

APPLICATION

Study field "Information and Communication Sciences" for assessment

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| Study field | <i>Information and Communication Sciences</i> |
| Title of the higher education institution | <i>Latvijas Kultūras akadēmijas aģentūra "Latvijas Kultūras akadēmijas Latvijas Kultūras koledža"</i> |
| Registration code | <i>3347302312</i> |
| Legal address | <i>BRUŅINIEKU IELA 57, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1011</i> |
| Phone number | <i>67846238</i> |
| E-mail | <i>lkk@lkk.gov.lv</i> |



Self-evaluation report

Study field "Information and Communication Sciences"

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

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I - Information on the Higher Education Institution/College

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

Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” (hereinafter – the College) is an educational institution under the supervision of the Latvian Academy of Culture, which provides post-secondary education with the opportunity to obtain first-level professional higher education and fourth-level professional qualification. The College is a state institution founded on September 30, 2002 and is under the authority of the Ministry of Culture. The strategic goals of the College are aimed at ensuring the sustainable development and capacity of Latvia as a cultural and language-based national state.

LAC Latvian College of Culture mission - professional, creative, motivating and accessible environment in which a student forms to become an analytical, developmental and career-oriented personality.

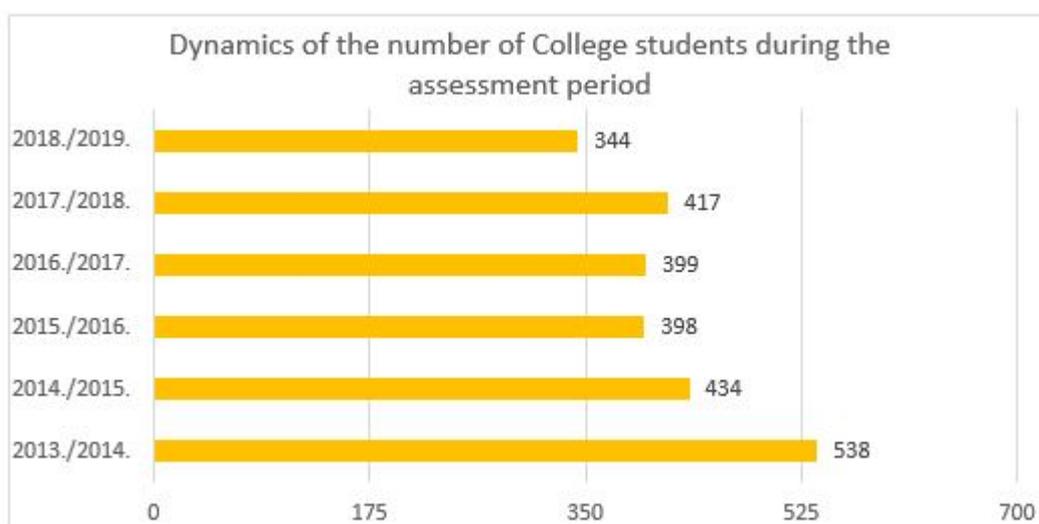
LAC Latvian College of Culture vision - a primary selected and internationally known professional higher education institution in the cultural field in Latvia, a centre of further education and professional competence, which promotes the development of quality-oriented cultural education throughout Latvia.

The College implements three study directions: “Arts,” “Management, administration, and real estate management” and “Information and Communication Sciences.” There is one study programme in each direction.

Dynamics of the number of students during the assessment period, see Fig. 1.

Latvian College of Culture at LAC, dynamics of the number of students during the assessment period.

Figure 1



Based on public policy framework documents “Sustainable Development Strategy of Latvia until 2030”, “National Development Plan of Latvia for 2014–2020”, “Cultural Policy Guidelines 2014–2020 “Creative Latvia””, ‘Guidelines for the Development of Education for 2014–2020’, ‘Guidelines for the Development of Science, Technology and Innovation for 2014–2020’’, Conceptual

report “Introducing a new higher education financing model in Latvia” and ‘National Industrial Policy Guidelines 2014-2020’, the priorities of the College development strategy for conceptual development over the period up to 2020 have been identified:

- Ensuring high quality education in line with labour market requirements
- Competitive creative and artistic activities and research;
- Sustainable and collaborative partnership;
- Targeted development of human resources and restoration and modernization of the physical environment.

In line with the priorities, the College’s Strategic Plan “Latvian College of Culture at the Latvian Academy of Culture operational and development strategy 2016-2020” (https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2019/12/Latvian-College-of-Culture-at-the-LAC_strategy_2016-2020_FINAL.pdf) defines the strategic goals and directions for development.

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| AIM FOR GROWTH | to develop a quality education process and supply oriented to the needs of the cultural and creative industries market | <ul style="list-style-type: none"> • adapting education supply to international demand, expanding networks • the development of marketing innovation centre and the centre for further education and professional competence • research of new activities and development of study programmes • development of research activities • updating of technological (STEM and creative industries) knowledge and skills vital for development |
| AIM FOR COMMUNICATION | create open, direct and operational internal and external communication and a positive image of College locally and internationally | <ul style="list-style-type: none"> • open, versatile, operational internal communication making maximum use of various communication tools • promotion of local and international external communication in order to make the College known as a significant player in the Latvian cultural education market |
| AIM FOR RESOURCE DEVELOPMENT | to provide a creative, aesthetically pleasing and modern technology-oriented study environment | <ul style="list-style-type: none"> • regular updating and improvement of the material and technical basis necessary for a modern study process • creation of a creative and aesthetically pleasing study environment involving students • active participation in STEM and IT projects |

The aim of the College is to provide persons with secondary education with the opportunity to obtain first-level professional higher education and fourth-level professional qualification, as well as to pursue science, research and artistic creativity in accordance with the profile of the study programme. The College offers further education and adult education.

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

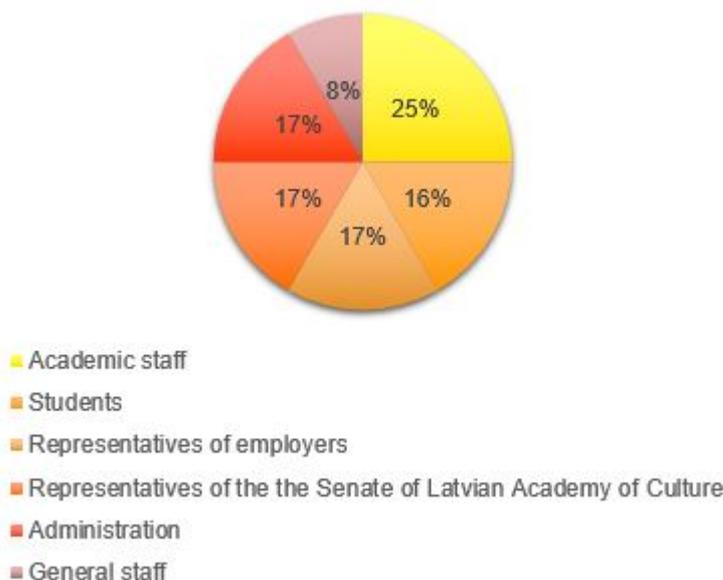
The College is governed by the College Statutes approved by the Latvian Academy of Culture. According to the Statutes, the highest management and decision-making body of the College in strategic, financial and economic matters is the Latvian Academy of Culture. The College Board shall be the representative, governing and decision-making body of the College and its staff. The Director of the College shall be the highest official of the College.

The College Board consists of twelve members of the College Board: Director (according to the position to be held), Deputy Director in the course of studies (according to the position to be held), three staff members elected to academic positions at College, one representative of the College's general staff, two representatives of the students self-government, two delegates authorized by the Academy Senate and two authorised representatives of employers or professional organisations (see Fig.2).

Latvian College of Culture at LAC Board structure

Figure 2

Latvian College of Culture Board structure



The College Board defines the main directions of academic activity, discusses and submits to the Senate of Latvian Academy of Culture for approval the medium-term operational and development strategy, approves study programmes, directs them for licensing and accreditation, approves study programme self-assessment reports, align with the rector of Latvian Academy of Culture and approve the admission rules for the College, approve the regulations related to the operation of study processes and departments, the rules of the internal order of the College, the annual accounts and the College structure developed by the management and elects persons in academic and administrative positions in accordance with the procedures developed and previously approved by the College.

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

The main objective of College quality management is to ensure that the basic activities defined in the College Statutes are monitored, completed and implemented. The basic task from which secondary tasks arise is to provide students with the possibility of obtaining a first-level higher professional education in accordance with the requirements of Level 5 of the Latvian Qualification Framework and 4 level of professional qualification, as well as the pursuit of science, research and artistic innovation, in line with the profile of study programmes, and the provision of further education and adult learning opportunities. The aim of College quality policy is to offer, in pursuit of excellence, education and research that meets the quality requirements of the era and is open to artistic creativity.

The College Strategy sets out objectives for positive changes in education, research and creative activities, management activities, the working environment and infrastructure.

In 2019, in the framework of the EU funding project 'European Social Fund project "Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process" No. 8.2.3.0/18/A/020, the College's functional and existing quality system was audited and a new "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" quality management system manual" (<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/02/Latvian-College-of-Culture-at-the-LAC-Quality-Management-System-Manual.pdf>) was developed. The quality management processes at College are structured according to the cycle "Plan-Do-Check-Act" (PDCA). Based on this approach, the processes and corresponding goals necessary to achieve the strategic goals are identified. The processes are implemented in practice, the results achieved are regularly reviewed and analysed, comparing the achievements with the objectives and seeking the necessary improvements by amending the plan, implementation and review processes.

The quality management system (QMS) manual is based on the core process map of the QMS (see Annex 3), which lists all core activities and supporting processes, process management documents and quality indicators. Separate detailed process maps are developed for educational, research and artistic innovation, management and strategic management, financial management and efficiency, human resources management, development and motivation, infrastructure provision and development, data and information management and quality assessment processes. Documents and quality indicators for the process have been identified according to each process.

Quality assurance is the responsibility of:

1. The College Board and the Director of the College in accordance with the College's By-Laws;
2. the Deputy Director in the course of studies, the Deputy Director for Development and Research, the Head of the Study Department functional managers of the general staff shall be responsible for managing and administering the relevant processes in accordance with the documents indicated in the process cards governing the procedures to be carried out, the results achieved and the regular analysis of the quality indicators;
3. the academic, general staff and students shall be responsible for the compliance of the activities carried out in the process with the procedures and for the achievement of the objectives pursued.

The Quality Management System Manual defines College values to promote the participation of staff and students in college-based study and off-study processes:

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| PROFESSIONALITY | a prerequisite for quality education revealing the attitude and behaviour of every College employee and student towards their work. Professionalism is a personality trait that everyone can develop and improve within the study process and in their daily work |
| CREATIVITY | together with analytical thinking and action, is one of the components of high-quality education that provides professionalism at work and personal career achievements, as well as the ability to find a solution in every situation that gives a sense of satisfaction and helps to build balanced personal achievements and professional development. |
| OPENNESS | readiness to take the initiative and responsibility for the results achieved. It is also a skill to go into and listen, which enables you to understand yourself and develop a high-quality, mutually enjoyable relationship that is the basis of personal and professional life. |

The successful functioning of the quality management system is closely linked to these values as principles determining mutual cooperation at all levels.

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the Law on Institutions of Higher Education by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as evidence for the full compliance, partial compliance or non-compliance.

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| 1. | The higher education institution/ college has established a policy and procedures for assuring the quality of higher education. | Complies |
| | | In 2019, a functional audit was conducted and a Quality Management System Manual developed and adopted |
| 2. | A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed. | Complies |
| | | The supervision of the study program activities takes place by reviewing and approving the annual Self-Assessment Reports at the College Board. The regulatory document “Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” Procedure for the Development, Approval and Updating of Study Programs” has been approved. |

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| 3. | The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public. | Complies |
| | | The regulatory document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Examination Regulations" has been developed and updated. |
| 4. | Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed. | Complies |
| | | A system for evaluating the qualifications and performance of academic staff and ensuring the quality of work has been established, by conducting student surveys and joint student creative workshops. |
| 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. | Complies |
| | | Information on the indicators relevant to the study programme is collected and analysed in accordance with the indicators and requirements defined in the Quality Management System Manual. |
| 6. | The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems. | Complies |
| | | The effectiveness of continuous improvement, development and operation of the study direction is confirmed by the high graduate employment rate (92%). |

II - Description of the Study Direction (1. Management of the Study Direction)

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

Latvian Culture College has implemented the study direction "Information and Communication

Sciences” (hereinafter – ICS), while still in the status of Latvian Culture School. Improving and adapting the content of the programme to the development of modern public libraries in the field of information technology and management was launched in 2000, with the Leonardo da Vinci pilot project 'The Public Libraries Management and New Information Technologies' being carried out by the International Working Group on Educational Institutions, Libraries and Social Partners, No. LV/00/B/F/PP 138.009.

The study programme “Library Science and Information” (hereinafter – LSI) is included in the study direction. The study programme was accredited for a period of 6 years in 2010. During a project in 2011 (European Social Fund Project "Evaluation of Higher Education Programs and Proposals for Quality Improvement" Agreement No. 2011/0012 / 1DP / 1.1.2.2.1 / 11 / IPIA / VIAA / 001), the study programme was found to be sustainable according to experts. In 2013, the Ministry of Education and Science of the Republic of Latvia accredited the study direction ICS, including the study programme LSI until 28th May 2019. In accordance with Paragraph 48 of the Transitional Provisions of the Law on Higher Education, the course of studies for which the term of accreditation expires in 2019 shall be extended until a decision on the accreditation of the direction of studies or a decision on the refusal to accreditate the direction of studies is taken, but not later than 31 December 2020.

The study programme has been prepared in accordance with the quality standards and guidelines of the European Qualifications Framework, Cabinet Regulation No. 141 of 20 March 2001, Regulations Regarding the State Standard for Professional Higher Education and in conformity with the professional standard. The study direction and study programme have been established on the basis of development guidelines for the library sector and the demand for the relevant qualifications for the labour market.

The National Culture Policy Framework Document “Creative Latvia: Library Industry Strategy 2014-2020” provides an exhaustive assessment and multifunctional character of the library as a cultural institution of public interest today.

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| LIBRARIES | <ul style="list-style-type: none"> • National and World Heritage Storage • the most democratic opportunity for citizens' universal access to information, knowledge, civilisation and cultural values • one of the mechanisms for exercising the right to access information specified in the UN Universal Declaration of Human Rights and the Constitution of the Republic of Latvia • drivers for education and lifelong learning, literacy and information skills of different social groups • support centres for civil society, social inclusion and national cohesion • centres for the acquisition of modern information and communication technologies |
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According to official statistics from Latvian libraries, in 2018 there were 1597 libraries in Latvia, whose services have been used by an average of 38% of the population over the last few years. In libraries, on average, 3146 workers have worked in the last 3 years, who are specialists in their own industry. (*Official statistics of Latvian libraries*. Retrieved from: <https://www.lnb.lv/lv/latvijas-biblioteku-statistikas-informacijas-apkoposana/>). In the context of the changes made by the Ministry of Education and Science in the education system and the optimisation of school networks, the number of general education schools decreased in 2018 and, accordingly, the number of school libraries and employees working there. In recent years, developments in the transformation of the Latvian public libraries network have also been observed, evaluating the possibilities for municipalities to shorten the working time of civil parish libraries and evaluating the possibilities for pooling libraries, for example by transforming civil

parish libraries into branches of the central library of the city or municipality. One of the most important factors to promote the promotion of libraries and the protection of the interests of libraries in this situation is qualified library staff.

In the Library Strategy 2014-2020, the development of the competences and capacity of libraries is defined as one of the action lines for achieving the strategic objective of the library industry, such as the development of libraries as a storage and distributor of cultural heritage. According to the implementation of the referred to action direction, the task “to provide opportunities for obtaining librarian education” with the activity “to further develop and implement study programmes in the field of libraries and information sciences at the University of Latvia and the Latvian College of Culture” has been determined.

The Latvian National Library's statistical summary on the education of library workers in 2018 reports that 56% of librarian employees (or 1716 out of 3061 library employees) have gained education in other non-library industries, while 27% of them have not received higher education. (Compilation of statistics of the National Library of Latvia, unpublished material). The College curriculum offers these employees the opportunity to improve their skills and to obtain the first level higher professional education in libraries and information science. The study programme is also addressed to non-libraries-related people with acquired secondary general education, who are interested in working in the library sector and who want to receive higher professional education in the sector in a relatively short time and start working already during the studies.

These guidelines form the basis for the strategic development of the study programme LSI implemented by the College. The study programme shall be implemented in the form of a first-level professional higher education programme, after which a graduate shall obtain a qualification valid for the labour market in the library sector, as well as the possibility of continuing his or her studies in the bachelor's programme.

The study programme is special with the fact that it is the only first-level professional study programme in Latvia, the acquisition of which ensures the acquisition of a qualification corresponding to the competence of a specialist in libraries. The study programme shall integrate comprehensive and specialised facts, theories, methodologies, technology knowledge and skills relevant to the field of library science and information science, as well as the learning of the principles of the management, quality of work, environmental management and human resources management of the library as a cultural institution. Thus, the student gains the competence to organise himself or herself as well as a work of a library or its unit in variable socio-economic conditions.

Another advantage of the study programme is the form of the organisation – part-time studies, which gives students the opportunity to work full-time. It should be noted that at the University of Latvia, the study programmes for libraries and information sciences do not organize student admissions every year, so there are periods when the College study programme provides the only opportunity to gain higher education in libraries in part-time studies. The study direction development plan foresees an increasing development of methods for distance learning studies, using information technology capabilities instead of contact lectures, making it available to learn some of the content of studies online.

Since Latvia does not implement a similar first-level vocational higher education programme in any higher education institution, the comparison is made with two vocational education programmes from the Šiauliai State College (Lithuania) and the University of Tampere (Finland).

The Šiauliai State College Information Management Study Programme offers to acquire knowledge that can be used successfully as in research, and in practice when working with information

technologies and resources. Study courses are divided into three groups: compulsory, specialisation and elective. Programme amount: 120 CP (180 ECTS). Duration of studies – 3 years in full-time, 4 years in part-time. Language of learning the study programme – Lithuanian. For comparison of study programmes, see Table 2.

