the visit experts identified that only several steps were done to this side (small number of lectures go via Erasmus program, there were no possibilities for English courses; lectures did not have any current didactic seminars or courses, they participate in various events and activities related to their professional field, but not studying how to teach students). According to this, the recommendation of previous experts "To implement a system for improvement of English language skills of the teaching staff" is correlated to Human resource management issues—to ensure the raising of the qualification of lectures because it is a crucial key to international scientific and artistic work and cooperations with outside institutions.

Recommendation 12 of the Study Field: "To consider involvement in the professional international networks and active participation in them," is partially implemented, as it was analyzed in Section 1.5 of this Report as well. However, it can be agreed that the full implementation of this recommendation will be ensured by the conclusion of the merger process with the Latvian Academy of Culture.

Recommendation 14 of the Study Field: "To develop a clear strategy regarding the premises. The strategy should be developed by the owner of the building in collaboration with the College and the Ministry of Culture," is partially implemented, as it was analyzed in Section 1.3 of this Report as well.

Recommendation 5 of the Study Programme: "1 CP courses could be incorporated into larger modules." is partially implemented, as it was analyzed in Section 2 of this Report as well.

Recommendation 9 of the Study Programme: "To analyze the content of specializations and decide whether it would be possible to consolidate some of them, i.e., photo and video production and multimedia production," is partially implemented, as it was analyzed in Section 2 of this Report as well. The number of students in some specializations between this and the previous accreditation shows the need for such consolidation.

Conclusions on this set of criteria, by specifying strengths and weaknesses

It became evident that there is a positive attitude towards change and progression of the study field and study programme and this change needs to be intensified.

Strengths:
1) Positive attitude towards making change.
2) The integration of the College into the Latvian Academy of Culture.

Weaknesses:
1) Still an unclear identity of the study programme which needs to raise a stronger voice, especially for the 2 main fields that it serves which are management and art/culture.
2) More serious attention to Human resource management should be taken - there is a need to invest in lecturers' didactic competencies and research competencies.

Assessment of the requirement [4]

1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

   Assessment of compliance: Partially compliant

   According to the SAR and its Annex 21, it is evident that out of the 25 recommendations of the previous team of experts, 18 have been carried out, whereas the other 7 were partially fulfilled and are currently being carried out. These partially unimplemented recommendations are significant and are also reflected in this Report.

1.7. Recommendations for the Study Field

Short-term recommendations

1) Each year or semester inform all students in a unified way about the opportunity to recognize their credit points and study results after ERASMUS mobility, to encourage outgoing mobility.

Long-term recommendations

1) To evaluate the specializations of the study programme so that those that are less in line with the study field "Management, Administration, and Management of Real Property" are included in a new study programme that corresponds to the study field "Arts".

2)Continuous updating and upkeep of physical resources need to be implemented

3) Add to all practical study courses theoretical materials that are available to students through the Moodle system.

4) Renew library resources so they are up to date.

5) An additional inclusion of another European language may add towards increasing the incoming mobility.

6) Increase the staff training programme with more pedagogical skills to include among others teaching methodologies etc.

II - "Organization of Culture and Art Processes" ASSESSMENT

II - "Organization of Culture and Art Processes" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1.
The only study programme in the study field "Management, Administration, and Management of Real Property" at the college is "Organization of Culture and Art Processes". The strategic aim of this

study field is to "prepare competitive specialists in the cultural sector with balanced skills that meet future needs, promoting the educational development of the persons involved in the process into enterprising, creative, responsible, and competitive members of society." (SAR p. 13) Thus, it can be concluded that this study programme fully corresponds to the strategic aim of the study field.

The study programme includes the following specializations: "Event, theater directing, and acting", "Event production", "Technical production of events", "Music management", "Photo and video production," and "Digital content production" (SAR p. 14), which students choose when applying for studies. Therefore, it is important to point out that the specialization "Event, theater directing, and acting" in essence corresponds less to the study field "Management, Administration, and Management of Real Property" than to the study field "Arts". This is also indicated in SAR p. 78: "However, taking into account the proportion of creative elements in the specialization "Event, theater directing, and acting" (..), a creation of a new study program "Contemporary stage art" (draft title) is being considered in the study field "Art", which in essence corresponds to this specialization."

2.1.2.

The name of the study programme is "Organization of Culture and Art Processes," and its education classification code is 41345, which corresponds to the type of education programme: first-level professional higher education (fourth-level professional qualification), and the group of education programmes - Management and administration, according to Cabinet Regulation No. 322, "Regulations on the classification of education in Latvia".

The goal of the study programme is to "prepare modernly educated, professionally competent, and competitive cultural work specialists (cultural methodologists, cultural project managers, cultural event organizers and managers, technical producers of events, festival and event directors, managers of interest groups) for the organization of cultural and artistic processes in state and local government institutions, creative industry companies, and nongovernmental organizations, which are motivated to engage in innovative creativity and are able to operate in a rapidly changing socio-economic environment." (SAR p. 74). To achieve the goal, eight tasks and seven achievable results have been set (SAR p. 75). Analyzing them, it can be concluded that they correspond to the knowledge, skills, and competences defined at level 5 of The Latvian Qualifications Framework (LQF).