Comparison of
Šiauliai State College business study programme “Information management” and
The College study programme “Library Science and Information”

Table 2

| Šiauliai State College business study programme “Information management” | College study programme “Library Science and Information” |
|---|---|
| COMPULSORY STUDY COURSES 69 CP | |
| Information Technology 3 CP | Information systems 2 CP |
| Media Philosophy 2 CP | Cultural Theory and Philosophy 2 CP |
| Professional Language 2 CP | Introduction to Information Literacy 2 CP |
| Information and Knowledge Management 4 CP | Management of Digital Resources in Memory Institutions 2 CP Management of Information Services and Centres 2 CP Information Services for Different User Groups 2 CP |
| Internet Technologies 4 CP | Information Sources and Search 1 CP Information Systems 2 CP |
| Statistics 3 CP | Management of Library Work Legislation 2 CP |
| Management 3 CP | Management of Library Work Legislation 2 CP |

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| Bibliographic Description 3 CP | Bibliographic Description 2 CP |
| Monitoring and Evaluation of Information Flows 3 CP | Management of Information Services and Centres 2 CP |
| Applied Research Methodology 3 CP | Methodology of Research 2 CP |
| Business Information Resources 3 CP | Information Sources and Search 1 CP Management of Digital Resources in Memory Institutions 2 CP Digital Communication and Social Networks 2 CP |
| Professional Foreign Language I 2 CP | English (professional foreign language) 4 CP |
| Information Search 4 CP | Information Sources and Search 1 CP Management of Digital Resources in Memory Institutions 2 CP |
| Development of Information Resources 3 CP | Introduction to Bibliography Science 2 CP National Bibliography 2 CP |
| Organization of Information Services (Term Paper) 4 CP | Term Paper 1CP |
| Communication Psychology 2 CP | Social Psychology 1 CP |
| Information Processing Systems 4 CP | Information Systems 2 CP Digital Communication and Social Networks 2 CP |
| Digitalization of Information 2 CP | Management of Digital Resources in Memory Institutions 2 CP |

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| Informative Action 3 CP | Basics of Law and Copyright 2 CP Basics of Economics 1 CP |
| Project Management 2 CP | Project Management 2 CP |
| SPECIALIZATION STUDY COURSES 14 CP | |
| Management 3 CP | Management of Library Work Legislation 2 CP Management of Human resources 2 CP |
| Creative Industries 5 CP | User Groups - Children and Teenagers 2 CP Information Services for Different Users Groups 2 CP World Art History 2 CP |
| Organization of Cultural Events 3 CP | Event Management Methodology 1 CP Information Services for Different Users Groups 2 CP |
| Archive/Document Information Management 3 CP | Management of Digital Resources in Memory Institutions 2 CP Management of Information Services and Centres 2 CP |
| elective STUDY COURSES 13 CP | |
| Foreign Language II (English, German, Russian) 4 CP | Russian (professional foreign language) 2 CP |

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| “Organization of Non-formal Education” / Organization of Educational Environment 3 CP | Information Services for Different Users Groups 2 CP User Groups - Children and Teenagers 2 CP |
| Resources and Work Safety 2 CP | Occupational and Civil Safety 2 CP |
| Information Law 2 CP | Basics of Law and Copyright 2 CP |
| Science Information Resources 2 CP | Introduction to Bibliography Science 2 CP History of Books and Libraries 2 CP |
| Bachelor Thesis 8 CP | Qualification Paper 8 CP |
| 3 Traineeships and Diploma Traineeship 16 CP | 4 Traineeship 16 KP |

Comparison with Siauliai State College Faculty of Business and Technology study programme “Information Management” (*Undergraduate Degree Information Management*. Retrieved from: <https://www.svako.lt/uploads/ssc-information-management.pdf>).

The study programme “Information Management” at Siauliai State College provides knowledge and skills in the field of organization and management of information services, digital management and information acquisition. The College study programme LSI also provides the knowledge to manage information resources and services and develops the competencies needed to work in libraries or information service companies. Both programmes have similar study courses.

The University of Tampere Faculty of Information Technology and Communications Sciences offers a bachelor's programme in information studies “Information Studies and Interactive Media”, resulting in a bachelor's degree. Programme amount 120 CP (180 ECTS). The study programme is structured in three parts: general and language courses; main information study courses (total 65 CP) and elective study courses (total 55 CP) which a student can choose from all sectoral programme courses offered at the University of Tampere, provided that at least 17 CP are required in one sector. For comparison of programmes, see Table 3.

*Comparison of
Tampere University study programme “Information Studies and Interactive Media”
and The College study programme “Library Science and Information”*

Table 3

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| Tampere University study programme “Information Studies and Interactive Media” | College study programme “Library Science and Information” |
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general and language study courses 18 CP

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|---|---|
| Introduction Course 1 CP | Methodology of Research 2 CP |
| Study Planning 1 CP | Methodology of Research 2 CP |
| Basics for Searching for Information 1 CP | Information Sources and Search 1 CP |
| Introduction to Computer Science 1 CP | Digital Communication and Social Networks 2CP Introduction to Information Literacy 2 CP |
| Statistical and Basics of SPSS 3 CP | Methodology of Research 2 CP |
| Languages: Finnish, Swedish, foreign language (English) | English (professional foreign language) 4 CP, Russian (professional foreign language) 2 CP |

information study courses 47 CP

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|---|--|
| Introduction to Information Studies 1 CP | Management of Information Services and Centres 2 CP |
| Information Activity 2 CP | Management of Information Services and Centres 2 CP |
| Basics of Information Retrieval 3 CP | Information Sources and Search 1 CP |
| Introduction to information and Document Management 3 CP | Introduction to Bibliography Science 2 CP |
| Introduction to the Organisation of Knowledge 3 CP | Management of Information Services and Centres 2 CP Introduction to Information Literacy 2 CP |
| Organisation of Knowledge 3 CP | Management of Digital Resources in Memory Institutions 2 CP |
| Information Sources and Intermediary Organisations 3 CP | Management of Digital Resources in Memory Institutions 2 CP |
| Professional Experience Development Project 3 CP The student chooses one of the proposed projects: databases, user-oriented information retrieval, evaluating user-centred design, managing documents and archives, fieldwork, or other projects | Term Paper 1 CP Project Management 2 CP |

elective study courses 12 KP

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| Methods of Information Retrieval 2 CP | Information Sources and Search 1 CP Introduction to Bibliography Science 2 CP |
| XML Retrieval 2 CP | Information Systems 2 CP |
| Language Processing Technologies for Information Retrieval 2 CP | Introduction to Bibliography Science 2 CP Information Systems 2 CP |
| Retrieving Information (Book Exam) 2,7 CP | Information Sources and Search 1 CP Introduction to Bibliography Science 2 CP |
| Information Literacy (Book Exam) 3 CP | Introduction to Information Literacy 2CP |
| Experimental Information Retrieval Research 3 CP | Methodology of Research 2 CP |
| Library and Information History 3 CP | History of Books and Libraries 2 CP National Bibliography 2 CP Study of Local History at Libraries 2 CP |
| Cultural and Sociological Perspective of Libraries 3 CP | Cultural Theory and Philosophy 2 CP Professional Ethics 1 CP Management of Library Work Legislation 2 CP |
| Management of Information Systems and Organizations 3 CP | Introduction to Bibliography Science 2 CP Information Systems 2 CP |
| Collection Management 2 CP | Collection Management 2 CP |
| Principles and Methods of Document and Workflow Management 3 CP | Introduction to Bibliography Science 2 CP National bibliography 2 CP |
| Organization and Description of Documents 4 CP | Bibliographic Description 2 KP |
| Production of Information Resources and Collection Management 3 CP | Collection Management 2 CP |
| Evaluation of Collection and Information Services 3 CP | Collection Management 2 CP Information Services for Different Users Groups 2 CP User Groups - Children and Teenagers 2 CP |
| Scientific Communication and Bibliometrics 3 CP | Methodology of Research 2 CP |
| Traineeship (3 months) 5,3 CP | 4 Traineeships 16 KP |
| Research Methods and Bachelor Thesis 9,3 CP | Qualification Paper 8 KP |

Comparison with the Tampere University study programme “Information Studies and Interactive Media” (*Bachelor's Degree Programme in Information Studies and Interactive Media*. Retrieved from: <https://www10.uta.fi/opas/tutkintoOhjelma.htm?rid=15032&uiLang=en&lang=en&lvv=2018>).

On the basis of a comparison of the programmes, the College study programme is similar in terms of content to the Šiauliai State College and the University of Tampere study programmes. All three comparative study programmes include general study courses, study courses of the industry and specialisation study courses providing knowledge and developing the skills required for information specialists in the field of information services in the information management industry. The College has developed a long-term partnership with the Šiauliai State College in the Erasmus+ programme with the perspective of working together.

Specialists in the library industry in Latvia are also prepared at the University of Latvia. The Bachelor 's “Information Management” programme is being implemented, which provides for the acquisition of knowledge and skills in two specialisations: information management in libraries and information centres, and information management in different institutions. The aim of this academic programme is to provide basic knowledge and skills in information management at different institutions (libraries, information services or centres, archives, museums, other public and private institutions and companies), covering the following key thematic blocks of competence of the information specialist: information resource management, information institution management, information service management, information technology management. Although the study process includes academic traineeship in one of the information management institutions, in general, the strong part of the programme is precisely the theoretical knowledge necessary to continue the studies of the University of Latvia in the Master's Studies Programme LSI.

Accordingly, in the first-level professional higher education programme implemented by the College, the content of the study courses of the industry and the results of the study courses to be achieved are aimed at improving professional skills directly at the work of libraries, taking into account the strategic objectives in the library sector.

From 2016, the professional further education programme “Library Science” shall be implemented by the Latvian National Library's Centre for the Development of Competencies in the amount of 960 hours with the right to grant a level 3 professional qualification. The programme aims to prepare competitive librarians for basic professional activities in academic, special, public, educational libraries and information centres. Unlike this further education programme, specialists prepared by the College not only carry out basic professional tasks, serving visitors, but are also prepared for the management of the library of two and more employees, for the strategic planning, organisation and implementation of their work and activities.

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

The analysis of the study direction and study programmes shows that the study programme LSI has been developed in line with the requirements of the labour market, and the strategic objectives of the development of the course of study are linked to both national processes and trends in the European Higher Education Area, in line with the Bologna process.

A modern library provides access to books, other printed and digital publications, electronic

catalogues, full-text databases and electronic information resources, the Internet, computers and information technologies and multiple e-services. It builds traditional and digital stocks, provides services to different groups of society, is active in social networks and contributes to the lives of local communities, supports educational and scientific processes, supports local business and is a universal point of public access to the communication of citizens with national and local authorities.

Cultural Policy Guidelines 2014-2020 "Creative Latvia": Library Industry Strategy 2014-2020 (updated in 2017) sets strategic objectives for the development of the library industry.

| | |
|----------------------|---|
| OVERARCHING GOAL | Developing libraries as an important resource for the smart and sustainable growth of society, which ensures the accessibility of Latvia's cultural heritage and promotes it, enhances public literacy and information literacy, supports cultural and educational processes, promotes the exploitation of creative potential and national unity processes, ensures the availability of state and local government services to society. |
| STRATEGIC OBJECTIVES | <ul style="list-style-type: none"> • To develop libraries as preservers and distributors of cultural heritage • To ensure availability of quality library services throughout the territory of Latvia • Participate in the development of the knowledge society • To support economic growth |

GENERAL OBJECTIVE OF NATIONAL CULTURAL POLICY GUIDELINES:

"Latvia - a land with rich and tended cultural heritage, a vital and diverse cultural life, creative people, competitive creative industries and an upward quality of life for everyone"

| | |
|------------|--|
| PRIORITIES | <ul style="list-style-type: none"> • Preservation and development of cultural capital through public participation in cultural processes • Creativity in lifelong learning and labour market oriented cultural education • Competitive cultural and creative industries • Availability of creative territories and cultural services |
|------------|--|

In the library sector, these priorities mean that the network of libraries provides citizens with a wide range of cultural, educational and information services and access to them, and libraries have become centres of local community knowledge and community interaction and initiative. Libraries should ensure the preservation of their cultural heritage and systematically monitor the quality and development of their work through the accreditation of libraries under the Law on Libraries. Sustainable development requires access to library information and knowledge resources and services for education, research, lifelong learning and economic development.

The pursuit of strategic objectives cannot be conceived without educated, knowledgeable and skilled personnel. A survey of College graduates in 2019 and interviews with employers in 2019 show that demand for specialists in library information is increasing, because without traditional competence to serve library visitors quickly and responsibly, informing on stocks and possible events relating to bookkeeping highlights the new skills: skills to build and offer digital content and other contemporary products to visitors, to manage and educate visitors in the use of e-services and information, to cooperate with business, by extending access to and use of services to economic activities. It is very important that those working in these small municipal cultural

institutions understand the responsibility for the preservation of cultural heritage by continuing the regular and targeted digitisation of cultural heritage (including audio-visual) and the accumulation of the digital heritage, as well as its inclusion in the European digital library “*Europeana*” and other international digital stocks.

Within the framework of the cultural policy in the library sector, and in line with the College's strategy for operation and development for 2016-2020 and its implementation plan, the strategic objectives and corresponding lines for the development of the study direction ICS heading are defined:

| | | |
|---------------------------------------|--|--|
| <p>TARGET OF GROWTH</p> | <p>developing and implementing a study programme of quality and modern studies “Library Science and Information”, in cooperation with employers and professional organisations, bringing up the necessary competencies for level 4 of professional qualifications ‘Library Information Specialist’, in line with the development prospects of the cultural heritage and the library industry</p> | <p>adapting education supply to international demand, expanding networks developing the Library Information Unit as a Support Centre for Academic Research research of new activities and development of the study development of programme research activities updating of digital and technological knowledge and skills vital for development</p> |
| <p>RESULTS TO BE ACHIEVED IN 2020</p> | <ul style="list-style-type: none"> • Partnerships have been established with higher education institutions implementing similar programmes • The content of the study programme and study courses has been updated according to the development tendencies of the knowledge society • The teaching staff of the study direction is involved in international projects and research work • The Library Information Unit is an academic writing education and support centre • Cooperation with the National Library of Latvia and the Union of Local and Regional Governments has been established to update competences of information specialists according to the needs of the labour market • Students carry out research work as part of their qualification work and are involved in the preservation of cultural heritage • Students know how to work with library information systems and wide-ranging electronic databases • Students participate in digitization of cultural heritage | |

| | | |
|--|---|--|
| PURPOSE OF COMMUNICATION | maintain operational internal and external communication with the leading specialists of libraries and other information institutions and College graduates to promote the image of the College and the opportunities of the unique professional study programme in the library sector | <ul style="list-style-type: none"> • open, versatile, operational internal and external communication with graduates, industry professionals • Promoting the study programme LSI as a professional education programme • promotion of the teaching staff of the study field as professionals of the field |
| RESULTS TO BE ACHIEVED | <ul style="list-style-type: none"> • communication and research on the development of the sector in the regions is carried out in cooperation with the graduates of the study programme • cooperation with professional organizations of the sector has been established • teaching staff engaged in industry activities and gained recognition | |
| OBJECTIVE OF RESOURCE DEVELOPMENT | to improve the study environment corresponding to the modern technologies necessary for studies of the library and information services sector, which would promote information literacy of every individual, seeking opportunities for cooperation with the National Library of Latvia and other employers | <ul style="list-style-type: none"> • regular updating and improvement of the material-technical base necessary for a modern study process • creation of a creative and aesthetically pleasing study environment involving students • active participation in STEM and IT projects |
| RESULTS TO BE ACHIEVED | <ul style="list-style-type: none"> • a course developed in information literacy and skills integrated in other courses • a part of the study courses can be acquired from online study materials • renovated and modernly equipped 2 classrooms with 30 workplaces • BIS is used as a training base for the College Library's inventory • The College Library is an aesthetically appealing environment for creative and research activities • Established solid relationships with partners in the acquisition of digital technologies | |

Short-term (2 years) goals are set for the development of the study programme.

Short-term Goals 2018-2019 year:

1. to improve the content of study courses and traineeships;
2. to promote the training of teachers through exchange and mobility programmes;
3. to improve the use of modern technologies in the study process (Moodle, Skype, telephone conferences, distance learning).

The content of the study programme has been substantially improved during the reporting period, in cooperation with the study direction "Information Management" of the University of Latvia, updated guidelines for the Term Paper, regulations for Qualification Paper and methodological

guidelines and regulations for traineeships. Over the past two years, more representatives of teaching staff have participated in Erasmus + mobility programmes. On the basis of a recommendation from employers, the basic setting of the Qualification Paper has been changed: instead of a bibliographic index on a specific topic, students will have to carry out an own-initiative research in the library science industry. The acquisition of modern technologies has been launched in the framework of the ERAF project "Modernising the STEM study programmes of the Latvian Academy of Culture and Latvian College of Culture" in a newly created modern computer class and using the possibilities offered by the National Library of Latvia: the digital library and the audio-visual reading room.

In the long-term, based on the indicative list of sectoral policy guidelines for the 2021-2027 planning period, the directions of the study direction have been determined in order to ensure continuous development and connection with the basic planning documents of the State:

1. to develop and activate cooperation opportunities with the University of Latvia and foreign universities that implement similar study programmes for the optimization of the study programme content;
2. to further improve the accessibility of the educational environment, which responds to the changing context of the study programme implementation and should be accessible throughout the territory of Latvia;
3. to continue the modernization of the study process and the restoration of resources, using the College's renewed material and technical resources and in cooperation with the National Library of Latvia;
4. engage in digitization of cultural heritage.

Development plan of study direction ICS 2016-2020.

1.3. SWOT analysis of the study direction with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study direction for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study direction for the next assessment period shall be provided.

The study direction was evaluated in two aspects:

1. study direction analysis, which is more related to the existence of the strengths and weaknesses currently identified;
2. Analysis of the prospects of the study direction, which identifies the factors promoting and hindering the further development of the study direction.

The evaluation of the study direction is based on the evaluation of students and lecturers in this studying and working and working in this study direction, the results of the graduates' surveys, as well as the employers' surveys.

For an analysis of the strengths, weaknesses, opportunities, and threats (hereinafter – SWOT) of the College's study direction "Information and Communication Science", see on Table 4.