As a result of studying, the qualification of the Specialist in Cultural Affairs is awarded. Its professional standard was approved in 2020 at the meeting of the tripartite cooperation sub-council of vocational education and employment (available in Latvian at https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-140.pdf). Appendix 27 of the SAR shows the compliance of the study programme with the skills, attitudes, knowledge, and competences defined in the professional standard, the acquisition of which is ensured by all general education, mandatory industry, and free elective industry courses. In general, the study programme ensures the acquisition of the skills, attitudes, knowledge, and competences mentioned in the professional standard, with the exception mentioned in point 5.6 of the professional standard: "Using multimedia and information technologies". Appendix 27 of the SAR mentions that the skills, attitudes, knowledge, and competences mentioned in this point are provided by the study courses "Digital marketing and social networks" and "Introduction to studies and research". However, the descriptions of these study courses do not include topics that would ensure this.

The amount of the study programme is 100 KP (150 ECTS), and the duration of studies is 2 years, 6 months for full-time studies, and 3 years for part-time studies. In part-time studies, only one of the specializations of the programme "Event Production" can be studied. Such duration and scope of studies meet the requirements of regulatory enactments and allow for fully mastering the programme, ensuring not only the acquisition of skills, attitudes, knowledge, and competences defined in the professional standard but also the acquisition of specializations in the study

programme.

All specializations of the study programme have an interview and motivation letter as additional admission requirements, but for the specializations "Events, Theater Directing and Acting", "Photo and Video Production," and "Event Production," there is also an experience / creative portfolio presentation needed (SAR p. 20). But such additional admission requirements are not needed when enrolling for part-time studies in the specialization "Event Production" (SAR p. 20).

Taking into account that in this specialization of the programme, the content of studies in full-time and part-time does not differ, such differences in admission requirements do not seem reasonable and justified.

Similarly, when studying one of the specializations of the programme, the qualification to be awarded does not differ; therefore, the additional requirements set for some specializations do not seem reasonable and justified.

The study program is implemented in the official language, Latvian, which meets the requirements of the Higher Education Law. In addition, taking into account that the study programme prepares specialists to work mostly in the local labor market, the language of the programme implementation is reasonable and justified. Nevertheless the provision of an additional language - ie English and/or German - may prove as a strong tool towards achieving better employability of the graduates as well as adding to the international profile of the study programme.

2.1.3.

As mentioned in SAR, since the previous accreditation, the following major changes have been made to the programme:

● adaptation of the study programme to the new professional standard "Specialist in Cultural Affairs" (previously "Culture Manager"),

● changing the name of the study programme from "Management of Art Institutions" to "Organization of Culture and Art Processes", changing the names of certain specializations: "Stage Arts" to "Events, theater direction, and acting", "Multimedia production" to "Digital content production",

● not enrolling students in the specialization "Fashion and design management". (SAR pp. 77–78)

The adaptation of the programme to the "Specialist in Cultural Affairs" professional standard is justified, as the "Cultural Manager" professional standard is no longer relevant and the existing professional standard is the closest to the previous one. Therefore, it is justified to change the name of the study programme, bringing it closer to the chosen professional standard and the content of the programme.

Changing the name of the specialization of the study programme is justified because it is related to the opinions of industry specialists and development trends.

Therefore, it can be concluded that all the above-mentioned changes to the study programme are justified and will ensure further development of the programme. This is made certain by tailoring the curriculum to the most recent professional requirements, advice from employers, and development trends in the industry. This is especially important considering that this is a professional and short-cycle study programme that allows you to better adapt to rapidly changing conditions in the industry

2.1.4.

SAR largely mentions the situation in the labor market and the employment of graduates as the only economic and social justification for the study programme (SAR p. 81). This justification is not argued with, for example, labor market forecasts or an analysis of the number of vacancies in this field. However, the meeting with employers and graduates during the experts site visit, confirmed the demand for graduates of this programme in the labor market (Meeting with graduates, meeting with employers). SAR also shows the employment of graduates of the programme, which is based on both the Monitoring of graduates of higher education programmes by the Ministry of Education and

Science and the data of the graduate survey conducted by the college itself (SAR pp. 81–82). The level of graduate employment has been fluctuating in recent years (which was also affected by the restrictions of the COVID-19 pandemic in the cultural sector), but on average, around 77% of programme graduates are employed (Higher education programme graduate monitoring data on graduate employment in 2017–2020 in 2021). It is important to note that some graduates continue their studies at higher levels as well as being economically active in other forms.

SAR shows that the number of students in the programme has decreased; comparing the total number of students in the study years of 2019/2020 and 2022/2023, it has fallen by 34% (SAR, p. 83). On the one hand, the drop has been influenced by the impact of the COVID-19 pandemic on the cultural sector and employment, but on the other hand, those who want to study are better attracted by other programmes, such as the "Creative Industries" study programme of the Latvian Academy of Culture (SAR, p. 84). Comparing the number of enrolled students in the programme's specializations, it can be seen that the most popular are "Event, theater directing, and acting," "Music management," and "Photo and video production," as well as "Event Production" in part-time studies. The number of enrolled students in the specialization "Digital content production" is increasing, but the number of students in "Technical production of events" is decreasing (SAR, p. 84).

The analysis of the data discussed above allows the Experts Group to conclude that for the implementation of the programme and its specializations, it is essential to analyze the needs of the industry and quickly adapt the programme, taking into account the offerings at other higher education institutions. This will be especially relevant after the complete integration of the college into the Latvian Academy of Culture.

2.1.5.
NOT APPLICABLE

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study programme "Organization of Culture and Art Processes" is the only one in the study field "Management, Administration, and Management of Real Property". It is the only first-level professional education programme in Latvia that prepares cultural work specialists in various specializations. After getting acquainted with the information provided in the SAR, analyzing various college and other documents, and listening to various stakeholders during the accreditation visit, it can be concluded that the result of the programme implementation - that graduates with the qualification of cultural work specialist - are highly valued and are in demand in the labor market. In general, the programme meets the requirements of regulatory acts and various other regulations (with some exceptions) and has socio-economic significance.

Strengths:
1) The only study programme in Latvia that prepares Specialists in Cultural Affairs in various specializations for the labor market.
2) The high level of employment of graduates in their field and occupation.

Weaknesses:
1) Some specializations are more relevant to the study field "Arts" than to the study field "Management, Administration, and Management of Real Property".
2) The study programme does not fully ensure the acquisition of knowledge, attitudes, skills, and competencies defined in the Specialist in Cultural Affairs profession standard to use multimedia and information technologies.
3) Admission requirements for applicants of different specializations, as well as for full- and part-

time studies are not unified.

4) The falling number of students was affected by both the impact of the COVID-19 pandemic on the cultural sector and the popularity of study programmes created by other higher education institutions (including the Latvian Academy of Culture).

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1.

The obtainable qualification "The Specialist in Cultural Affairs" must meet the requirements of the Professional Standard approved in 2020. After getting acquainted with the documents submitted by the college and during the visit, the experts had the opportunity to make sure that the knowledge and skills acquired during the study process in general meet the requirements of the Professional Standard. Two skills mentioned in Section 3.6 of the Professional Standard are exceptions: 3.6.6 "to use multimedia and information technology in the performance of duties" referred to in paragraph 3.6.10 referred to in paragraph "ability and willingness to participate in research processes".

The content of the study courses is clearly defined and designed according to the needs of the labor market, industry, culture area, and essential competencies that are needed in employment processes. The need of the market and the written competences are correlated (SAR, p. 86). The content of the programme has three parts: A– general education courses (20 CP), B – industry study courses (30 CP), C – limited optional study courses (50 CP, including 16 CP for four practices). Part C or specialization study courses are organized according to the module principle. This programme has 6 specializations - Cultural work specialist with specialization in music management, Cultural work specialist with specialization in in theater, event directing and acting, Cultural work specialist with specialization in digital content production, Cultural work specialist with specialization in photo and video production, Cultural work specialist with specialization in the technical production of events, Cultural work specialist with specialization in event production (part-time studies) (SAR, p. 87).

There is constant involvement of employers in the improvement of the content of the programme, which contributes to the preparation of competitive labor market participants and ensuring the development of their professional competences (SAR, p. 88). But during the 2-day site visit, experts found out that no one of the employees who met experts was able to say how they were involved in the programme's quality assurance or programme construction process. The employees, lecturers and students agree that the programme is useful in the market, the prepared students are competent and they have theoretical as well as practical knowledge, skills and competences.

There are major problems with the compliance of the study content with the requirements of regulatory acts. In the SAR, p. 89 it is mentioned that the study programme is compliant with these regulations, but it may appear that the Part B and C courses are mandatory rather than electives. This contrasts with the requirements stated in the Section 55 in the Law of Higher Education Institutions where it is stated that in the study programme must be included the mandatory, limited elective and elective study courses. Block B has two elective study courses, but as it was clarified during the visit, in fact, Part C study courses are a limited elective study course module - specialization courses that the applicant chooses when applying for studies and can be changed freely during studies as they are absolutely necessary to obtain the specialization that students have already chosen when entering college. During the accreditation meetings, information was obtained that if a student has a special interest and opportunities, then he can learn an additional course of his interest in his free time without additional payment and receive or not receive additional credit points for it, but these are some individual cases, not the system.

2.2.2.

NOT APPLICABLE

2.2.3.
Every subject (course) has written teaching methods and methods of assessing students' knowledge and skills. There is a difference in using methods according to the study module: for example, in the mandatory study courses for all specializations of the study program assessment methods as essays, knowledge tests, seminars are more often used; these studies are more oriented to theory; practically oriented mandatory field study courses contain various cultural projects and performing creative experiments (SAR, p. 24).