Table 4

| STRENGTHS | WEAKNESSES |
|---|--|
| <ol style="list-style-type: none"> 1. Within the study direction, a unique study programme is being implemented in Latvia, providing first-level higher professional education in the field of libraries and information management. 2. The acquired education is up-to-date and practically applicable, as well as responding to labour market trends and demand. 3. The College implements a part-time study form that allows students to combine studies with work. 4. Qualified lecturers, who are professionals working in the field with practical and pedagogical work experience, are attracted. 5. A structured study programme is offered where the results of the study courses in industry and specialization correspond to the competences included in the profession standard. 6. A large number of practical classes in specialization study courses. 7. Four study traineeships, which involve mastering the main responsibilities of a library information specialist in different types of libraries. 8. Cooperation with the National Library of Latvia, higher education institutions and public libraries, using the resources of these libraries in the study programme acquisition. 9. Collaboration with professionals in the field to ensure the development of the study direction and organization of the studies according to the requirements of the labour market. | <ol style="list-style-type: none"> 1. A small number of students studying in the study direction. 2. Different prerequisites and work practices of students in the field may cause difficulties in mastering specialization courses 3. Insufficient use of e-environment in the study process. 4. Limited resources of digital information and digital databases in the study process. 5. Limited possibilities for technical renewal, provision of informative and methodical study base of the study process. 6. Study courses in foreign languages are not offered, insufficient mobility of lecturers. 7. High study costs, part-time studies exclude public funding. 8. Insufficient marketing activities to promote the study direction in the industry. |

OPPORTUNITIES

1. To promote wider use of e-environment in the study process by organizing different study forms and methods, availability of digital study materials and diversity of communication possibilities.
2. Collaboration with the lecturers of other study directions of the College, improving the content of the study programme.
3. More active involvement of lecturers and students of the study direction into the science and professional events, exhibitions, seminars, conferences.
4. Activation of lecturers' research activities by producing publications in the field of information management.
5. Collaboration with industry professionals in the field of scientific research that enables students to develop high quality study work and Qualification Papers.
6. Organization of professional development courses for those already in the profession.
7. Collaboration with the National Library of Latvia and the University of Latvia, providing continuity of studies in the field of information management.
8. Cooperation with foreign higher education institutions offering study programmes relevant to the content.

THREATS

1. Possible low motivation of students for active study process.
2. Aging of material and technical base.
3. Possible threats to the reputation and image of the College in the community.
4. Poor understanding of the content of the study programme and its advantages by individual employers and library founders.
5. The importance of higher professional education for the profession of library information specialist is likely to decline.
6. Low pay for library information professionals, influencing young people's aspirations for the profession, as well as their ability to study in College.
7. Requirements for the level of education of librarians in regulatory enactments have not been updated.
8. Unpredictable changes in the implementation of national regional policy.

The analysis of the current situation of the study direction shows that the main strengths that form the successful realization of the study direction are related to the practical orientation of the study programme by integrating a large number of practical classes and four study traineeships, qualitative teaching staff, as well as extensive cooperation with the National Library of Latvia and other higher education institutions and public libraries in the development and realization of the study direction.

Realizing opportunities emphasized in the study direction, the College plans to work in the following directions:

1. providing access to digital study materials,
2. remote realization of study courses in the electronic study environment Moodle (intended for lecturers' training in creation and management of e-learning environment materials, as well as students' training) so that part-time education can be carried out on demand;
3. co-operation with industry professionals and institutions in the field of scientific research, activating lecturers' scientific research activities and increasing the quality of students' studies and Qualification Papers, as well as continuing cooperation with Šiauliai State College and developing other cooperation opportunities with foreign higher education institutions and with lecturers of other study directions, to improve the content of the study programme.

Weaknesses of the study direction are mainly related to the limited resources for technical renewal

and provision of the informative and methodical study base of the study process. This limiting factor is resolved through collaboration with the National Library of Latvia, the University of Latvia Library, Riga Central Library and other public libraries, using the resources of these libraries to implement an informative and methodological study base. Other weaknesses in the study direction include the lack of awareness among employers in the field, the high cost of studies and the lack of budget or other forms of study funding resulting in the current low number of students. In 2020, the College intends to intensify its marketing and publicity activities in the field and to promote a positive public awareness and understanding of the programme among employers and library founders. It is planned to promote information online and in social networks, cooperation with industry professional organizations, public presentations, involvement in industry events, as well as popularization of the study programme among secondary school students by popularizing the study programme within "Shadow Days" and "Open Day" events.

Turning to possible threats to the realization of the study programme, first of all, they are related to the quality of the study process organization and lecturers' work, as well as the quality of the technique used. In this area, the College implements a quality management system that provides procedures for quality control of the study process organization and lecturers' work through student inquiry, complaint and suggestion review processes. Second, the threat is related to the reputation and image of the College itself as an institution, and the goals, objectives and action programmes set out in the College's strategy and other planning documents are identified and implemented as a positive step. The most difficult risks to address are related to the development of the information management industry, the need for first-level higher professional education in the profession of library information specialist, and the level of remuneration in the profession. The College intends to cooperate with professional and governmental organizations in the field of information management, contributing to the strategic development of the sector, promoting the activities of the library industry and library information specialists in Latvia and internationally, as well as contributing to its theoretical and practical development.

The next period College Development Strategy 2021-2027 foresees the continuation of study course lecturers' cooperation in the fields of creative industries, information management and new information technologies, seeking integration opportunities, in the sense of new content priorities from 2021 defining introduction of creative process support technologies in the study process, increasing the number of technological specializations and the share of digital skills in existing study programmes. The strong point of the College as an educational institution is the comprehensive use of existing resources, as it is one of the few educational institutions where it is possible to integrate resources from the fields of "Art" and "Management, administration, and real estate management"

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

The study direction 'Information and Communication Science' is implemented by the College Library Information Department and is led by the Head of this department, who is the director of the LSI study programme at the study direction Information and Communication Science'. The main

lines of academic activity are determined by the College Board, which discuss and submit to the Senate of the Latvian Academy of Culture for approval the College's medium-term operational and development strategy. The College has traditionally had a small number of study programmes to be implemented within the study directions, and therefore all internal regulatory documents highlight the development and implementation of study programmes. Possible changes in study directions, content of study programmes, content of study courses, achievable results are decided by the College Board. The College Board also elects the heads of the departments and lecturers for academic positions.

The Head of the Library Information Department, as the director of the study programme implemented in the study direction, prepares annual self-assessment reports for the study direction ICS and its study programme LSI for consideration and approval by the College Board. The lecturers of the department are involved in the preparation of the report and it is discussed at the methodological meetings of the study programme. The following persons participate in the methodological meetings of the study programme: Deputy Director in the course of studies; Director of the Study Programme; Head of Study Department; the Head of the Library, who also acts as Programme Coordinator; two elected lecturers of general education study courses; two lecturers of specialization study courses who are also professionals in the field and representatives of employers. These methodological meetings analyse the results of the qualification examination based on the assessment of the field professionals by the qualification examination commissions, propose changes to the structure of the study programme and approve the topics and requirements of the term and Qualification Papers. The information is collected in the minutes of the methodological meetings and used for the preparation of the self-assessment report. This ensures a highly operational flow of information between teaching staff and industry professionals, and the decision-making process is organized without bureaucratic procedures. Methodological meetings ensure cooperation with other study fields and programmes.

Symbiosis of study directions with other study direction of College is essential. In addition to the study process, the contribution of College lecturers (management, media specialisation, stage art, etc.) to the development of study courses, adapting them to the needs of students who specialise in library information. For example, "Digital communication and Social Networks", "Event Management Methodology", "Project Management" study courses have been successfully adapted to the audience of library specialists, while at the same time providing the latest and up-to-date theoretical lessons and methodologies of the sector. For other study directions, the College library and study programme lecturers are becoming a real support in the field of information services and in the development of academic skills.

Study direction management structure scheme in Annex No. 5.

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

Admission requirements for the study direction ICS study programme "Library Science and Information" are governed by the annual "Admission Regulations of the Latvian College of Culture

at the Latvian Academy of Culture” (hereinafter – Admission Rules) approved by the College Board. Admission requirements are assessed at the meeting of the relevant department on the basis of the statistics compiled by the study programme and the results achieved by the students and in consultation with the employers. All required information on admission requirements is posted on the College website. 2020/2021 Admission Rules are available here:

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2019/12/Latvian_College_of_Culture_at_the_LAC_-Admission_Rules_2020_2021.pdf

Studies in College may be commenced by interested persons who’s previously acquired education conforms to the level of general secondary education specified in the Republic of Latvia, as attested by the relevant document. The study programme LSI is implemented in the form of part-time studies, its target audience is already employed in the field, therefore the evaluation criterion for admission to part-time studies is the result of Centralized Examinations in Latvian and foreign languages (Admission rules, Paragraph 23). If a person has been released from State examinations in accordance with the procedures specified in regulatory enactments, the results of the competition shall consist of an assessment equal to the Central Examinations from the educational document regarding the acquisition of secondary education. Certificates of results of centralised examinations shall not be required for candidates who have acquired secondary education until 2004, as well as for persons who have acquired secondary education abroad or for persons with special needs. The right to be admitted to the study programme in the first year after the acquisition of secondary education shall also be for persons to whom such rights have been determined by the Cabinet, on a proposal of a separate member of the Cabinet, in relation to the special merits of the relevant persons for the benefit of the State of Latvia, if such persons have been released from the examinations of the State of secondary education in accordance with the procedures specified by regulatory enactments. on the basis of the assessment posted in the attestation (Admission rules, Paragraph 16).

Part-time students of the study direction ICS have the possibility to recognize:

1. previously acquired formal education - study courses acquired in other higher education institutions;
2. knowledge, skills and competences acquired in professional experience and outside formal education.

The procedures for recognition shall be determined by the following documents:

1. Regulatory document "Procedure for Academic Recognition of Study Courses Acquired in Previous Education", Approved by the College Board on January 7, 2016.

Regulatory document available:

<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/01/Procedure-for-Academic-Recognition-of-Acquired-Study-Course-in-Previous-Education.pdf>

2. Regulatory document “Regulations on the Evaluation and Recognition of Competences Acquired Out of Formal Education or in Professional Experience and attained in Previous Education at the Latvian College of Culture at the Latvian Academy of Culture”, approved by the College Board on April 18, 2019. Until then (February 27, 2015 – April 17, 2019) - “Regulations on the Assessment and Recognition of Learning Outcomes in Previous Education and Professional Experience”. In 2019 new regulation was introduced, as in August 2018 the external normative regulation was changed (new Cabinet regulations were adopted).

Regulatory document available:

<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/01/Regulation-of-The-Assessment-an>

These documents, issued on the basis of the relevant external normative documents, determine the documents to be submitted to the student / applicant for recognition. They shall also determine how and by what means the approval and recognition procedure for the assessment of learning outcomes achieved through prior education or professional experience shall be granted. Due to the fact that 20% of students have experience with previous studies (similar or other study programmes) in the study programme LSI, a large proportion of them submit documents (academic statement, diploma attachment) for the academic recognition of study courses. Most of the courses are from A block of general education (Professional Foreign Language (English), History of Latvian Culture, etc.)

In 2015, two offers were made for librarians to align their professional experience, one for those with 5 years of service and the other for those with 10 years of service. The examinations consisted of an oral part (presentation of their professional experience, presentation of traineeship reports, answers to the questions of the commission) and written part (approved examination with questions on specific study course topics).

Between 2015 and October 2019, 9 students have been recognized for professional knowledge, competencies and skills acquired in the study programme LSI. The primary reason students choose to do this is to shorten their study time to get a diploma faster without having to study in the things they learned in the workplace.

For example, before the 2015/2016 academic year, two applications were received regarding the desire to recognize professional experience. The applications were considered and on the basis of the order of the Director of the College a date (19.09.2015) was set for the examination of the evaluation of professional achievements for the recognition of study achievements of the Library Information Specialist and the examiners. On that date, both candidates took both parts of the test, verbal and written. 24.09.2015 the commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience approved the test results and prepared a decision on the recognition of learning outcomes achieved in professional experience. The Commission encouraged both applicants to matriculate at a later stage of studies. This recommendation was confirmed by a decree of the College Director on matriculation at a later stage of study. An individual plan was made for both students to take non-equivalent courses, and they were enrolled during one semester. Academic recognition of previously acquired formal education (study courses) was additionally carried out for one of the two students.

For another student of the study programme, not only recognition of formal education but also professional experience was compared and recognized. In October 2015, the student submitted an application with proof of previous education to the College Deputy Director in the course of studies. A proposal for recognition of study courses was presented to the commission for the assessment and recognition of learning outcomes achieved through prior education or professional experience, thereby reducing the student's total workload by eliminating the need to re-study a subject already acquired at another higher education institution.

On August 14, 2018, new Cabinet of Ministers Regulations No. 505 "Rules for the recognition of competences acquired outside formal education or of professional experience and of learning outcomes achieved in prior education", which, with the addition of changes to the Law on Higher Education (the limitation that only 30% of the study programme volume acquired outside formal education and professional experience can be recognized is removed), gives the individual a broader scope for recognition and alignment. Not only is the scope of what can be recognized broadened, but there is also greater scope for what can be recognized or compared to the expected learning outcomes of particular courses. This is both an added benefit for potential students and an

additional challenge for the College as it requires very individual work, interviews and consultations to maximize the candidate's performance after alignment.

The College intends to develop a new offering for library staff to provide education and qualifications in the short term, taking into account the further education programme "Library Science" implemented by the National Library of Latvia and the given qualification - the third level professional qualification "Librarian". In this way, the succession of studies will be realized, giving the graduates of the 3rd level professional qualification an opportunity to improve their knowledge, skills and competences and to obtain the first level higher professional education in the field of libraries.

1.6. Assessment of the methods and procedures for the evaluation of students' achievements, as well as the principles of their selection and the analysis of the compliance of the evaluation methods and procedures with the aims of the study programmes and the needs of the students.

The College regulatory document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture Examination Regulations" (hereinafter - Examination Regulations) defines the procedure for passing examinations in the College study programmes. The type of assessment and the assessment criteria for each study course are defined in the course description.

The main forms of assessment of students' knowledge in the study programme are written and verbal exams, practical classes (discussions, business games, presentations of independent work, etc.), summaries of research projects and independent work, etc. public speaking that develops student's presentation and argumentation skills. In most study courses the assessment is formed cumulatively - assessment of the work during the semester (practical classes, reports, presentations, individual written assignments, tests, etc.), summary work on the material acquired in the course, use of theoretical findings in case studies. etc. and assessment of the final examination of the course.

The student has the right to dispute the lecturer's assessment by submitting a written, motivated appeal in the Study Department not later than within five working days after the verbal examination or announcement of the results in a written examination. The performance of the student assessment procedure is supervised and controlled by the head of the department corresponding to the study programme/ Director of the study programme, the deputy director in the course studies and the head of the study department. In the case of student appeals, a commission is formed by inviting neutral lecturers to assess the adequacy of the requirement and agreement is reached on further action in the mediation process. Students' verbal complaints about biased assessments are analysed at departmental meetings, with explanatory work if necessary, if the student's complaint has not been substantiated.

There are appropriate methodological guidelines for the development of students' Term Papers and the organization of traineeships, which define the tasks to be performed and the criteria for evaluating their performance. All methodological documents are available on the College website under the section 'Students'.

The evaluation of the Qualification Paper is governed by the College's regulatory documents:

| | |
|--|---|
| Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” Regulations for the Qualification Paper in study programmes “Management of arts institutions”, “Library Science and Information”, “Contemporary Dance”. | Hereinafter – Regulations for the Qualification Paper |
| Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” Regulations on Qualification Examination Procedures. | Hereinafter – Regulations on Qualification Examination Procedures |
| Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” Methodological Guidelines for the Development and Defence of Qualification Paper in study programme “Library Science and Information”. | Hereinafter – Methodological Guidelines for the Qualification Paper |

For the Qualification Examination, a special Qualification Examination Commission shall be established, the chairman and two members of which shall be representatives of industry professional organizations or employers on the basis of the Qualification Examination Procedure. This provides students with a maximum objective assessment according to the requirements of the labour market. Given the importance of assessment in students' future careers, the College strives to consistently follow a student-centered teaching approach by publishing assessment criteria and methods in advance, providing feedback on the learning outcomes achieved, taking into account students' individual abilities and achievement dynamics. In professional education programmes, it is very important to respect the student population, previous life and work experience, and to develop appropriate learning pathways that value progress in the learning process and encourage independent learning. One of the unwritten norms of the College is mutual respect for the relationship between students and teaching staff.

Regulatory document available:

1. https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2019/12/Latvian-College-of-Culture-at-the-LAC-Regulation-for-the-Qualification-Paper-_all-study-programmes.pdf
2. <https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/01/Procedures-for-Qualification-Examinations.pdf>

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

Academic integrity is one of the founding principles of the College. Chapter II of the updated Code of Ethics for the College sets out the "Essential Ethical Requirements for College Students" in order to avoid suspected violations of academic integrity:

1. do not express work and tasks prepared by others in one's own name;
2. prevents passing tests, exams, traineeship reports, Term Papers or projects, etc. writing or

taking exams instead of other students;

3. unauthorized materials of the teaching staff shall not be used in tests and examinations;
4. prevents and addresses plagiarism - the use of other people's ideas, phrases, sentences, or texts without proper permission or proper feedback;
5. performs all individual work independently, without plagiarism - expressing the results of another person's creative activity in one's own name.

The principles of academic integrity are presented to students in introductory lectures. In addition, paragraph 3.1.9 of the student contract states that “the student undertakes, when signing the contract, to carry out all individual works independently in the course of the study programme, without allowing plagiarism - the further expression of the results of another person's creative activities (means of expression, ideas, opinions) in his or her own name. The student shall be fully responsible for the content of his or her creative works, the correctness of the information used in them, as well as respect for ethical and copyright rules”. Thus, the College's internal documents define what action is deemed to be a violation of academic integrity and what punishment is for failing to comply with the study contract.

The College shall also take preventive action in the fight against plagiarism by informing students and educating them in academic studies and academic writing, and by encouraging lecturers to use test forms based on the application of creative activities or professional skills to be tested, which will limit the possibility of plagiarism.

For example, for students in the “Social Psychology” study course, the exam consists of an interview whose audio recording and text transcript are submitted to the lecturer, thereby excluding the possibilities for plagiarism.

Currently, together with the Latvian Academy of Culture, with the European Social Fund project “Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process” No. 8.2.3.0/18/A/020, the possibilities for the use and purchase of electronic anti-plagiarism tools and the possibilities for joining the electronic database of Latvian National Library academic works are being studied.

1.8. Specify the websites (e.g. the homepage) on which the information on the study direction and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers.

Information about the study direction ICS and the corresponding study programme is published on the College's website under the section “Study Programmes” and is updated once a year.

<https://kulturaskoledza.lv/velos-studet/biblioteku-informacijas-specialists/>

The Director of the study programme LSI shall be responsible for the conformity of the information available in the official registers on the website in Latvian, the administrator of the College's computer network shall be responsible for the technical availability of the information. The appropriateness of updating information for changes shall be supervised by the Deputy Director in the course of studies.

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

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

In the study direction ICS the internal quality assurance system is based on the College's quality policy and internal regulatory procedures. Efficiency depends on:

1. provision of professional qualification and pedagogical experience corresponding to the principles of attracting lecturers involved in the implementation of the study programme;
2. lecturers' participation in the evaluation of study processes and their connection with the requirements of the labour market;
3. Study Programme Director's Cooperation with Industry Employers and Professional Organizations to Update Study Course Content for Labour Market Needs;
4. ensuring cooperation and feedback of the study programme lecturers and students on the activities performed during the study process

The Director and lecturers in the specialization study courses of the study direction ICS and the study programme LSI are professionals working in the sector, thus highly operationally incorporating the topics of the library sector into the content of study courses, and it is possible to respond to the demands of the labour market. The curriculum is structured in such a way that the total volume of the limited elective (specialization) study courses is 11 CP (i.e. less than 20% of the total volume of the study programme), this section updates the content to meet industry needs, creating new specializations as needed.

For example, the specialisation of the study programme "librarian of the educational establishment" was established in accordance with the earlier applicable regulatory framework on the need for pedagogical education for staff of school libraries. In cooperation with the specialization students of Rēzekne Technology academy, it was possible to acquire the educational training courses required for work in the educational establishment. Changing the requirements according to Cabinet Regulation No. 569 of 11 September 2018, "Regulations on Education and Professional Qualifications of Teachers and Procedures for Improvement of Teachers' Professional Competence", specialisation "Librarian of the Education Institution" has lost its spotlight, as it is sufficient for work in the Library of the Educational Institution having a professional development education and a third level professional qualification "Librarian".

In consultation with employers and industry professionals, in 2019, new priorities have been identified in the study programme LSI and substantially updated study courses: Introduction to Information Literacy (both as a source of information for the user and as a potential other information seeker for the educator), Management of Digital Resources in Memory Institutions and the Management of Information Services and Centres. In this way, specialists are being prepared for work in large-profile libraries, information centres.

2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the procedures for the

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

The study programme of the study direction ICS has been developed in accordance with the Cabinet regulations regarding the State standard of vocational higher education at the first level. The choice, content and traineeship tasks of study courses are determined according to the profession standard of "Library Information Specialist". In order to improve this process, the regulatory document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Procedure for the Development, Approval and Updating of Study Programmes" has been developed. It provides that, before submitting to the College Board for approval, a new study programme must carry out external expertise, involving three professionals working in the sector. Changes to an existing programme also require the views of industry employers.

Link to the regulatory document:
<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2019/12/Latvian-College-of-Culture-at-the-LAC-Procedure-for-the-Development-Approval-and-Updating-of-Study-Programs.pdf>

The study process is regularly evaluated in annual self-assessment reports of study directions and programmes. Each structural unit prepares a report on the activities of its structural unit, evaluates also the processes that should be improved, summarizes the opinion of the lecturers on the necessary changes and performs an electronic questionnaire for students at the end of each academic year. Self-assessment reports are analysed by the College Board and approved by the Senate of Latvian Academy of Culture.

To improve the quality of the study process, the College structure was changed in 2017. The Departments of the General, Industry and Specialisation study courses were reorganized into Cultural Management, Stage Art, Communication and Design, as well as Information and Technology Departments. In 2017 and 2018, the head of the Information and Technology Department was responsible for the implementation of the study programme LSI. In the analysis of the effectiveness of the established structure, it was found that the implementation of various joint study projects was a priority and that it worked poorly with regard to the methodological monitoring of the study process. As a result of the discussions, a decision was taken in 2019 to make changes to the structure of the College, by establishing the departments on the basis of the courses and programmes to be carried out, by specifying precisely the departments and specialisation in order to ensure an efficient study process for managers' responsibility and the direction of study in the pursuit of strategic objectives.

A highly important process for ensuring the quality of the study programme is a qualification exam. The results of the examination, the knowledge and skills demonstrated by the students are analysed and the views of the professionals in the field invited to the examination are heard. Based on this analysis of information gathered in the minutes of the methodological meetings, the content of study courses, test forms and other improvements are being made.

In September 2019, updating of the standard for the profession of a library information professional has been launched with employers. The Director and Coordinator of the Programme are actively involved in this process, a draft updated professional standard has been submitted to employers of the sector. On this basis, and in the light of the proposals made in the in-depth interviews of

employers, structural changes were prepared and submitted to the College Board for approval so that the content of the programme would be consistent with the knowledge, skills and competences raised in the professional standard.

Students' views on the quality of the study process are highlighted in the survey at three levels: a candidate survey (helps to get up-to-date information on the image of a College among potential students), a survey of students (once a year, an evaluation of the performance of studies and dockers) and a survey of graduates (further education issues and employment research). Feedback to the survey process is essential – students are presented with survey results, identified gaps, if any, and an action plan developed by the College to address them. In some cases, a decision on the replacement of lecturers is taken. In 2018, after hearing the views expressed by students on the guest lecturer of World Art History, it was decided not to pursue the cooperation and to invite a teacher with greater awareness of the use of knowledge of world art in the library industry. The new lecturer with an appropriate academic degree works in the library of the Latvian Museum of Art. During the semester, meetings with students are held once a month in order to receive their recommendations in time to improve the study process and to resolve problems in an operational way.

A survey of graduates during the reporting period took place by electronically sending questionnaires each year. In July 2019, during a labour market analysis of the study “In-depth research on the labour market of the cultural and creative industries”, in accordance with the operational programme of the European Social Fund project “Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process” No. 8.2.3.0/18/A/020 it was decided to carry out a telephone survey of 2016, 2017 and 2018 graduates, gathering information on employment and evaluation for the curriculum.

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

For students, information on how to make suggestions or claims is available on the College Home page in the section “Internal Rules” the normative document “Latvian Academy of Culture Agency “Latvian College of Culture at the Latvian Academy of Culture” “Procedures for the Consideration of Proposals and Complaints” (hereinafter – Procedures for the Consideration of Proposals and Complaints) has been published. Appeals regarding the assessment of the results of studies or the process of tests and/or examinations shall be examined in accordance with the procedures specified by the Examinations Regulations and the Regulations on Qualification Examination Procedures. Encouraging students to submit proposals in writing promotes one of the values of College: openness (readiness to take the initiative and be responsible for the results achieved is a fundamental element of this value). The complaints process shall be organised in such a way as to allow students to make their views reasonable, to receive feedback on the problem within 14 days and to agree jointly on the actions to be taken to address the situation.

The opportunity to present suggestions and complaints is also for the College’s academic and

general staff. According to the procedures of the quality management system, the information is collected and analysed in the register of proposals and complaints and used in the preparation of the self-assessment report.

In College, there are arrangements for teaching students to inform about the content of the study course, the compulsory literature and the requirements for final examinations. The views of students are heard and, in some cases, time limits are specified or there is agreement on changes in the development of individual study works. Thus, preventive action is taken to avoid unnecessary conflict situations involving students in decision-making.

The College continues to make internal communications and information movements more efficient, increasingly through online solutions. WhatsApp and Facebook communication groups and shared documents and work plans have been created for more operational information circulation.

Thus, due to a pro-actively maintained dynamic and positive communication among the students, lecturers and college administrative staff, the review period shows no records of initiatives or claims. There appear some unclear situations related to the study process, the existence of which were found out during verbal communication with students: for example, unclarities regarding the options of recovering the omitted lectures, settling of study examination debts. With an active participation of the study department employees, the study programme director, the study programme coordinator, these situations have been closed with a positive outcome for all interested parties.

In the study year 2015/ 2016, for instance, the students came up with an initiative to have full-time lectures only on Saturdays, while Fridays would be left for the seminars and practical classes that need to be arranged on working day (for example, classes in other libraries), as a result the lecture schedule was strongly modified. After having made sure that such schedule is suitable and functions well, it has been kept also in later study years.

In the study year 2016/ 2017 the students initiated to supplement the study contents with the knowledge on modern communications, including social networks, blogs, web page establishment. This initiative was accepted, and as a result the study course “Digital communications” was adapted and read in the college study programme “Culture Manager”. Considering the positive feedback of the students, this course has been included in the study content also in the next years.

Another example would be a case, when following the student concerns on practice tasks and offers for practice places, additional consultations were arranged in order to solve the issues. In 2018 and 2019 the college staff repeatedly summarized the cooperation organisations and reviewed the list of the recommended practice places, available to the students on the web page of the College, section “For students/ Practice”. In 2019 the practice tasks were re-elaborated, improving their definitions and updating the targets and content.

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

In order to successfully implement effective study direction management and related activities, the College collects and analyses data related to the study process, which helps to plan the changes to

be made and the necessary improvements in the course of study.

Quality management system process maps has been established in the quality management system manual, developed in the framework of the ESF project “Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process” No. 8.2.3.0/18/A/020. Two of those directly related to data collection mechanisms are the “Data and Information Management Process Map” and the “Study Quality Assessment Map” (including types of assessment such as candidate survey, student survey, graduate survey, etc.).

The two main activities undertaken to enable the data to be used for the development of courses of study are the collection of data on the progress of students’ studies as well as surveys of students and graduates.

All data related to students shall be registered and stored in the Latvian higher education information system (hereinafter – LAIS). It contains all information with basic data on candidate and student data, including orders, assessments, diplomas issued, study fees, etc. The recording of student data in the database shall be carried out by the Head of the Study Department, the Head of Human Resources (entering lecturer data) and the accountant.

If student information is required, the data that will be further needed to be analysed and evaluated for that purpose shall be selected from the LAIS database. The data selection or export shall be carried out by the Head of the Study Department, who shall forward it to the representative of the department who requested it for analysis of the data or carry out the necessary analysis of the data herself. The data selection shall be carried out within the time limits and at the frequency required by the external and internal laws and regulations or when requested by the College Department representative for which the data are required.

The Head of the Study Department selects and analyses the student data by ranking according to different criteria. It shall be carried out for the purposes of the study process, such as candidate admission; rotation; granting of scholarships; drawing up reports; reports on diplomas issued; selection of data for importation into the State Education Information System, etc.

Student achievement indicators are an important instrument for planning the study process. At the end of the semester, data on underperforming and deductible students are collected so that the size of the next semester’s student groups can be planned, which in turn directly influences the load of lecturers. A selection of data on the study debts of last-year students is also underway to organise the sorting of student debts, and to ensure that there are potentially higher numbers of graduates (an individual, student-centred work with each last-year student who has student debts).

At the end of each year, student-count statistics are compiled, evaluating the dynamics of student-count changes to be able to plan next year’s funding and financial flows. The statistics on student numbers are also used to prepare a self-assessment report for each study programme in order to analyse the state of the current study programme and to plan the necessary actions to improve the quality of the study process. As an example, when the use of student data had contributed to the study process improvements, is the statistics of the student amount in the specialization “Librarian of educational institution”. The data indicated the necessity to re-work the targets, outcomes and content of this specialization, and finally the decision was taken not to offer this specialization anymore due to the lack of resource capacity.

The performance indicators of students may, in an indirect way, be indicators for shortcomings in the implementation of a specific study course. In College experience, there have been situations where a high percentage of a group of students has failed in a single course, although the other courses do not show such a high proportion of underperforming scores. These situations involve both interviews with the lecturer and interviews with students in order to conclude the validity or

inadequacy of such performance indicators. If, as a result of the examination of the study tasks and, the examination/test requirements and consultations conclude that the methods used and/or explanations provided by the lecturer have been unjustified/insufficient, students shall be given the opportunity to resubmit the works by inviting other lecturers to evaluate the works. Thus, the analysis of the grades of study courses allows the quality of the study process to be monitored. For example, the study course “Art of speech”, where in the study year 2014/ 2015 the evaluations of the lecturer on the student works were very low and it was stated that the evaluation criteria mostly were not corresponding to the initial task definitions and the knowledge and skills provided during the course. The situation was solved by involving the programme director, arranging additional tasks for students, which provided good results – successfully passed examinations. From the study year 2016/ 2017 the study course “Art of speech” is not read anymore, but these competences are incorporated within the framework of the study course “Methodology of organising events”.

In order to reduce the number of students deducted, an anonymous survey has been introduced as one of the objectives of completing the statistical data collection mechanism from February 2019 for students wishing to terminate their studies at their own request. The survey should indicate the reason why studies are suspended. It is planned that the collection and evaluation of such data will allow for a more successful organisation of the study process by providing and reducing, within the limits of College opportunities and resources, the impact of the factors that force students to suspend studies and take preventive action. For instance, basing on the data about the reasons for leaving studies, a necessity to offer students more opportunities for distance learning, studies in e-study environment was recognized. It gives the opportunity to reduce the number of presence contact hours, which several times has been named as the reason for leaving the studies: expensive transport costs, lack of time, impossible to combine studies with job and so on. From 2017 the establishment of e-course has been launched and there is a partial possibility to participate in some study courses, like “Project Management”, “Basis of Law and Copyright”, “The history of the Latvian Culture” by applying distance learning approach.

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

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| 1.1. Quality assurance policy | The development and delivery of the College Quality Management System focuses directly on the development of quality culture, in which academic and general staff and students assume responsibility for the quality of their activities and actively engage in quality assurance processes. All necessary procedures have been established in the study direction, are updated and quality indicators are documented. Those involved in the study process are encouraged for open communication, while taking responsibility for respecting the principles of academic integrity and the results of their work. College quality culture is characterised by intolerance to any manifestation of lack of discrimination and tolerance. Quality issues from 2018 have been highlighted. |
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| 1.2. Programme development and approval | The study programme corresponding to the study direction shall be developed and updated on the basis of the professional standard corresponding to the qualification to be awarded and in line with the programme's objectives and the College Strategy. It has clearly identified the results of the studies to be expected. In consultation with employers, the content of the programme is updated regularly by developing new study courses and study modules in specializations. Using the views of students already working in the sector, the content of studies and traineeship tasks are designed to enable students to develop. |
| 1.3. Student-centered learning, teaching and assessment | As the study direction take the form of part-time studies, students mainly already work in the sector and are self-motivated to obtain maximum quality education in the study process, since the fees must be borne by themselves. Lecturers of both general education and industry study courses shall carefully choose the content of study courses, taking into account the student contingent, particularly when learners include people with more experience. The strong side in the study process is mutual respect for the relationship between students and teaching staff. A regular hearing of students' views on the conduct and content of studies shall take place in order to diagnose potential problems in a timely manner. |
| CHALLENGE | Improve the skills of lecturers who are professionals in the sector in evaluating student knowledge and skills, learning new methods and ensuring a smart mentoring approach. |
| 1.4. Admission of students, Process of studies, recognition of qualifications and certification. | All necessary procedures for the admission of students, the recognition of prior education, non-formal learning, the study process and the conduct of the qualification examination and the granting of acquired qualifications have been established in the study direction. In the long term, the possibility of developing further training programmes for the implementation of the third level professional qualification "Librarian" should be assessed in coordination with the LNB Centre for the Development of Competencies. |
| CHALLENGE | Co-ordinate the content of the programme with the ongoing updating process of "Library Information Profession Standards" and the development of a qualification recognition procedure for graduates of the Latvian National Library Competencies Development Centre. |
| 1.5. Teaching staff | The course of study involves competent lecturers who are interested in promoting the acquisition of students' knowledge, skills and professional competences. The necessary procedures for recruitment of staff have been established, dialogue has been maintained on the expected results of studies in study courses. |
| CHALLENGE | The challenge in this standard is to promote the joint involvement of lecturers and students in research activities and to promote innovation in the use of teaching methods and new technologies. |

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| <p>1.6. Teaching resources and student support</p> | <p>In order to ensure a successful higher education environment, the College has responsibly attracted support and administrative staff to ensure that the staff of these departments are not only qualified but able to provide the necessary support to students in a professional and understanding manner, taking into account the specific needs of this direction (particularly the experience of life and work, the need to link work and training to individual needs, study plans).</p> |
| <p>CHALLENGE</p> | <p>Improving physical resources (study equipment and IT infrastructures) not only through own funding, cooperation partners and participation in different projects, but also through public funding.</p> |
| <p>1.7. Information management.</p> | <p>In order to successfully implement effective management of the study direction and related activities, data relating to the study process shall be collected and analysed to help plan the changes to be made and the necessary improvements in the study direction. Student data shall be processed, stored and used in the cases specified in the legislation in accordance with the General Data Protection Regulation (GDPR). The college-designed “Privacy Policy” generally describes how the College conducts personal data processing and protection. More detailed information on the processing and protection of personal data is described in contracts and internal regulatory enactments, such as Section 6 of the Study Agreement, “Contributions of the Parties” determines the relationship between the two parties, the College and the student, the relationship between the data to be used, both during the duration of the study contract and after termination of the contract. Third parties shall not have access to student data, except in cases specified in external regulatory documents (e.g. Cabinet regulations; cooperation agreements).</p> |
| <p>1.8. Information to the public</p> | <p>Information on the study directions and the study programmes is available on the College home page and on the home pages of the industry’s professional organizations. The director of the study programme shall be responsible for updating information on these Internet sites in accordance with changes in content or administration rules. Students shall have publicly available information on the College home page regarding all internal regulatory enactments regulating the study process. Information to the public from 2020 is planned to be given even more attention by means of a very targeted selection of communication channels.</p> |

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| 1.9. Programme monitoring and periodic review | In order to ensure the performance of the study direction and the strategic objectives of the study programme and the effective learning environment for students, annual self-assessment reports of the programme shall carry out a thorough analysis of the results achieved, taking into account the results of the qualification examination, the information obtained in student surveys and the decisions taken at the methodological meetings of the study programme. The College Board shall periodically evaluate the relevance of the programmes to the changing needs of society, the expectations of employers, the expectations and needs of students and the environmental relevance of studies to the objectives of the programme. Self-assessment reports are published on College Home. |
| 1.10. Cyclic external quality assurance | For the study direction and the study programme, external evaluation and accreditation shall be carried out in accordance with the requirements of the legislation in force, taking into account the recommendations for improving the study process received and setting new short-term and long-term objectives to be achieved. In addition to these cycles and inspections specified by regulatory enactments, the College has used the possibility to perform independent functional and quality audits within the framework of the ESF project "Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process" No. 8.2.3.0/18/A/020 during the current inspection period. |

The long-term challenge in implementing the direction of study is to further improve student-centric learning, teaching and evaluation (ESG standard 1.3) by actively involving students in the learning process and regularly updating the content of the curriculum. Work on improving the evaluation procedure is planned during the new reporting period.