During the 2-day site visit, experts found out that lectures combine theory and practice. Also, they involve students in practical activities, dialogue, and group work. Mostly, lectures are using traditional methods, such as reading theory, asking critical questions, showing examples, giving group or peer work. It was mentioned that not all lecturers had the possibility to raise their qualification in the teaching field (didactics – learning how to teach). According to this, experts notice that there is evidence that lectures use Dialogue-based culture, but not all the known didactical methods that should be oriented for personalized purposes. Teachers raise their qualifications in industry and practice, but it does not support them in how to work with changing students' generation. There was a lack of knowledge in didactics and sometimes, it seemed, methods were selected by the students based on lectures' intuition and feelings but not knowledge. In some cases this is the right decision because it opens more active and creative processes.

During the 2-day site visit, in conversations with the teaching staff, it was evident that they are active, interested and essentially student-centered, but there is no concrete knowledge about the latest teaching methods obtained with the support of the College. During the Covid pandemic and due to the remote studies related to it, a large part of the teaching staff has improved their computer skills, but still not everyone uses the Moodle system, and the amount, quality and variety of materials posted there are also very different, which shows the lack of unified methodological management of the college.

2.2.4.
There are four practices during the study period. Every practice is based on a study plan and has purposes related to students' knowledge, skills and competences in the professional field and market (SAR, p. 94). The first practice is held in the second semester; second – in the third semester. The third practice is in the fourth semester. It seems that purposes of practice are created logically, rationally and step-by-step oriented to gradually growing experience – from observing and cognition of the study field to creative projects written during third practice. There is one more practice - the fourth practice (Qualification practice) at the end of the fifth semester and its purpose is the preparation and implementation of an independently developed cultural industry project in a freely chosen organization. During this last practice students write cultural projects of their field and implement the content of the project in practice, so they have the opportunity to balance and create work by planning and realizing ideas in reality (SAR, p. 95). According to the date, all practice (internship) complies with the requirements of regulatory enactments.

Opportunities and provision of internship offered to students, as well as the organization of work are effective. The College gives a practice place list and the students can choose. Also, there is opportunity to choose to practice in new places, especially in non-governmental organizations, small private offices or other industry actors. 30% of students go to cultural centers throughout Latvia for practice, 15% go to industry associations, foundations and non-governmental organizations. 50% of students take practice in creative industry companies in their specialization, as well as 5% of students practice with industry professionals who work in the industry as self-employed, this trend is typical for Photo and video specialization (SAR, p. 96).

During the 2-day site visit, experts found out that most of the students were satisfied by their

practice places, because of the possibility to deepen knowledge, especially meeting experts of their field and having the opportunity to see and try what they are studying during lectures. Students confirm that College offered practice place lists, but they were obliged to make a connection by themselves. Also, students were satisfied that they had the possibility to practice near their living home (different region). Students were satisfied by the practice exercises and the lectures. Also, mentors of practice explained the logical way and rational competence-based exercise construction connected to the programme's goals.

When evaluating the samples of internship reports submitted by the college, it can be seen that although there are several different internships, some information is repeated in them. If a student does an internship in different organizations, it is normal, but often a student does all or several internships in one organization (often - at his/her workplace) and then a large part of the information is repeated, simply copied to the next report.

Still there was one more non-conformity: students during the last practice are writing projects and the same paper is prepared as the last thesis – Qualification paper. And this means that a significant amount of credit points for the same work is received twice - both as an internship report and as a final qualification work.

2.2.5.
NOT APPLICABLE

2.2.6.
Students are free to choose Topics of Final Thesis (paper) and discuss with lectures and practice place experts about its correlation with specialization and study programme (SAR, p. 97). Students choose the topics of the Papers corresponding to their interests with the opportunity to demonstrate their creative potential. Part of the students get very high marks from the Qualification Examination commission. But the rate of good marks were diminishing because of pandemia reasons: lack of contact, virtual practicing and full involvement in the cultural environment. The topic and the content of the Final paper can be improved before defense, because there is a pre-defense procedure (SAR, p. 99). Also, thematic areas and content of the Final thesis are discussed in the practice places with experts in the field. Thematic area (themes of Final thesis) of the Final thesis is relevant to study programme content, aims and objectives, and, also, specializations.

There is written in the SAR (p. 97), that Qualification Paper, research is conducted on the relevance of the chosen topic in the industry, using appropriate research methods, analyzing selected literature sources and previously conducted research data, observing the principles of academic writing". But during the 2-day site visit, experts found out that Final Thesis (papers) are written without the theoretical part or this part seems not under academic writing style and lacks academic structure. The lectures and administration explained that such a structure of Final paper has existed since the programme was started. But the experts team believe that this is a College degree - not a vocational degree - and there should be part of theory in the Final Thesis (paper).