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

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

The revenue of the College shall be constituted:

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| public funding | a grant from the state basic budget |
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| College revenue from paid services | <ul style="list-style-type: none"> • revenue from education services (study fees, further education courses in the form of direct payments and co-financing) • revenue from organising courses and seminars • revenues from EU structural funds, initiative programmes and local public funding • financial resources provided by the partners in support of certain targeted programmes |
|------------------------------------|--|

The College study programme LSI does not provide for public funding, the sources of financial security are students' own funding. A calculation of the necessary financial collateral has been carried out for the implementation of the study programme, in which the costs are classified in the following way:

1. Remuneration of academic and administrative staff;
2. Service costs (costs of communication services, repairs, information systems, etc.);
3. Costs of materials, energy and equipment (maintenance costs of buildings, costs of purchasing teaching materials and materials, the cost of purchasing books and magazines equipment and supplies);
4. Marketing Costs.

On the basis of the estimates made, the cost per student shall be EUR 1927.00. In addition, the College has attracted funding from other sources, so the actual cost per student in 2019 is EUR 1400.00. Distribution of the cost % in the “Library Science and Information” study programme:

1. Remuneration of academic and administrative staff - 88%;
2. Service costs (costs of communication services, repairs, information systems, etc.) - 3%;
3. Costs of materials, energy and equipment (maintenance costs of buildings, costs of purchasing teaching materials and materials, the cost of purchasing books and magazines equipment and supplies) - 9%;
4. Marketing Costs - 0%.

Part of the staff remuneration is covered as funding for research activities from the ERaF project “Modernising the STEM programmes of the Latvian Academy of Culture and Latvian College of Culture” (No 8.1.1.0/17/I/014), from the ESF project, “Management efficiency of the Latvian Academy of Culture and Latvian College of Culture and modernization of the study process” No. 8.2.3.0/18/A/020, from the “International Standards training in VET for promotion” project. of market education relevant (ISTRA), from THE Erasmus + project REFUGEES, from the MAGNET - University as a key partner of NETwork for neutral educational tracking prices of Middle Age Generation in Uzbekistan.

Part-financing is also available for communication services, the purchase of teaching products, stationery, materials and marketing costs from the Erasmus + education, training, youth and sport programmes in Europe. The costs of repairs are partly covered by the ERAF project “Modernising the STEM study programmes of the Latvian Academy of Culture and Latvian College of Culture” (No 8.1.1.0/17/I/014).

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

Chapter 3 below the respective study programme).

The direction of studies “Information and Communications Sciences” is being realized at the premises of the Latvian College of Culture in Riga, Knight Street 57. The College shall use 23 audiences and two computer classrooms (15 job places fully equipped in each computer class), an assembly hall (one for 120 learners), a stage and other training or administrative rooms and library. For the purposes of the study process, training audiences shall be equipped with the necessary material-technical equipment – audio (a tuning system that is reciprocally incorporated with computer processors), video (televisions or projectors that are reciprocally incorporated with a computer processor and a tuning system, computer hardware (monitors, processors), magnetic or classical whiteboards.

The total area of the College shall be 3084.9 m², which shall include the training audiences, assembly hall, library, photo studio, dance room, conference rooms, exhibition room, administration rooms, dressing rooms, assisting rooms and basement. The College's two audiences are fully equipped to implement the online study process, or to make lesson records and build a base of distance learning materials.

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

Research resources intended for the implementation of the study direction are offered in the College library and in cooperation with the Latvian Academy of Culture, the Latvian National Library, the University of Latvia Library, the Central Library of Riga and other libraries. The College Library offers information resources for the acquisition of general education study courses and industry and specialisation study courses, offering a total of 7809 information resources (on 14.10.2019.) – books, industry journals, CD and DVD, e-books in Latvian, English and Russian languages. Analysis of the dynamics of the total volume of the collection in Table 5.

College Library Collection Indicators

Table 5

College Library Collection Indicators

| | 2015 | 2016 | 2017 | 2018 |
|--|------|------|------|------|
| | | | | |

| | | | | |
|--|-------|-------|-------|-------|
| Information resources received | 215 | 334 | 144 | 222 |
| Documents excluded from the collection | 344 | 164 | 294 | 191 |
| Total collection | 7961 | 8131 | 7981 | 8012 |
| Collection turnover | 0,15 | 0,31 | 0,31 | 0,26 |
| Number of documents per user | 20,9 | 19,36 | 17,43 | 18 |
| Expenses per user | 43,37 | 38,73 | 45,92 | 50,76 |

The library's collection, facilities and rooms are the College property. The library's material and technical basis consists of library rooms, equipment, security system and other property formed, developed and provided by the College. Assessment of the material and technical state of the library - building, premises, equipment, conditions comply with the tasks of the Library and Cabinet Regulation No. 395, Regulations on the Material and Technical Basis of Libraries. The library contains 28 reader job places, 7 stationary computers for users, a printer/copy/scan machine, a spiral binding device for documents. The library runs a wireless Internet, has the ability to work with portable devices.

The library offers universal librarian and bibliographic services to local and remote users:

- providing users with information resources;
- ordering information resources from other libraries through SBA services;
- electronic delivery of documents to users;
- online electronic catalogues and digital databases;
- consulting and user training;
- providing bibliographic references to users;
- paid services - document printing, copying and scanning services, spiral binding, list of information resources;
- access to online resources through open-access workstations and wireless internet on users' portable devices.

The number and attendance of the library's users depend on the number of College students, the dynamics of the shows in Table 6. For students, lecturers and general staff, workshops are organised at the beginning of each study year, presenting library services, online catalogues and databases, the location of the library's stock, as well as the topics in the College library.

Number of College Library Users, Visits and Issues

Table 6

Number of College Library Users, Visits and Issues

| | 2015 | 2016 | 2017 | 2018 |
|-----------------|------|------|------|------|
| Number of users | 381 | 420 | 458 | 445 |
| Visits | 6582 | 8741 | 8717 | 8182 |
| Issues | 1172 | 2495 | 2499 | 2123 |
| SBA Issues | 3 | 44 | 38 | 44 |

In 2014, the library purchased a license for the automated library information system Aleph500. A restocking of the collection was launched in 2014 and 95% was performed in 2015-2016. From May 2019 a decision has been taken on changing the library information system and a contract has been concluded with Tieto Latvija Ltd. Restocking of the collection by entering the data BIS School Alice was carried out, on 01.08.2019 23% of restocking was performed. The user database is fully entered and automated user service is performed.

In September 2015, the College Library joined the project "Single Reading Card". The College student card (certificate) has been recognised as the equivalent of the "Single Reading Card", so students can also use information resources from all libraries involved in the project (LLU Fundamental Library, RSU Library, LU Library, LU Academic Library, RTU Scientific Library, LJA Library, RSEBA Library, Riga Law University Library, LKA Library).

In 2019, one electronic database was subscribed to the College library: the Lursoft newspaper library, which includes full-text publications from more than a hundred different Latvian central and regional newspapers. Statistics on the use of the database in 2019: 83 searches for information, the database was used by students as one of the sources of information on the topics of the library industry. Within the framework of the project "Electronic Publications for Latvian Libraries", the library regularly offers the possibility to use foreign online e-books and publications databases corresponding to the study directions for a trial period.

The study process updates the use of publicly available Internet sites, [Directory of Open Access Journals](#) - 10297 high-quality education and scientific journals from 136 countries, 1,849,065 publications, [Directory of Open Access Books](#) - 2759 published books from 95 publishers, [Open Access repositories](#) - 40,877,877 documents from 2414 content providers. Within the framework of the project "Electronic Publications for Latvian Libraries" implemented by the Centre for Cultural Information Systems, the library regularly offers the possibility to use foreign online e-books and publications databases corresponding to the study direction for a trial period.

Students are also offered a printed edition of the industry's professional journal "Library World" and the Latvian National Library "I Do It". Students are also encouraged to use the electronic versions of these publications as well as collections of scientific articles in the field, such as those published by the University of Latvia and the National Library of Latvia, and in conference proceedings. Thanks to donations from the Riga Central Library, the College Library offers students the opportunity to use the most recently published yearbooks and bibliographic indexes of Riga Central Library for their studies and research work. Information on the range of information resources available at the College Library is available through the Library's electronic catalogue. Remote servicing of library users (bookings and booking extension) is performed. Library users also have the option of using the library's e-mail to communicate with the library, providing assistance and information services to users. Information about new developments and events in the College Library is regularly posted on the College's website and on social networks.

College students also have access to the services of the Latvian Cultural Academy Library, a range of information resources offered, as well as online databases, including THE "EBSCO" e-resources

database. The library provides students with advice on the use of electronic catalogues and digital databases, training for developing information search skills, providing thematic, fine-tuning, factual and bibliographical references. The Library shall also draw up a list of information resources for lecturers on a specific subject. The College Library opens six days a week, working days from 8:30 to 17:00 (Fridays to 16:00), Saturdays from 8:30 to 13:00.

The repository of information resources available at the College Library follows the established Library Collection Policy. The replenishment of the collection is based on the need expressed by the lecturers and students to ensure the study process. Requests for replenishment of the collection are evaluated by the Collection Commission, which is composed of College study programme directors who are responsible for developing and controlling the content of the College study specializations. The College Library regularly invites lecturers to plan new study literature, informs them of the latest books in the field, and provides students with suggestions on potentially useful study information resources - books, industry professional magazines, and e-resources.

Teaching staff proposals for new sources of information for the College Library collection are evaluated each year. The purpose of the College Library is to facilitate the implementation of study programmes by providing them with information resources and providing quality information services. For the study direction and programme implementation, the range of College Library information resources includes sources on the history of the book and press, including Latvian book publishing, writing systems and articles, dictionaries and encyclopaedias, bibliographic sources, library organization and libraries, library history, and personalities, library automation processes, and current IFLA publications in the library. Sources are available in Latvian, English and, to a lesser extent, Russian.

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

The academic staff of the College shall be elected in an open competition in accordance with the procedures specified in the Law of Higher Education and in accordance with the regulatory document "Regulations on Academic Positions and Procedures for Elections" adopted by the College Board and approved by the Senate of Latvian Academy of Culture. On the basis of this regulation, the number of positions of the of academic staff at the College shall be determined in order to ensure the requirements of the Law of Higher Schools, taking into account the amount of State funding granted by the Ministry of Culture. Vacant academic positions are announced in an open competition by publishing a statement in the newspaper "Latvijas Vēstnesis".

A person holding a doctorate, publications relevant to the science sub-sector, who is able to manage scientific studies or the process of artistic creation and to perform educational activities may apply for the position of associate professor. A person holding a master's or doctorate, scientific publications relevant to the science sector or has published teaching materials, who is able to independently read lecture courses, manage seminars, practices, may apply for the position of a lecturer.

In accordance with Section 39 of the Law on Higher Schools, taking into account the need to acquire practical skills and knowledge, a person with higher education without a scientific degree may take the position of a doctorate, lecturer and assistant, in the subjects of the profile of professional study programmes, provided that it has sufficient practical seniority. Lecturers who do

not have a scientific and academic degree need a five-year period of practical service corresponding to the subject.

Elections for academic staff shall take place by secret ballot at the next meeting of the College Board, which shall take place after a period of one month from the end of the day of the announcement of the competition. Academic staff shall be elected for a period of six years.

If there is a vacant or temporarily vacant academic position in College, the College Board may decide not to issue a competition, but to recruit a period for up to two years a guest professor or a guest lecturer who has exactly the same rights and duties as elected professors and lecturers.

Link to the regulatory document:

<https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2019/12/Latvian-College-of-Culture-at-the-LAC-Regulation-of-Academic-and-Administrative-Staff.pdf>

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

College academic staff is composed of academically educated professionals in their sector, who regularly raise their qualifications at various conferences, seminars, vocational training courses and who are invited as guest lecturers and experts to events organised by other institutions.

College academic staff promote their growth in a number of ways:

1. Participate in ERASMUS + programme mobility, where they learn about the traditions and topicalities of the study process in higher education institutions of other countries, exchange experience and knowledge, and establish contacts with far-reaching importance in developing new international projects;

For example, cooperation with the Bulgarian Academy of Sciences has been launched in 2016. In the framework of the bilateral programme for the exchange of scientists, work has been launched on a study on the digitisation of cultural heritage. During the reference period, 7 College teaching staff in the framework of ERASMUS + mobilities have enriched their experience and developed their competences in the UK, Germany, Israel, Bulgaria, Georgia, the Czech Republic and Macedonia.

Information on the mobility of teaching staff is summarised in Annex 8.

2. Taking part in professional development events organized by the College in cooperation with other higher education institutions and institutions, including the professional development programme "Organization and Management of Pedagogical Process" offered by the Lifelong Learning Centre of Rezekne Technology academy;

3. Participating in seminars organised by the College, open lectures, courses, masterclasses at and outside College.

For example, in the study year 2016/2017 there have been a number of different types of training

and exchange of experience in the College, in which College teaching staff have also participated. For example, the "Team-based learning" training approach seminar conducted by the professors of the University of Bar-Ilan under the TEMPUS programme; the training of the Executive Director of EC 2013, conducted by JCI vice-resident 2016, Kevin Hin (Monte Carlo), "How to organize a successful international event", the masterclass of the College teaching "Innovation in Education", in cooperation with the Institute of Ideas and Innovation etc.

In the year 2017/2018, workshops were organised with a view to improving the knowledge of teaching staff in a variety of fields, in didactics, in psychology and in sector-specific areas, such as "Using Modern Learning Methods in the Study Process", "Burnout Syndrome", "Drama Therapy", "Motivation and Creating a Positive Study Environment".

A great importance in the implementation of the study process of an academic discipline shall be assigned to the fact that the lecturers are professionals of the respective field - the employees of the leading Latvian academic and public libraries and the members of the field professional organisations, who raise their competence regularly and timely. The lecturers participate in annual international scientific conferences of the University of Latvia (section of Library Science and Information Science), professional seminars and conferences hosted by the National Library of Latvia (for example, the director meetings of the Latvian academic, special and public libraries, seminars in the Library Science reading-room of the National Library of Latvia and other), seminars of the Riga Central Library, professional events organised by the Association of Latvian Librarians and the Association of Latvian Academic libraries.

Thus, the field innovations, research and field development tendencies are directly implemented in the study courses: both as a theoretical lecture material and as the subject of seminars, study works and discussions. In the year 2019, for example, several lecturers have taken part in the cataloguing training at the National Library of Latvia in accordance with the requirements of Resource Description and Access (RDA), the latter being directly implemented in the content of the study course "Bibliographical description", "National bibliography". A similar case in 2019 was the participation in conferences on the studies of the local history at the National Library of Latvia, the participation in lectures arranged within the framework of "Invisible library" program of the National Library of Latvia, other seminars and conferences, which provide significant input for the lecturers to improve the content of the respective study course.

The added-value aspect of the lecturer`s professional improvement has been highlighted as the study programme advantage by the respondents of the 2019 graduate questionnaire; the lecturer professional competence being evaluated as excellent (42%) and good (49%), as well as adding the comments that the lecturers provided the opportunity to learn and dispute on the latest methodologies, technologies, regulatory documents, field innovations.

The quality of work of teaching staff is assessed on the basis of student results achieved during the training process, information provided by student surveys and active participation in various activities organised by lecturers - exhibitions, creative events, presentation of final examinations of study courses, defending courses and qualifications. Discussions are being conducted with new lecturers to support the development of the content of study courses and the selection of teaching methods. Teachers are provided with feedback on students' assessment of the study process and support for new methods.

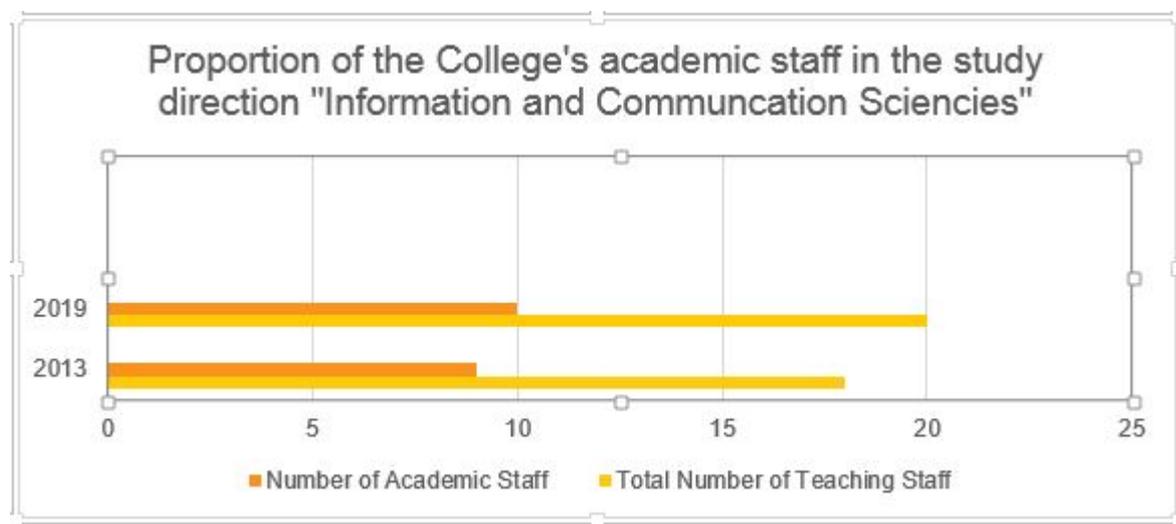
3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment

of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

The teaching staff of the study direction ICS shall be composed of the College's academic staff and guest lecturers. According to the professional education programme, lecturers from the industry have been attracted as specialists working in the sector who have already developed long-term cooperation with College. As part-time studies are carried out, the number of contact hours (lectures) is small and academic staff and guest lecturers work part-time. Teaching staff in general education and management training courses have a higher load because they are also employed in other study programmes. The amount of academic work according to the requirements of paragraph 2.3.5 of the Cabinet Regulation of 11 December 2018, "Regulations for the Opening and Accreditation of Studies Directions" (i.e. excluding the free parts of the study programme, the implementation of traineeships and final examinations) of at least 50% of the College's academic staff (in 2013 - 50%, in 2019, 50%). By updating the content of the study programme and changing the overall level of work of lecturers in general education courses, there has been a slight decrease in the number of academic staff in this section and an increase in the section of the study courses in the industry and the total number (see Figure 3).

Proportion of the College's academic staff
In the study direction "Information and Communication Sciences"

Figure 3



Since the College does not have the status of a scientific-research institution, funding for research work is not allocated. Research activities shall be carried out by lecturers, participating in various projects or in the main work of industry institutions and organisations, or by guest lecturers in their academic workplaces. Evaluating the ratio of academic and research workload of lecturers, lecturers devote up to 10% of their working time to research work within the scope of their academic workload. One of the professional qualifications of directional teaching staff is the high proportion of academic degrees for lecturers. In 2013 there was one guest lecturer with a doctorate in pedagogy and one guest lecturer with higher education, the other lecturers had a master's degree. In 2019, there is one guest lecturer with a doctorate in an appropriate industry, while other lecturers have a master's degree in one or more industries.

The composition of teaching staff is relatively stable and experienced, as each second lecturer

worked at College already during the previous evaluation period. Two academic staff lecturers are on parental leave and new lecturers are also attracted.

The basic information on the teaching staff involved in the study direction and biographies are set out in Annexes 6 and 7.

Mobility of teaching staff depends on the status of lecturer. The College's teaching staff is more mobile, but it is possible for guest lecturers to develop professionally through basic workplace opportunities.

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

The administrative and technical staff of the College administration, within the scope of their competence, shall perform tasks to achieve the objectives pursued by the College and to ensure the process of quality studies in the study directions and study programmes

The director of the study programme shall provide assistance to students in any matter relating to studies. The home page contains contacts and recruitment times. During the course of the implementation of the study programme, each student may take advantage of the support opportunities offered by the College:

1. information on the website (www.kulturaskoledza.lv): topicalities, description of the study programme, study plan, list of lectures, etc.;
2. students have the opportunity to learn their assessments in LAIS using an individual password, watch video collections on Moodle or any other online platform chosen by the lecturer, and have the opportunity to ask questions to the lecturers of a particular topic and get a professional answer;
3. to provide feedback on the quality of the study process at the College, providing suggestions, suggestions for improvement, noting achievements and weaknesses.

During the implementation of the study programme students are also provided with an individual approach: by prior agreement with the lecturer, individual consultations, it is possible to ask questions about the study programme, the study process, etc. receive lecture handouts in electronic form, in person and/or electronically. The sources of information are freely available in the library, including for external use.

Students have access to a support system for working at home: the ability to follow lectures online and to contact the study programme's managers and lecturers of the study courses online, as well as Moodle's capabilities. For students, telephone numbers and e-mail addresses of the director of the study programme and lecturers shall be available.

Studies are carried out in the form of part-time studies to enable students to meet in order to share their practical experience, to obtain professional support and additional motivation for studies from their group members. In addition to lectures, it is possible for students to meet in person each week with the programme coordinator, addressing topical issues and receiving psychological support. As the head of the library, the programme co-ordinator advises students on current developments in the sector (including professional development opportunities for library staff), helps to choose

places of traineeships appropriate to future plans, thereby contributing to career development.

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

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

In order to implement higher education based on research and creative and artistic activities, which is also covered by the new higher education funding arrangements, the College is developing the activities and involvement of existing departments in research, developing a study process based on creative and artistic activity as one of the components of high-quality education. Students and lecturers participate in national and international research conferences, seminars and projects, and further targeted development of this process is planned.

College activities in scientific research:

1. developing the content of study programmes to match the objectives of the smart specialisation strategy: cooperation with the social partners in improving the content of studies to promote innovation skills for students and graduates in areas of activity important to the sector;
2. establishing the principles of knowledge and innovative economic development in College strategic and operational activities, promoting interaction between business, science and education, developing practical research.

The research activities at the College are guided by the needs of the study directions and take into account the specificity of the College as a first level professional higher education institution, intending to combine practical research and implementation of creative projects according to national and international trends. In the field of library science and information, the research direction is related to the comparative analysis of the activities of Latvian memory institutions in creating digital collections, the research of the course of activities and the impact of the results on the digitalisation of cultural products today. During the reporting period, emphasis was placed on developing research skills in line with the College's facilities.

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

Scientific research activities in the field of library science and information management are carried out by making the research, creative and art-based study process one of the components of quality education. The results of the research work of lecturers in particular academic discipline (completed

research, publications, participation in research projects) creates the pre-conditions for the improvement and update of the study course content, as well as for the development of student research skills.

The lecturers initiate the research activities included in the study courses: reviews, research works, also elaboration of term papers and qualification papers according to the discipline of practical work and research interests in the field of library science. The linking with the study process is implemented, by contributing the lecturer competences in the applied research studies, and the knowledge on the field topicalities and innovations obtained as a result of the research work into the management of student study works.

The opportunities offered by information and communication technologies are very essential to ensure the culture availability and society memory preservation and distribution, by implementing the information resource digitalization process or providing the information on its processes in the country and abroad, and on the use of information flow and distribution of evaluation skills. To guarantee the development and sustainability of the national culture, the digital collections established by the memory institutions play a great role. The engagement of the lecturers in the digitalization process or the research of the culture heritage allows to introduce students to the global tendencies of the field, when selecting the project themes, for instance, in the study course "Project Management", thus linking it with other study subjects of the academic discipline. In the study course "Administration of collections" and "Information sources and search" the students learn the development process, content and information searching tools of the e-environment of the digitalized newspapers, maps, books, printed music, sound records and picture collections available in the digital library of the National Library of Latvia. In the study course "Local history studies in libraries" the results of the lecturer research promote the student competences in local history studies and library content learning.

One of the study programme learning outcomes is the student competence to independently formulate, describe and analyze the practical problems in their profession, evaluating the situation and taking decisions to solve the practical issues, as well as the capacity to plan the growth and manage development-oriented processes being part of the library`s - as a culture institution - management team. In order to run these processes successfully the students shall have the skills and knowledge in performing applied research, therefore the study process also includes the course „Research methodology“, during which the students obtain the competences to integrate knowledge and practical skills of diverse fields, promote the development of new work methods, solutions and approaches at the library.

As a result, the content of the Term Papers and practical research carried out within the study courses reflects the students' skills in analysing problems in their field, conducting interviews with professionals on possible problem-solving scenarios, and giving their views on possible alternatives.

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

International cooperation in scientific research is carried out through the Erasmus + programme. In 2015, a bilateral cooperation agreement was concluded on the exchange of scientists, in which the

College's teaching staff and researchers from the Bulgarian Academy of Sciences cooperate in research activities of different cultural and emerging technologies from 2016. Cooperation with the Bulgarian Academy of Sciences will be continued in the planning of studies on the digitisation of cultural heritage, directly linked to the librarian science and information sector. Research concerns the latest trends in the digitisation of cultural products and their use in the study process, thereby contributing to the quality of the content of study programmes and the competitiveness of higher education institutions.

In the last quarter of 2019, the implementation of THE ERASMUS + KA2 project DigiCult (Digital presentation and preservation of intangible cultural heritage) will be launched in cooperation with the Free University of Burgas (Bulgaria) and the Latvian Ethnographic Outdoor Museum. Given the importance of the Digital Agenda of the Europe 2020 Strategy for digitisation and accessibility of cultural products, the College intends to continue practical research on the role of libraries in creating and accessing digital collections.

4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

The strategy for motivating teaching staff provides that an initiative for the use of new techniques and technologies in the study process, including participation in research and artistic innovation activities, is to be put in place among the criteria for determining professional eligibility for higher salary rates. The introduction of project results is supported, enabling innovative forms of study to be used to reinforce new methods in the study process. Assessing the potential for individual innovation of lecturers and supporting participation in international conferences and the publication of scientific works, as far as financial opportunities are concerned.

The study programme's lecturers have participated in both national and international scientific conferences and seminars where they have spoken with presentations or papers. During the reference period, the participation of representatives of the teaching staff of the two study programmes was held at 5 conferences and 5 publications were published.

In the last three years, the College has participated in the cooperation projects of the Bulgarian Academy of Sciences on the digitisation of cultural heritage and conducted a scientific study. G. Senka participated in the international scientific conferences "DIPP Digital Presentation and Preservation of Cultural and Scientific Heritage".

Guest lecturers, according to their university profile and field of interest, are actively involved in research. In 2017, A. Volkova has produced a publication on the usability of databases at the University of Latvia for the publication "Latvian University Library News" and in 2018 participated in the 2nd Congress of Latvian scientists with the report "Super omnia veritas. Work and fate of Latvian historians".

The College's academic staff is continuing research on topics that are topical in the industry and participating in industry projects and promoting College opportunities. For example:

| | |
|--------------|---|
| D. Valeine | <ul style="list-style-type: none"> • prepared and presented a report entitled “Insights at the Library of Latvian College of Culture at the Latvian Academy” in the seminar “Meeting at the librarian floor: Experience Stories: Latvian College of Culture Offering for the State Culture Industry” in the Latvian National Library |
| G. Komarova | <ul style="list-style-type: none"> • prepared and presented a report entitled “Latvian College of Culture at the Latvian Academy of Culture study programme “Library Science and Information” in the seminar “Meeting at the librarian floor: Experience Stories: Latvian College of Culture Offering for the State Culture Industry” in the Latvian National Library |
| I. Pētersone | <ul style="list-style-type: none"> • from 2017, participate in the ERAF-supported project “Digitisation of the Content of the Cultural Heritage”; selection and preparation of documents for digitisation, quality control. • is the head of professional qualification traineeships in the professional further education programme of the Latvian National Library “Library Science” - visits of traineeships, assessment of students' knowledge and skills |
| I. Kaļķe | <ul style="list-style-type: none"> • participation in the discussions of the training seminar “Latvian State, Civic and Legal Information Platform” (2019) Riga Central Library, Riga, Latvia |
| A. Volkova | <ul style="list-style-type: none"> • participation in the project 28/09/2018 European researchers "Night in Latvia 2018-2019" (NIGHTLV) |

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

In the field of library science and information, where the focus is on professional training, parallel students are prepared for practical research in the regions provided by the defence of a Term Paper in the speciality of the study programme and the development of Qualification Paper.

The involvement of students in practical research projects takes place within the framework of

sectoral studies and in projects at international level, using the funding of existing partners (Riga City Municipality, Swedbank), particularly by promoting the development and implementation of creative industries and libraries and information-related projects (development of digital projects with the Ethnographic Outdoor Museum, etc.). Study programme lecturers shall promote the involvement of students in practical studies and development projects, in cooperation with allied organisations and memory institutions.

The study programme “Library science and information” plans and implements the involvement of the students in the scientific research, applying the study works and the knowledge, skills and competences defined as mandatory for the 5th level of the qualification frame structure of Latvia. The students shall be able to formulate, describe and analyze the practical problems in their profession, select the required information and use it to solve explicit problems and participate in the development of the respective professional field. The course paper includes the practical research, during the qualification paper the students have to develop a bibliographical index for any topical subject of the professional field.

During the study process within the framework of several study courses, the practical research is carried out, related to the respective library science field, which has been reviewed during the course. The research is implemented individually or in groups; the analysis of both practice-oriented and scientific literature, recent research and publications, learning the skills to select, summarize and analyze the information, using the primary information sources. After the students prepare the research report (presentation), providing structured research results and enclosing various illustrative material.

The examples for the research tasks included in the study courses are: the research on the history of one particular library in the course “History of book publishing and libraries”, the elaboration of study work on particular subject in the course “Information sources and search”, the research on a famous bibliographer in the course “National bibliography”, the elaboration of information literacy plan for teaching the information literacy to a particular library user group in the course “Introduction in information literacy”.

The element of a successful study process is the practical tasks, which comprise both the research skills, creation processes and practical knowledge in the library field. For example, in the study course “Event organisation methodology” a library event is planned and implemented, learning the methodology of the event organisation, and studying the correspondence of the selected event to the needs of audience. In the study course “Project Management” the students develop a real, in the library implementable project plan, learning both the project management principles, and at the same time improving the research skills and knowledge in the library work: initiating the project idea, implementing the pre-project analysis and the project necessity substantiation.

The themes of the research in student term papers in the review period varies as follows: 29% research on the library work management, planning, library history, 47% term papers include the review and practical analysis on library work aspects and theoretical methods, 24% performed a research on a subject related to book publishing or a research on a personality of book publishing, library field.

The final paper of the studies is the qualification paper, which until now has been implemented as the development of the bibliographic index, performing descriptive practical research for preparation and delivery of bibliographical information to the consumer. Performing the research and the retrieval of the information resources corresponding to the selected bibliographical index, it is necessary to perform enhanced subject research, the summarized results of which are reflected in the textual part of the bibliographic index. In the review period 27% of the elaborated bibliographical indexes were the bibliographical indexes of local history studies on history, culture

and social life in towns, parishes and regions, 32% - bibliographical indexes of local history studies on public organizations, 33% - personal bibliographical indexes on famous persons, but 8% of the student bibliographical indexes were related to other topical themes of library users. For example, the students have developed research on personalities, well-known in the library field: Jānis Tālis, Ojārs Zanders, Krišjānis Valdemārs; on the library work: establishment of exhibitions, work with local history studies, public events, facilitation of reading skills, servicing of seniors.

In order to complete the qualification paper, starting with the year 2021, the students shall need to perform independent research in the field, corresponding to the research disciplines - the field of library science, information science, bibliography, book science - thus promoting the students to improve the competences in more aspects of the library work and field, as well as in the elaboration and presentation of applied research.

4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

During the reporting period, innovations were made in the content of the curriculum of the study programme "Library Science and Information", improving its responsiveness to industry trends, and introducing modern forms of study, such as creative labs, in collaboration with other study programmes implemented in College. The study programme introduces innovative principles and elements, such as e-learning modules, activates students and faculty in creative projects. The College Library is an example of implementing a variety of creative performances, holding conferences, international masterclasses and seminars. All these activities promote cognitive, research and innovation, knowledge and experience integration skills, critical thinking, problem solving and reflection skills leading to the development of professional skills. As a result, the study programme corresponds to successful and qualitative preparation of students for competitiveness and integration in the work environment.

Organizational innovation has been implemented to provide full support to the overall study process by developing a network of collaborative partners (public and academic libraries, professional library organizations), providing access to databases, creating a research and interactive study environment that fosters closer study links with professional practice, as well as social innovation by activating cooperation between specializations, improving organizational culture and the collaborative environment in general, which facilitates integration into professional activities and facilitates personal development.

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

5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning

outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the employers.

One of the main implementation instigators of internationalisation for the College is the ERASMUS Mobility Charter, which has been used in College since 2010. There is an active exchange of students and teaching staff, as with the EU, its partner countries' universities and businesses. The internationalisation strategy is implemented by including the mobility of students/teachers in the study plan.

Due to the opportunity to visit the Cardiff University in Great Britain, Gita Komarova, the director of the study programme, has gained experience in the management and implementation of work organisation in a higher education institution library within the Erasmus+ programme (training for human resources) over the respective reporting period. The acquired knowledge was integrated in study course "Information Services for Users". As a result of this trip, experience and knowledge have been gained, as well as new contacts with colleagues from Germany, Spain, and France have been established.

During the reporting period, the College continued to cooperate with both existing partners and developed new cooperation. Each year, short-term priorities are identified at the management level for the implementation of mobile personnel, including the planned number of foreign nationals, sectors represented, countries.

The main benefits of the College's international cooperation process are:

1. expanding student and personal horizons through global access to human capital,
2. expanding innovation resources,
3. broadening the scope for international cooperation in education and research.

The international cooperation process is implemented with active participation in EU and EEA education and research programmes and projects, activities defined in bilateral cooperation agreements, student and lecturer exchange programmes, and participation in international academic and professional cooperation networks. The choice of partners involves improving the quality management of an efficient and modern higher education institution, supporting cross-border education policy in the Eastern regions, developing and deploying modern technologies and products and instruments in the STEAM sector.

The College has signed several cooperation memoranda with foreign companies and high schools. The main objective of the cooperation memoranda is the forthcoming planning of cooperation: the parties signing the memoranda define the lines of cooperation, plan possible joint projects, set common objectives (see Annex 10).

During the implementation of the study process, regarding cooperation with foreign organisations, the most successful collaboration has been established with the Šiauliai State College regarding their study programme "Information Management". This cooperation is being ensured, by offering international traineeships, going on business trips, as well as welcoming guest lecturers. For example, in 2018, two teaching staff members from the Siauliai State College visited the College, giving their lectures and providing practical classes on topic "Creative Industries and Library". During their visit to the College, there was an exhibition arranged by the College students "Verbum Librum. Homo Liber | Free Word. Free People" in the College library,

Within the Erasmus+ programme, the College students are offered the opportunity of having an international traineeship in the library of the Šiauliai State College, and the College library has welcomed 8 students from the Šiauliai State College having their traineeship over the reporting period. The students of the related study direction are offered to meet trainees, to watch their presentations as well as participate in discussions. For example, in 2018, the trainees from the Šiauliai State College provided two presentations: "History of Books in Lithuania" and "Libraries in Lithuania".

In cooperation with the University of Latvia, graduates of the study programme may continue their education in the Social Sciences Faculty of University of Latvia study programme "Information Management" in part-time studies, year 2. Content of the College study programme is updated in the light of the recommendations of the University of Latvia Information Sciences lecturers.

In 2015, a long-term cooperation agreement was concluded with the Latvian National Library on the development and promotion of the industry educational offerings, innovation, collaborative opportunities in science, research and innovation, and the promotion of the strategic development of the library industry. Thanks to cooperation with the National Library of Latvia, the Library of the University of Latvia, the Central Library of Riga, the Academic Library of the University of Latvia and the Library of the Museum of Art, students have the opportunity to acquire practical knowledge and competence in a number of study courses, as well as to use resources of these libraries for the acquisition of the study programme.