Several practice reports and qualification papers were submitted to the expert commission. After getting acquainted with them, it was possible to conclude that, basically, a large part of qualification works are uniform - they describe the implementation of a specific project realized by a student. Names and industries change, but the content is essentially the same - management of technical development of projects corresponding to one's specialization. After getting acquainted with the samples of qualification works provided by the college, it can be concluded that there were practically no scientific discussions, comparison of methods or approaches, choice of alternatives and similar aspects.

Although the entire study process, practice and qualification works are project-based and there are also several study courses about projects, they do not teach the latest project management methods: in the ideal case, the submitted works had simplified Gantt charts and several tables with

the sequence of activities and costs, but nothing from CPM, PERT or similar specific project management methods. Modern project management software is also not used, even though there is a wide range of free programs and apps available.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The students-centered paradigm is dominating in study programme construction, realization and improvement: lecturers, managers of the programme, internship and Final thesis process, students and alumni state positive opinions and also show that the programme fulfills students and labor market needs. Still, there are some nonconformities of the programme to National study regulations; there were not enough possibilities for teachers to learn about nowadays didactical teaching methods.

Strengths:
1) Students are quite satisfied with teaching methods, balance of theory and practice.
2) Students are free to choose Topics of Final Thesis (paper) and discuss with lectures and practice place experts about its correlation with specialization and study programme.
3) The programme mainly is constructed under National regulations, labor market needs and specialist profile competences, the prepared students' competences are approved by employing them in industry, culture and culture sectors.

Weaknesses:
1) Systematic improvement of pedagogical skills is not ensured, it remains up to each pedagogue.
2) The content of block C can be improved by more actively communicating the opportunities for students to study free-elective study courses not only at the college, but also at other universities.
3) There should be part of theory containing a scholarly discussion or at least an evaluation of various theoretical approaches/methods in the Final Thesis (paper). In fact, the Final Thesis often do not name the methods, approaches or sources that will be used in the practical part. There is a feeling that the practical part is designed as a form filled out, instead of information, the most suitable methods and approaches selected by the students.
4) Students during the last practice are writing projects and the same paper is prepared as the last thesis – Qualification paper. According to this there should be more requirements for Final Thesis, because otherwise it seems too easy to get College degree.
5) Deeper project management methods (CPM, PERT, etc.) are not learned, and project management software that would significantly facilitate work and improve project quality is not learned and used.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

   Assessment of compliance: Not relevant

   N/A

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1.
Study Provision of the study program "Organization of Culture and Art Processes" is supported with

material and technical resources as described in SAR sections 2.3.1 and 2.3.2. However, it is essential to note that the study provisions alone do not fully guarantee a high-quality study process. Regarding infrastructure and premises, it is evident that the current premises of the college require attention. The lack of new facilities and bland environment can significantly impact the overall study experience for students. Renovations and improvements to the college's infrastructure are crucial to creating an environment that fosters more creativity, motivation, and productivity among students. Experts also appreciate that the College has allocated part of the premises only to students, and they have already furnished it. The informative provision, particularly the library, has been previously discussed and is a positive aspect of the study program. There is not so much literature in Latvian, however, to successfully graduate the study program, literature that is available or obtainable with the help of the library is enough". Experts also concluded that part of literature (informational resources) indicated in the study course descriptions are outdated. Nevertheless, literature that is available or can be acquired with the help of library are enough to successfully complete the study programme. Students also confirmed this but also indicated that the library has been very helpful to seek out the newest materials and everything they need in terms of literature. Another aspect was discovered that students feel confident to find literature and any other materials all by themselves without involvement of the library. Students can use not only the College library but also other library consortiums through the National library of Latvia. The material and technical provision, including computer classrooms and other resources, has been acknowledged as satisfactory. All the software available to students in computer classrooms is enough to ensure study programme results and to help achieve overall study course and study programme goals. However, it is crucial to ensure that these provisions meet the evolving technological needs of the study program. In addition, the sustainability of the study programme requires attention. As indicated, the "Organization of Culture and Art Processes" study programme necessitates additional funding from other programmes, suggesting a potential financial challenge. To ensure the long-term viability of the programme, it is imperative to explore sustainable funding options, including external funding sources and potential partnerships with relevant institutions or organizations. If they require such workforce specialists, another option would be to raise the study fee so they cover all expenses per student.