The students have registered at the National Library of Latvia and use databases, such as *EBSCO*, *ScienceDirect*, *Emerald*, *Proquest Dissertation and Theses Online*, *Bibliorossica*, *Cambridge Journals Online*, *Cambridge Companions Online*, *Scopus*, *Credo Reference*, *Encyclopædia Britannica Academic Edition* as well as the *Dawsonera* platform for their studies and research outside the library, also. The resources are useful for the selection of report topics, term and qualification papers, and the preparation process thereof.

The students also use the "Periodika" and "Zudusī Latvija" collections of the digital library of the National Library of Latvia for their research, and the "The European Library", a digital library, is used, also.

Cooperation with employers – companies related to the fields of library science and information, public and local authorities and non-governmental organisations – is very closely developed by organising traineeships (traineeship regulations in Annex 13 and cooperation agreements for provision of traineeships in Annex 10). In closing the traineeship, employers are discussing the content of the traineeship, where necessary improvements have been made to the traineeship documents. Employers' representatives shall be involved in the Qualification Examination commission.

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

According to the College Strategic Plan "A strategy for the activities and development of the Latvian Culture College for 2016-2020", one of the College's main objectives is to promote internationalisation. In order to attract new foreign students and teaching staff, mobility between students and teaching staff is being pursued within the framework of Erasmus + projects 103 and

KA107. Until now, the recruitment of students has been carried out through collaborative universities. However, the recruitment of foreign teaching staff takes place on the basis of the number of projects approved by Erasmus+. Each year, the College writes a project application that lists collaborative universities and planned mobility before approving it, as well as the contest application accurately describes the steps for the selection of mobile participants. The mechanism is as follows: College has previously agreed with Collaboration Higher Education Institution on the subject of lectures and the number of mobilities—after the contest has been approved, collaborative universities are launching a contest in their institution and selecting potential candidates. The College shall, on the application of the partner high school, examine the possibilities of cooperation in accordance with the announced contest schedule and choose the teaching staff for the specific mobility. There are a number of conditions under which contestants are selected - language skills (teaching language - English), the relevance of the offered lectures to the subject of mobility, the motivation of the candidate. Applications which meet the objectives of the competition and the requirements of the regulations shall be evaluated in accordance with the criteria for evaluating applications for mobility.

2 foreign lecturers have given lectures at the College as guest lecturers using Erasmus+ projects during the reporting period (see Annex 8, " Statistical data on incoming and outgoing mobility for teaching staff ") and and 8 students from Siauliai State College have used the opportunity to practice at the College Library.

The number of foreign students and teaching staff is increasing with years to come. It is growing moderately but steadily, as more and more partners are becoming interested in lecturing at College. Attracting foreign teaching staff gives both College lecturers and students an example of good practice and motivation to apply for Erasmus+ mobilities themselves.

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

In the study direction ICS study programme LSI, the study plan and study schedule provide for students with four minimum traineeships of 16 credits, the duration of each traineeship: 4 weeks of 48 academic hours. The aim of the traineeship is to enable students to strengthen theoretical knowledge and acquire practical experience relevant to the study programme, as well as to promote the acquisition of information necessary for the development of scientific research, study work, Qualification Paper. For more details on the organisation of the traineeship, see In Chapter III, point 2.4 and Annex 12 and 13.

Students are also motivated each year to apply for Erasmus+ traineeships and recent graduate traineeships, in order not only to practice the knowledge acquired in the study process but also to acquire new ones.

The College announces the Erasmus + competition for traineeships twice a year. Students apply for a contest with an already-found place of traineeship. The tendering procedure shall cover the applications of participants and provide the results of who has received approval for the traineeship, and shall also include a period of traineeship of not less than two months under the Erasmus + programme. The College's Erasmus+ coordinator, in cooperation with the student, shall settle all contractual requirements and inform the student of its responsibilities and rights.

Despite the fact that there were informative and motivating activities for students, they have not used the opportunities of the Erasmus+ traineeship and recent opportunities of graduates' traineeships over the reporting period, which can be explained by the specifics of the target audience of this study programme. Having analysed the students' data on the reporting period, we can conclude that 83% of the students are over 30, including 56% students who are over 40. During the negotiations with the students, it was stated that the most frequent reason for not using their opportunity of international traineeships, was a family and children (approx. 60% of students have families) as well as inability to combine international practice with work - approx. 90% of students are full-time employees. In the future, a bigger focus will be laid on motivating activities, especially addressing younger students and those who are not working.

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

Since there is no other higher education institution in Latvia with similar first level professional higher education programme in library and information science, joint study programme realization is complicated. The undergoing regional planning reform in the country will affect the demand for library and information centre employees, so the subject of joint study programmes might become relevant.

II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)

6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study direction, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study direction and the relevant study programmes.

The Examining Table received on 25 May 2013, drawn up in accordance with the Training Accreditation Commission's 10.05.2013 approved study direction methodological studies, fully evaluated in the framework of the European Social Fund project, recommendations for the study direction ICS study programme "Library Science and Informatics" (41321) (the titles of the study direction and study programme are kept authentic in the document):

RECOMMENDATIONS:

- strengthen the use of electronic resources, improve students' computer skills;
- social aspects of libraries should be included in the study programme;
- it is desirable to raise finance to modernize electronic equipment and library resources;
- cooperation opportunities for regional practical research projects should be explored.

The College identified the strengthening of the use of electronic resources as a priority recommendation, by improving the computer skills of students and by making appropriate changes to the content of study courses and by improving the electronic databases available at the College Library. With project funding, one computer class has been restored and another with 20 work places has been re-created. The working style of the College Library has changed significantly, collecting resource information in an electronic directory, working with other libraries, and enabling students to actively engage in information search using computers available in reading rooms. The content of study courses has integrated social aspects of libraries, including the College Library, organising a variety of events that enable students to familiarise themselves with the multifunctional nature of the library as an information centre. Students in regional studies shall be involved in the development of Term Papers or during traineeships. A detailed report on the implementation of the recommendations is set out in Annex 14.

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

(Not applicable)

Annexes

| I. Information on the Higher Education Institution/ College | | |
|--|---|--|
| List of the governing regulatory enactments and regulations of the higher education institution/ college | ANNEX 1_ List of the governing regulatory enactments.docx | 1.pielikums_ galveno normatīvo aktu saraksts.docx |
| Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable) | | |
| Management structure of the higher education institution/ college | Latvian College of Culture at the LAC structure_2019_ENG.pdf | LKA Latvijas Kultūras koledžas struktūra.pdf |
| II. Description of the Study Direction - 1. Management of the Study Direction | | |
| Plan for the development of the study direction (if applicable) | ANNEX 4_Plan for the development of the study direction_Information and Communication Sciences.docx | 4.pielikums_ studiju virziena Informācijas un komunikācijas zinātnes attīstības plāns.docx |
| Management structure of the study direction | ANNEX 5 Management of Study Direction_Information and Communication Sciences.pdf | 5.pielikums_Studiju virziena pārvaldība.pdf |
| II. Description of the Study Direction - 3. Resources and Provision of the Study Direction | | |
| Basic information on the teaching staff involved in the implementation of the study direction | ANNEX 6_List of the Teaching Staff of the Study Programme Library Science and Information.xlsx | 6.pielikums_Studiju programmas Bibliotēzinātne un informācija mācībspēku saraksts.xlsx |
| Biographies of the teaching staff members (in Europass Curriculum Vitae format) | 1lektoru cv_eng.pdf | 1lektoru cv_lv.pdf |
| Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period | ANNEX 8_Statistical Data on the Incoming and Outgoing Mobility of the Teaching Staff.docx | 8.pielikums Statistikas apkopojums par mācībspēku ienākošo un izejošo mobilitāti-1.docx |
| II. Description of the Study Direction - 4. Scientific Research and Artistic Creation | | |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period | ANNEX 9_List of the Publications of the Teaching Staff.docx | 9.pielikums_Mācībspēku iesaiste zinātniskajā pētniecībā.docx |
| II. Description of the Study Direction - 5. Cooperation and Internationalisation | | |
| List of cooperation agreements | ANNEX 10_List of Cooperation Agreements.docx | 10.pielikums_Sadarbības līgumu saraksts.docx |
| Statistical data on the teaching staff and the students from abroad | Information about foreign teaching staff and students.edoc | Informācija par ārvalstu studējošiem un mācībspēkiem.edoc |
| Statistical data on the mobility of students (by specifying the study programmes) | ANNEX 11_Statistical Data of the Outgoing and Incoming Mobility.docx | 11.pielikums_Statistikas dati par studējošo ienākošo un izejošo mobilitāti.docx |
| Description of the organisation of the traineeship of the students | ANNEX 12_The Description of the Traineeship Organization.docx | 12.pielikums_Prakses organizācijas apraksts.docx |
| Information on the agreements and other documents confirming the traineeship of the students in companies | ANNEX 13_Traineeship regulation.docx | 13.pielikums_Prakses nolikums studiju programmai_ "Bibliotēzinātne un informācija".doc |
| II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures | | |
| Overview of the implementation of the provided recommendations | ANNEX 14_Overview of the Implementation of the Provided Recommendations.docx | 14.pielikums_Rekomendāciju izpildes pārskats.docx |
| Description of the Study Programme - Other mandatory attachments | | |
| Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties. | Confirmation about official language proficiency.edoc | Apliecinājums par valodas zināšanu.edoc |
| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | | |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of the study programme with the State Education Standard | | |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | | |
| Curriculum of the study programme (for each type and form of the implementation of the study programme) | | |
| Descriptions of the study courses/ modules | | |
| Description of the Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | | |
| Description of the Study Programme - Other mandatory attachments | | |
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | | |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | | |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | | |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | | |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | | |
| Sample (or samples) of the study agreement | | |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | | |
| Description of the Study Direction - Other mandatory attachments | | |
| Electronically signed application form for assessment of a study direction | Application.edoc | Iesniegums studiju virziena BIBL novērtēšanai_2019_latviesu valoda.edoc |

Other annexes

| Name of document | Document |
|---|---|
| 13_pielikums_Prakses nolikums studiju programmai_Bibliotēkzinātne un informācija".doc | 13_pielikums_Prakses nolikums studiju programmai_Bibliotēkzinātne un informācija".doc |
| ANNEX 13_Traineeship regulation.docx | ANNEX 13_Traineeship regulation.docx |
| 14_pielikums_Rekomendāciju izpildes pārskats | 14_pielikums_Rekomendāciju izpildes pārskats.docx |
| ANNEX 14_Overwiev of the Implementation of the Provided Recomendations | ANNEX 14_Overwiev of the Implementation of the Provided Recomendations.docx |
| 3_pielikums_Kvalitātes vadības sistēmas galveno procesu karte | 3_pielikums_KVS galveno procesu karte.docx |
| ANNEX 3_Key Quality Management System process map | ANNEX 3_Key Quality Management System process map.docx |
| Precizēts studiju līgums | 23_pielikums_Studiju līgums.docx |
| Revised study agreement | ANNEX 23 Study Agreement.docx |

Library Science and Information

| | |
|---|---|
| Title of the higher education institution | <i>Information and Communication Sciences</i> |
| ProcedureStudyProgram.Name | <i>Library Science and Information</i> |
| Education classification code | <i>41322</i> |
| Type of the study programme | <i>First level professional higher education study programme</i> |
| Name of the study programme director | <i>Gita</i> |
| Surname of the study programme director | <i>Komarova</i> |
| E-mail of the study programme director | <i>gita.komarova@riseba.lv</i> |
| Title of the study programme director | <i>Mg.sc.soc.</i> |
| Phone of the study programme director | <i>26754623</i> |
| Goal of the study programme | <i>Prepare modern-educated, professional-competent, competitive Library Information Specialists for work in public and local government institutions, private institutions and non-governmental organizations, motivated to engage in innovative creativity and research related to heritage conservation.</i> |
| Tasks of the study programme | <ol style="list-style-type: none"> <i>1. To provide comprehensive and specialized knowledge of facts, theories, methodologies and technologies relevant to library and information science.</i> <i>2. To acquaint with the laws and development tendencies regulating the activities of the library and information centre industry.</i> <i>3. To develop understanding of the principles of library management as a cultural institution, work quality and environmental risk management, human resource management in accordance with the sector development strategy.</i> <i>4. To develop skills to provide information services professionally and creatively and to manage information resources in accordance with the duties of the profession and applying the acquired theoretical knowledge.</i> <i>5. To promote the ability to reasonably explain and discuss problems and solutions for libraries and information management institutions, and to defend their interests by communicating and collaborating with clients, partners and the public.</i> <i>6. To develop skills to organize the work of the library or its structural unit in changing socio-economic conditions, performing personnel management, quality and work environment risk management and other duties, while continuing professional education.</i> <i>7. To promote formulation, analysis and resolution of professional problems by making independent decisions.</i> <i>8. To motivate professional growth by following the development tendencies of the branch and cooperating with other cultural and information institutions.</i> |

| | |
|--|---|
| Results of the study programme | <ol style="list-style-type: none"> 1. Manages comprehensive and specialized knowledge of facts, theories, methodologies, and technologies relevant to library and information science, and understands regulatory enactments regulating the sector and follows development trends. 2. Understands the principles of library management as a cultural institution, work quality and environmental risk management and human resource management. 3. Able to use theoretical knowledge independently when providing information services and managing information resources in accordance with the duties of the profession. 4. Able to reasonably explain and discuss various aspects of libraries and information management with clients, business partners, and the community in the best interests of the organization. 5. Able to organize their own work, the library or its structural unit in changing socio-economic conditions. 6. Able to formulate, describe and analyse practical problems in the library information profession and make decisions to solve them independently. 7. Motivated to plan professional growth in line with industry trends, working with other cultural and information management institutions. |
| Final examination upon the completion of the study programme | Qualification Exam (Theory) and Qualification Paper (Research in Library Science or Information Management). |

Study programme forms

Part time studies - 2 years, 6 months - latvian

| | |
|---|--------------------------------|
| Study type and form | Part time studies |
| Duration in full years | 2 |
| Duration in month | 6 |
| Language | latvian |
| Amount (CP) | 80 |
| Admission requirements (in English) | General secondary education |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | Library information specialist |

Places of implementation

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

Part time extramural studies - 2 years, 6 months - latvian

| | |
|------------------------|------------------------------|
| Study type and form | Part time extramural studies |
| Duration in full years | 2 |
| Duration in month | 6 |
| Language | latvian |
| Amount (CP) | 80 |

| | |
|---|---------------------------------------|
| Admission requirements (in English) | <i>General secondary education</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | <i>Library information specialist</i> |

Places of implementation

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

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

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

The parameters characterizing the study programme are reflected in the table contained in the self-assessment report.

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

Table 7 displays statistics showing the number of students in the study programme “Library Science and Information” from the academic year 2013/2014 to the academic year 2019/2020.

Dynamics of the number of students in the study programme “Library Science and Information” during the reporting period.

Table 7

| Study year | Year I | Year II | Year III | Total |
|-------------|--------|---------|----------|-------|
| 2013./2014. | 9 | 14 | 13 | 36 |
| 2014./2015. | 10 | 8 | 15 | 33 |
| 2015./2016. | 20 | 0 | 8 | 27 |
| 2016./2017. | 14 | 16 | 0 | 30 |
| 2017./2018. | 12 | 9 | 12 | 33 |
| 2018./2019. | 0 | 10 | 8 | 18 |
| 2019./2020. | 10 | 0 | 11 | 21 |

The number of students, as shown in the table, is variable - there are study years when it is larger, there are study years when it is decreasing. This can be explained by factors such as labour market demand, external regulatory requirements that determine the requirements for library staff (level of

education). Likewise, the supply of the education market as a whole also determines whether group of students for the first study year is completed in a particular study year (there are years when demand was too low to enrol, which in turn affects the total number of students in the programme). For example, the decline in the number of students after 2016 is related to the launch of the 960-hour professional further education programme "Library Science" offered by the National Library of Latvia as well as admissions in the "Information Management" study programme at the University of Latvia. The decrease in the total number of students in recent years is also influenced by the fact that there is no longer winter admissions (for studies starting in February), as the data on potential students interested in studying have shown that interest is minimal and admission is not announced.

More detailed data on the students of the study programme "Library Science and Information" are provided in Annex 15. The appendix also shows statistics on students who drop out before completing a full study programme - on average, 4 students per academic year. The most important reasons for student drop-outs are financial reasons (students are either unable to pay for their studies or are unable to combine full-time work with their studies and family qualitatively) and lack of intrinsic motivation - this can be seen in situations where a person starts their studies, which is the employer's demand. If the setting changes (no compulsory higher education is required anymore, the student does not continue / is deducted for failure). There have been cases where a student wants to resume studies after a while because the need for a higher education diploma has reappeared (again external and not internal motivation). Less often, students are exmatriculated for failure due to the fact that, overall, students in this programme are librarians already working in their field who have made a conscious choice in favour of their studies.

The dynamics of the number of graduates is directly related to the dynamics of admissions (in the years when more students are admitted, after 2.5 years there are more graduates). Students of the study programme LSI are generally more motivated to complete their studies, as most of them are already working in their chosen profession.

The table does not provide a division of the number of students by funding source, as the study programme LSI is part-time and, as required by law, part-time students are not eligible for government-funded budget positions, therefore, all students study with private funding. It is in this study programme that students are more likely to opt for a state-guaranteed study loan (this is also facilitated by the state's ability to cancel the principal amount of the study loan if the graduate is employed in a state or municipal institution).

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

The target group of the study programme LSI is already working in the field of libraries, who wish to acquire new, modern and useful general and specialized knowledge and to develop professional skills for work in libraries and information centres. Admission requirements are set according to the target audience and the profession standard - must have positive results of Centralized Examinations in Latvian and foreign language. As a first level professional higher education programme, it corresponds to LQF level 5 and, upon passing the qualification exam, students are awarded the qualification of "Library Information Specialist", which corresponds to level 4 of the

professional qualification. Unlike the specialist “Librarian” which corresponds to level 3 of professional qualification, library information specialists are trained not only to serve clients in libraries and information centres according to their needs, but also to manage small departments (2 or more employee libraries), organize various events and other cultural activities, and are educated in information literacy and digital communication to educate different groups of visitors.

The aims, objectives and learning outcomes of the study programme are defined in accordance with the Cabinet Regulation of 20 March 2001, "Regulations on the National Standard of First Level Professional Higher Education", in line with the profession standard for "Library Information Specialist".