2.3.2.
NOT APPLICABLE

2.3.3.
The College has calculated that per student they have 2282 EUR expenses each academic year, but current study fee is only 1600 EUR per year (full time studies) and 1500 EUR (part time studies). During the 2022/2023 academic year there were 107 students receiving state funded study places and 25 students paying tuition fees for full time studies. In the part-time studies there were 23 paying students. College have not indicated how many students they need in part-time studies for the study programme to be profitable or how many students are needed in one study group. The amount of the study fee does not cover the actual average costs per student, creating an 11% gap within the study programme. (SAR section 3.3.3. p. 102-103). There is also no disclosure about how much money College can save on part-time students, because they are not using the infrastructure as much as full-time students. Based on the information provided in SAR and described in this section experts conclude that part-time studies also are not financially viable as described in SAR section 3.3.3. p.103. For the study programme to be profitable Colleges need additional funding from the state, which has been indicated in SAR section 3.3.3. p. 103-104. There is no specific indication of how many students are needed to have a sustainable study programme in a full-time study programme. One of the three scenarios proposed in SAR indicated that College needs at least 67 fee-paying students to be profitable. In order to cover all the taxes College has been running on a

tight budget and this has directly influenced artistic creation and research activities. Due to lack of funding research activities and artistic creation have not received funds from the college base budget. Only money spent towards these activities are based on other projects such as ERASMUS+ that can provide income for the College besides state budget. Good example of saving some money is how the academic staff and student competencies are used by College to create marketing campaigns completely for free.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study provision, informative provision can be described as sufficient to implement a study programme. Financial provision has to be revised to ensure continuity of the study programme, since the programme is not self-sufficient in terms of finances. Overall, currently available infrastructure, study and information provisions are enough to achieve learning outcomes set by the study programme. Additional funding sources have to be attracted to the study programme.

Strengths:
1) To decrease expenses to 0 EUR College for Marketing is using their own staff members and students to create posts and campaigns.
2) Library helps to seek out the newest literature in the field for students.
3) Students can use some College software licenses on their personal computers to study from home if needed.

Weaknesses:
1) Study programme fee does not cover expenses for one student and is being substituted from another study programme financial resources, because of this study programme can not facilitate further development.
2) Artistic creation and research activities are held at a bare minimum due to lack of funding.
3) Current College's premises require attention in terms of renovations.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

Study programme is lacking funding to be profitable, and the study fee is too low for both full time and part-time studies. Research activities are underfunded and premises require attention. Financial resources that College currently have can not be allocated to such purposes, because they already are on a tight budget to cover taxes. This is already starting to influence potential development of the study programme, there is no additional resources to be allocated to improve further study process.

2.4. Teaching Staff

Analysis

2.4.1.
Teaching staff involves a variety of 14 permanent academics (10 lecturers and 4 professors) as well as 28 visiting staff who come with very good credentials relevant to the study field and study programme. All teaching staff hold postgraduate degrees in relevant fields as this is stated in the

SAR and specifically the in ANNEX12, 'Lecturers' Biographies'.

According to the SAR (page 104) for the academic year 2022/23 there are 4 professors (1 professor of pedagogy with a master's degree in history, 2 lecturers with a master's degree in arts and more than 7 years of work experience in event production and project management, 1 lecturer with a master's degree in social sciences in public management); and 10 lecturers, of which 8 with a master's degree in a field relevant to the study course to be taught, and 2 with higher education and more than 5 years of professional experience in music management and performing arts.

2.4.2.

It became evident from both the documentation of the SAR (section 3.4.2, p. 106) as well as from the various discussions during the 2-day site visit that the college has a strict policy related to maintaining the quality of the implementation of the study programme and retaining a good balance and composition of the teaching staff. The current number of teaching staff has decreased since the last accreditation of the study programme but this is due to the fact that one of the study programme disciplines (Fashion and Design Management) has been temporarily suspended.

Any of the changes in the composition of the teaching staff are always well organized and thought out by the college so that this change ensures the current connection of the content of study courses with the cultural and creative industries sector, to specify the achievable study results.

Additionally the development of cooperation with International Projects as well as Erasmus+ agreements is another measure that allows the further development of the teaching staff composition with invited persons from abroad.

During the 2-day site visit and the meetings with lecturers and College Management, experts found out that it is an issue to find good lectures because of the low academic load and low number of students, also the professionals have various more profitable suggestions from other institutions and projects.

2.4.3.

NOT APPLICABLE

2.4.4.

According to the SAR(section 2.4.4, p.58), in the period from 2020 to 2022, the teaching staff of the College participated in 14 conferences, 8 international projects, presented 12 reports at conferences, and published 7 scientific publications. Additionally the academic staff of the College participated in 23 artistic creation projects, 14 creative workshop projects. However, the current activity of the College in scientific and/or applied research is not considered active, it is limited by the lack of funding, as well as the lack of targeted and planned activities to promote the scientific activity of lecturers in the previous period.

It is in the major interest of the College to promote any activity of the teaching staff in relation to scientific/applied research and artistic creation. The plan of the College together with the Latvian Academy of Culture is intended to strengthen cooperation in the development of scientific activity and the formation of unified research teams, ensuring the systematic involvement of the academic staff of both universities in research activities, promoting innovative methodological approaches to the study of the industry's labor market and defining the needs for the development of current professional development education programs within the study direction. This is to be implemented from 2023-2026 under the 5th component "Economic transformation and productivity reform" of the EU Recovery and Resilience Mechanism Plan 5.2. reform and investment direction "Ensuring a change in the management model of higher education institutions" 5.2.1. reforms "Excellence and management reform of higher education and science" 5.2.1.1.i. investments "Research, development and consolidation grants" within the second round "Consolidation and management change implementation grants" project.

The artistic achievements of the teaching staff mainly relate to cultural events in music, theatre, dance, arts and includes both national as well as international productions such as "DigiCult - Digital Preservation and Presentation of European Intangible Heritage" and "COLLECTIONCARE Innovative and affordable service for the Preventive Conservation monitoring of individual Cultural Artefacts during display, storage, handling and transport. Full lists of all research and artistic activity of the teaching staff is provided in the Self Assessment Report and the Annexes 15 and 16.

2.4.5.
There is a horizontal as well as a vertical model for communication among all teaching staff which also comes from top to bottom but also from bottoms to top. As described in the SAR (pages 107-108) and after the 2-day site visit it became evident that communication is based on both formal and informal procedures. Formally this communication is achieved through the annual informative meetings and especially since 2022 with the establishment of the Study Programme Council.
Informally and because of the nature of the study programme which is quite practical, all teaching staff engage in communication and exchange ideas with each other through ongoing discussions about students progress on their practical projects.

Conclusions on this set of criteria, by indicating strengths and weaknesses

The teaching team of the study programme was found to cover a diverse spectrum of fields that correspond to the various specializations of the study programme itself. The teaching team has a positive spirit and a great relationship not only among themselves but also students as well as the higher management of the College. This allows an efficient and strong teaching and learning activity.
The majority of the visiting teaching staff is well linked with the creative industry and this results in providing teaching and learning experiences based from the industry and geared towards the professional world. The study programme is fully supported by the higher management of the College and it was found that there is an honest commitment to advance it further.
Although this is a Diploma study programme which tends to mainly provide professionals for the creative industry, as an academic programme in tertiary education, it needs to also provide an experience which can be somehow more scientific/academic. Therefore the teaching team throughout its various disciplines and specializations need to adapt and benchmark a further literal approach towards their teaching and learning activity and engage more with scientific/academic research.

Strengths:
1) Cooperation among lecturers of general education, industry and specialization study courses for the student Qualification Papers.
2) All rounded communication and collective discussions by all teaching staff towards teaching and learning processes.
3) Participation of lecturers in students exhibitions.

Weaknesses:
1) Not enough activity in scientific/academic research by teaching staff.
2) Not enough activity in academic publications in scientific/academic international journals.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The composition of the teaching staff is well organized and consists of a team with diverse qualifications and expertise to support the requirements of the study programme.

2.5. Assessment of the Compliance

Requirements

1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study programme fully meets the Professional Higher Education Standard (Cabinet Regulation No. 141, "Regulations regarding the State Standard for First Level Professional Higher Education") requirements.
The study programme fully complies with the mandatory requirements specified in these regulations (Part III. Mandatory Content of First Level Professional Higher Education).

2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Partially compliant

The study programme ensures the Specialist in Cultural Affairs qualification. These qualification requirements are determined by the professional standard, which was approved in 2020. Comparing the content of the study programme with the standard, it can be concluded that the study programme does not ensure the acquisition of knowledge, experience, skills, and competencies specified in the standard in accordance with standard 5.6. for the point "Using multimedia and information technologies".

3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Partially compliant

The descriptions of the study courses and the study materials have been prepared in Latvian, which is the only language in which the study programme is implemented.
Descriptions of the study courses comply with the requirements set forth in Section 561, Paragraph 2, of the Law on Higher Education Institutions (except that the study course descriptions do not contain information about the study calendar).
Compliance with the requirements set forth in Section 562, Paragraph 2, of the Law on Higher Education Institutions was not evaluated because the programme does not implement study modules.

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Comply with the Annex 2 of the Regulations[1] [2] No.202 of the Cabinet of Ministers, "The process of issuing state-recognised higher education documents".

5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

N/A

6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

N/A

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

N/A

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

College director has provided a document on March 20th 2023 that states - teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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. Annex 13 "Conformation of language proficiency".

9 9 - 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, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

N/A

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The study agreement sample provided by College Annex 9. Study Agreement, complies with the mandatory provisions to be included according to Cabinet of Ministers No.70.

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The College has provided confirmation that students will be provided with opportunities to continue their education in EKA University of Applied Sciences in the study programme "Entertainment and leisure industry management".
In the long term, experts would like to suggest developing cooperation with Latvian Academy of Culture since the academy is closely related to the College.

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

On 24th of May 2023 The College has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked and the student does not wish to continue studies in another study programme. Annex 8 "For compensation of loss".

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

N/A

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Fully compliant

After reviewing Annexes 26 and 27 of the SAR, as well as during the 2-day site visit, Experts were convinced that the study programme complies with the Regulations on the state standard of
first-level professional higher education and the Professional Standard PS-140 Cultural Work Specialist.

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Partially compliant

The content of the study programme partially does not meet requirements of the Professional Standard for the Specialist in Cultural Affairs: it does not ensure the acquisition of knowledge, experience, skills, and competencies specified point 5.6. of the standard - "Using multimedia and information technologies".
Study course descriptions do not contain information about the study calendar according to the requirements set forth in Section 561, Paragraph 2, of the Law on Higher Education Institutions.

General conclusions about the study programme, indicating the most important strengths

and weaknesses of the study programme

The study programme "Organization of Culture and Art Processes" is the only programme in the study field "Management, Administration, and Management of Real Property". It is a 1st-level professional higher education study programme, as a result of which the student is awarded the qualification of Specialist of Cultural Affairs. In the programme, it is possible to study the following specializations: "Event, theater directing, and acting", "Technical production of events", "Music management", "Photo and video production", "Digital content production" and "Event production", the latter of which can also be studied in part-time studies. The study program is fully implemented only in Latvian.

In general, the study programme is implemented in accordance with the requirements of the regulatory framework, and the study content meets the needs of the labor market. This study programme meets all the required elements in terms of curriculum, teaching instruction, human and physical resources. There is a student-centered approach to teaching and learning as well as an ongoing healthy communication which goes from top management to teaching staff to students and vice versa and which results in a positive educational community. The programme prepares competitive specialists who can work in various professions in the cultural and creative industries.
Most important strengths of the study programme are:
● The only study program in Latvia that prepares Specialists in Cultural Affairs in various specializations for the labor market.\
● The high level of employment of graduates in their field and occupation.
● Cooperation among lecturers of general education, industry and specialization study courses for the student Qualification Papers.
However, the following negative aspects were also identified. These are aspects that can add a better and more efficient operation of the study programme and can enhance its full potential:
● The falling number of students was affected by both the impact of the COVID-19 pandemic on the cultural sector and the popularity of study programmes created by other higher education institutions (including the Latvian Academy of Culture).
● The content of block C does not meet the requirements of the Law of Higher Education Institutions - there are no free choice courses.
● Artistic creation and research activities are held at bare minimum due to lack of funding.
● Not enough activity in academic publications in scientific/academic international journals.

Evaluation of the study programme "Organization of Culture and Art Processes"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Organization of Culture and Art Processes"

Short-term recommendations

1) The study programme must include a study course (minimum 2 CP) that ensures the acquisition of knowledge, experience, skills, and competencies defined in the professional standard for "using multimedia and information technologies".
2) The sample of the diploma to be issued for the acquisition of the study program should be updated to comply with Regulation No.202 of the Cabinet of Ministers, "The process of issuing state-recognized higher education documents".

3) Admission requirements for all specializations of the programme and for full- or part-time studies must be unified.

4) The transition of the study programme into the Bologna Process and the adopting of the European Credit Transfer System, will allow a better internationalization profile and open more opportunities for mobility and/or continuation of studies.

5) To include a theoretical input with more literature review in the final thesis.

Long-term recommendations

1) Allocate financial resources to scientific research, artistic creation so it can foster development of study programme.

2) It is necessary to continue to make changes in the content of the study programme so that it is easier for its graduates to continue their studies in related study programmes at the Latvian Academy of Culture.

3) Develop a stronger identity for this programme so that the two major areas that it covers - management and art - become more interrelated and have a clearer and more focused scope.

4) To encourage further and support academic staff to engage more in scientific/academic research and to publish research results in International Journals.

5) IIncrease the staff training programme with more pedagogical skills to include among others teaching methodologies etc.

6) To include in study programme project management methods (CPM, PERT, etc.), and use project management software that would significantly facilitate work and improve project quality.

7) Continuous updating and upkeep of physical resources need to be implemented

8) College has to seek outside financial support from employers, government, Ministry of Culture, to ensure study programme financial viability, or consider raising tuition fee so it matches actual costs per student.

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:	Partially compliant		A study quality assurance system has been established and is being implemented at the college, but it does not take place in a systematic way, and some of its elements are not fully implemented (for example, student surveys and employer involvement).
R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)	Partially compliant		Evidence of artistic creation among the visiting/practising teaching staff is strong, however there is not enough evidence in scientific or rather academic research in the fields of the arts as well as the field of management from the members of the academic body. Further effort to be made in establishing a strategy for more academic research in these 2 fields of management and culture.
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.	Partially compliant		Very good cooperation with various types of partners in Latvia, who trust the college and highly value the practical skills of both students and graduates. Cooperation at the international level is rather fragmentary, which is also related to the fact that the study programme is implemented only in Latvian language, which does not give the opportunity to admit Erasmus+ exchange students
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.	Partially compliant		According to the SAR and its Annex 21, it is evident that out of the 25 recommendations of the previous team of experts, 18 have been carried out, whereas the other 7 were partially fulfilled and are currently being carried out. These partially unimplemented recommendations are significant and are also reflected in this Report.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Organization of Culture and Art Processes (41345)	Not relevant	Partially compliant	Fully compliant	Partially compliant	Good

The Dissenting Opinions of the Experts

There are no dissenting opinions of the experts.