In accordance with Cabinet Regulation No. 626 of 9 October 2018, Regulations on the List of Minimum Applicable Professional Standards and Professional Qualification Requirements and the Procedures for Publication of the Occupational Standards and Professional Qualifications Requirements Contained therein. The current profession standard for “Library Information Specialists” is available in the annex to the “List of mandatory profession standards and professional qualification requirements (if the profession does not need to develop a profession standard)” published on the website of the National Centre for Education. Standard agreed at the meeting of the Tripartite Sub-Council for Professional Education and Employment of 21 October 2009. Gita Komarova, head of the College Library Department, also participated in the Standard Development Working Group. As of 18 June 2019, a decision was taken at the meeting of the Latvian Library Council on the need to update the professional standards of the sector. A draft updated standard for the profession of the library information specialist has been submitted to employers of the sector. According to this, and taking into account the proposals made by employers in their in-depth interviews, the learning outcomes to be achieved have been determined according to the skills and competences of LQF Level 5 and the draft updated profession standard already mentioned.

The study programme “Library Science and Information” code 41321, which refers to the participation of the study programme in the thematic area “Journalism and Communication”, should be assessed as inadequate. Code 41322 - “Library Information and Archive Sciences” would be more relevant to the content of the study programme.

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

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

For the purposes of the development of the content of the study programme in conformity with the labour market and the criteria for modern quality education, the conformity of the content of

studies with the requirements of regulatory enactments, recommendations of the Ministry of Education and Science of the Republic of Latvia, market needs and technological opportunities shall be reviewed each year. The content of study courses and their learning methodologies for the development of learners' knowledge, skills and competences are constantly improved. The development of the competences of teaching staff is also promoted by providing teaching staff with a motivational and supportive environment: organised infrastructure, e-environment, access to information resources and exchange of experience in cooperation with foreign universities. There is continued involvement of employers in improving the content of the programme, which facilitates the preparation of competitive labour market participants and the development of their professional competencies. Employers' representatives shall be involved in the State Final Examination Commission and shall be interviewed for the purposes of developing the content of studies. Students undertake studies such as "Project Management", "Information Systems", "Information Services for Different Users Groups", "Information Sources and Search", "Management of Digital Resources in Memory Institutions", "Management of Information Services and Centres", "English (professional foreign language)", "Russian (professional foreign language)", "Management of Library Work Legislation", etc.

The programme is developing an in-depth knowledge in the library science and information sector, with a high focus not only on professional training in libraries, and in parallel students are also prepared for research provided by defending, developing and defending the Term Papers developed within the framework of the study programme. In the course of studies, student activities are constantly directed towards the development of applied studies, which are carried out in study courses as, "National Bibliography", "Study of Local History at Libraries", "Cultural History of Latvia", "History of Books and Libraries", etc.

Relevance of the study programme "Library Science and Information"

activity to the needs of the industry, the labour market and the provision of scientific trends.

Table 8

| Process | Implementation |
|---|--|
| 1. Improvement of study efficiency and quality: <ul style="list-style-type: none"> • Modification of the study programme • Self-assessment of implementation of the study programme • Involvement of professionals and employers in the implementation and evaluation of the study programme • Improving education quality management: regular assessment of curriculum, analysis of resource management processes, assessment of development and excellence opportunities to ensure continuous improvement in efficiency | Every year Every year Every year According to the tasks defined by the College Quality Management |
| 2. Study of education system, profession market, labour market: introduction of current study subjects, modernization of existing ones | Constantly |
| 3. Development of methodological provision: <ul style="list-style-type: none"> • Creation of e-study courses • Providing the library with up-to-date resources in the field • Intensification of the use of technical teaching aids | 2020/2021 Every year 2020/2021 |

| | |
|--|------------|
| 4. Study quality: students' participation in the ERASMUS ECTS project, preparation, dissemination and development of a set of study materials | Every year |
| 5 Improvement of the qualification of the teaching staff: participation in scientific seminars, methodological work, inviting scientists and professionals of other higher education institutions and organizations, incl. from abroad | Every year |

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.

The study courses included in the study programme correspond to the aim of the study programme: the programme includes all study courses in the field and specialization, which are provided in the professional standard of library information specialist. The programme includes general education study courses that enhance students' professional competences as well as their research and analysis skills. The study courses included in the study programme are designed in such a way that the acquired theoretical knowledge can be consolidated in practice and achieve the expected learning outcomes. See in detail The mapping of study courses in Annex 18.

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

In accordance with the Examination Regulations approved by the College Board and according to Cabinet of Ministers Regulations no. 141 "Regulations on National Standards for First-Level Professional Higher Education", the basic forms for assessing the completion of a first-level professional higher education programme are a test and examination. The minimum amount of the study course to organize the examination is 2 credit points, test - 1 credit point. The examination, test and state examination programme are evaluated on a 10-point scale.

The main evaluation types of students' knowledge are written and oral examinations when having completed the study course, practical classes, and summaries of research projects and independent work, and other types of defending papers in front of the audience, and this develops students' skills in presentation and argumentation. Generally, in all study courses, the evaluation mark is formed cumulatively, which means that there is an evaluation for work during the semester (practical classes, reports, presentations, individual written work, tests, etc.), summary work about topics acquired in the study course, the usage of theoretical knowledge in individual case studies,

etc., and the evaluation of the final examination at the end of the study course. Each type of evaluation for a final examination of the study course and evaluation criteria are specified in the description of the study course. Detailed information about the evaluation methods for learning outcomes is provided in Chapter 1.6.

The teaching methods for the implementation of study courses are selected in compliance with the implemented first-level professional higher education study programme, by favouring various practical tasks and using the opportunities offered by collaboration partners for learning in real working environment. As there are small-size groups, it is possible to use an individual approach and operationally provide feedback on the achieved results. Together with the evaluation, students also receive guidance from the teaching staff on how to develop skills in a definite study course, particularly in industry and specialisation study courses.

The student-centered education principles are implemented as follows:

- 1) developing close cooperation relationship with students as colleagues, since the majority of students already work in the sector;
- 2) assessing the previous experience and knowledge of students, recognising and aligning of knowledge and skills acquired in previous education and non-formal education, drawing up individual learning plans, where appropriate;
- 3) active learning describes the learning process, feedback from students on cooperation with teaching staff and recommendations for improvements in the content of study courses (knowledge or skills needed to perform work duties) are taken into account, as well as, examples and situations from students' own working experience in study courses for the purpose of analysis are applied;
- 4) taking into account student age and existing life experience, the teaching staff members are encouraged to act as mentors, in particular to provide psychological support to students (encouraging them to use new skills and technologies, working in a new field outside the usual comfort zone, taking initiatives, systematically learning and improving academic skills);
- 5) criteria for the evaluation of study courses and qualification papers have been published in advance, several evaluators participate in the evaluation process of qualification papers, and the evaluation takes place in accordance with approved procedures, involving sectoral employers for the assessment of professional knowledge and skills;
- 6) review of student appeals takes place in accordance with the procedures specified in the internal regulatory documents, titled "Examination Regulations" and "Procedures for Qualification Examinations".

Forms of study in the study programme are contact lectures (lectures and classes, including seminars); consultations; independent work, traineeships outside the College. In accordance with the requirements of modern university didactics for active education programmes, in order to develop professional knowledge and skills, the study programme emphasizes active teaching methods both in lectures, classes and seminars (business games, cooperative classes, experiment, etc.). The main forms of study acquisition are lectures, online lectures, seminars and workshops which, in accordance with the study programme and the subject content, outline the study material and develop the necessary practical skills and abilities. During the implementation of the study programme, students are provided with the opportunity to receive individual consultations by prior arrangement with the lecturer. Individual interviews are also conducted with students during admission.

Students have the opportunity to communicate with the Director of the study programme and lecturers of the study courses through the College email system, communicate in the Moodle

environment, and have access to the office and mobile phone of the Director of the study programme. Every year a survey is conducted on the students' satisfaction with the content of all study subjects, the quality of teaching, the satisfaction with the layout of the premises and the material and technical provision. If the content of the study course does not satisfy the students, the lecturer of the particular study course is informed and improvement actions are taken.

As the study programme is implemented on a part-time basis, opportunities for remote study courses are being developed for students' convenience. Certain study courses, such as "Project Management", "Basics of Law and Copyright" are already partially implemented remotely in Moodle. Online video recordings of lectures, presentations, study materials are developed, incorporating exercises for learning the subject, as well as exam tests to evaluate the student's learning outcomes.

At the beginning of studies, in cooperation with the first-year students of the National Library of Latvia an introductory lecture and practical classes are organized in the library reading room under the study course "Methodology of Research". Students become familiar with the industry's professional information resources and online databases, as well as acquire skills in information retrieval. These skills are developed through courses such as 'Information Sources and Search' and 'Introduction to Information Literacy', which include hands-on digital learning activities.

Other study courses include study tours, guest lectures, workshops, consultations on research and Qualification Papers, as well as visiting current exhibitions. Within the study course "Management of Library Work Legislation" the students visit the Natural Sciences Library of the University of Latvia and the Library on Kalpaka Boulevard, while the study course "Management of Digital Resources in Memory Institutions" is provided at the National Library of Latvia. In-depth acquisition of study course "World Art History" will take place in the Art Museum. Whereas, practical lectures of the study courses "Information Systems", "Information Services for Different Users Groups" and "Study of Local History at Libraries" are organized at Riga Central Library and its branch libraries, acquiring the best practices and working methods of the field.

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

The College offers students traineeships based on long-term cooperation agreements between the College and various types of libraries, including the National Library of Latvia, Riga Central Library, University of Latvia, Riga Technical University, as well as several regional and local libraries. The student can choose a traineeship from the list of organizations offered by the College or submit his / her proposal for a traineeship. If a student is already working in a library or information institution, he or she can choose this company as his or her traineeship. The main criteria for the suitability of the traineeship place for the study programme is the ability to complete the assignments during the traineeship, which are coordinated with the theoretical course of the study according to the study programme.

During the traineeship, the student consolidates the knowledge and skills acquired in the study courses in a real work environment, as well as develops those abilities and competences, which would be insufficient in the course of studies alone. For example, the ability to provide information

services, information search skills development, user service culture, information resources, incl. management of electronic databases, catalogues and digital resources; improvement of practical skills in using the Alice or Aleph500 library information system; ability to plan and organize library work.

The first traineeship, according to the study plan and study schedule, is carried out at the end of the second semester and is devoted to the acquisition of skills and competences in the field of collection management, acquisition and processing. Traineeship assignments include familiarizing oneself with the organizational workflow documents that govern inventory management, the on-the-job collection process, upgrading cataloguing skills in the library information system, practicing inventory management, and inventory and write-off processes.

The second traineeship is conducted at the end of the third semester and is devoted to user service and information services. The largest proportion of the second practice focuses on practical cooperation in the service of users of the library or information institution, improvement of information search skills and provision of information services to users.

The third traineeship takes place at the end of the fourth semester and is devoted to the organization, planning and management of library work. The aim of the third practice is to consolidate, supplement and improve the theoretical knowledge acquired during the study programme and professional skills in the organization, planning and management of library work. The traineeship assignments also provide an opportunity for the student to familiarize himself / herself with and be able to understand the internal regulations of the library work and the planning and development documents of the library work, as well as to participate in the promotion and publicity work of the library services.

The fourth traineeship is carried out at the end of the fifth semester and is devoted to obtaining the information necessary for the Qualification Paper, studying the professional literature and publications of the library industry, acquiring professional publications, using both printed and digital information resources.

The internship organization is carried out by the Head of the Library Information Department, who regularly updates the internship tasks and the list of offered internship places according to the development tendencies of the field. Counselling and informational support is provided by the traineeship supervisor responsible for the traineeship in the College, who also evaluates the student's traineeship report at the end of the traineeship. Traineeship assessment consists of the assessment of the performance of the traineeship tasks and the assessment of the traineeship supervisor at the traineeship in the description of the trainee.

The scope and content of the traineeship included in the study programme has been appreciated by both graduates and employers. On a positive note, students are offered the opportunity to pursue international traineeships at the Šiauliai State College Library as part of the Erasmus+ programme. The traineeships included in the study plan can be mentioned as the strengths of the study programme LSI, providing students with the opportunity to develop the basic skills and competences in the profession of library information specialist.

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

Until 2019, the Qualification Paper in the study programme LSI included the development of a bibliographic index related to the field of library science, information science, regional studies or book publishing as a subject of the student's choice. Students were advised to develop a bibliographic indicator on a topic that is relevant to library users, and to make the prepared bibliographic index available to users in libraries. Since most students are already working in libraries, this has also been done successfully. The topics of the Qualification Papers are selected and the bibliographic indicators are developed in cooperation with libraries – their own workplace or a library of their choice.

The Qualification Paper was developed during the qualification traineeship and the selected library supported the students by providing information resources and support for information search in the bibliographic indicator development process, as well as assessing the quality of the work, results and application of the developed indicator in the library. Thus, the relevance of the topicality of the qualification work to the practical use of the result in the industry was ensured.

The methodological guidelines of the Qualification Paper define the evaluation criteria. General criteria of Qualification Paper evaluation: relevance, significance and novelty of Qualification Paper, relevance of Qualification Paper theme to specialty, Qualification Paper content correspondence to the aims and tasks set, Qualification Paper overall visual design and documentation quality, the authors of the Qualification Paper cooperation with the supervisor during the elaboration of the Qualification Paper.

Criteria for evaluation of scientific research competence of Qualification Paper: ability to analyse information sources used; compare different points of view; emphasize essential; ability to form and justify judgments and conclusions; ability to choose and use professional terminology; ability to formulate grammatically correct text visual material appropriate to the content; attachments.

The Qualification Paper is presented and defended on a pre-determined date by the College in the presence of the Commission established by the College. The final assessment consists of the student's presentation and answers on the day of defence, as well as the qualification supervisor's and reviewer's assessment of the Paper. As of September 2019, pre-defences have been introduced to improve the quality of Qualification Papers no later than three weeks before the deadline for submission of Qualification Papers. The preliminary defence committee evaluates the student's draft of the Qualification Paper and gives its opinion whether the Qualification Paper complies with the requirements of the College and can be directed for defence. Upon receipt of a negative grade – a grade below 4 (almost satisfactory), the student is required to rework the Paper as instructed by the commission and re-defend the Qualification Paper within the time limit set by the commission.

During the reporting period about 70% of the elaborated Qualification Papers were devoted to the topic of local history, collecting information about the history, culture and social life of the regions, about cultural and natural monuments, as well as information about the localities - outstanding personalities. Also, recommended bibliographic indicators on topical issues for users have been developed.

| | |
|-----------|---|
| Year 2014 | <ul style="list-style-type: none"> • Indicator of books reproduced in Braille • Velta Tupureina, Researcher, Polymer Institute, Riga Technical University • Kemerī Sanatorium in history |
| Year 2015 | <ul style="list-style-type: none"> • Actor of the Latvian National Theater Ainārs Ančevskis • Rosme Magazine 2006-2010 • Salaspils county |

| | |
|-----------|--|
| Year 2016 | <ul style="list-style-type: none"> • Riga Motor Museum • Gaujiena Library work organization • Laidze parish |
| Year 2017 | <ul style="list-style-type: none"> • Jelgava Spidola Gymnasium • Pauls Kvelde • Inčukalns county |
| Year 2018 | <ul style="list-style-type: none"> • Indicator of plays published in Latvian between 2012 and 2017 • Library of University of Latvia • Fellowship "Aleksandrs Pelēcis Reading Room" |

Most of the Qualification Papers are used practically: at the initiative of the authors, they are publicly available in libraries within the framework of local history collections, for example, the bibliographic indicator "Fellowship "Aleksandrs Pelēcis Reading Room"" developed by A. Belevich in 2018 (<https://talsi.biblioteka.lv/Alise/lv/book.aspx?id=140539&ident=1145242&c=1&c=3>) featured in the Talsi, Dundaga, Roja and Mersrags Regional Library and is publicly available at the Talsi Central Library.

During the reporting period, students also carry out research (Term Papers) in the field of libraries. During the reporting period, studies were carried out on book science topics, such as "Valters un Rapa" during the First Independence of Latvia (2018), "Jānis Tāle Contribution to Library Science" (2018). Practical aspects of library work are also explored, such as "Public events at Cesis Central Library", "Techniques for Involving Preschool Children as Library Users", "Creating Exhibitions in the Library", "Serving Seniors at Riga Central Library", etc.

In the empirical part of the Term Papers practical research is carried out in the field, using different research methods – document analysis, surveys – interviews with industry professionals and library users' questionnaires, specific library work areas are analysed based on region-relevant information. This links to the library industry and ensures the topicality of the Term Papers.

In some cases, at the initiative of the authors, Term Papers are included in library collections and offered for public viewing, such as Term Paper of E. Kažociņš 'Ojārs Zanders – Notable Personality in Latvian Bookkeeping (2019) included in the General Catalogue of the Gulbene municipality libraries and is available in the General Research and Humanities Reading Room of the Gulbene Municipality Library.

As of October 2019, a new Regulations for the Qualification Paper has been revised providing for independent research within the framework of the Qualification Paper, corresponding to the research directions of the programme – in the field of library science, information science, bibliography, book science. The proposed research topics will be coordinated with employers – professionals of public and academic libraries, as well as from 2020 lecturers and librarians will be entrusted with the management and reviewing of Qualification Papers.

Analyzing the grades of the qualification papers during the reference period, it should be concluded that the students have chosen the topics of final thesis that are of interest, as more than 60% of the qualification examination committee grade is "very good" and above. (see Figure 4)

Study Programs " Library Science and Information "

Grading of Qualification Papers during the reporting period (share %)

Figure 4



2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

An important element that is used for the improvement of the study direction is the survey - summary and analysis of the opinions of the persons involved in the study process. The central element of the College's activities, which defines the direction of quality management, is the client - a student - whose desires and needs are an essential factor in the evaluation and review of the study process and study content. The College conducts student surveys at three levels.

APPLICAT SURVEY

This is done at the time of admission by filling in an anonymous questionnaire. The results of the questionnaires help to obtain current information about the image of the College among potential students, to make changes in the external communication strategy, if necessary, and to evaluate the more frequently selected information channels for receiving information. It allows for the evaluation of the potential student population (pre-cultural education; secondary / secondary vocational education).

STUDENTS SURVEY

Once a year evaluation of the study process is performed and once a semester, but not less than once a year - evaluation of the lecturers of particular study courses. Analysis of the study process evaluation questionnaires allows to obtain the current students' opinion on the satisfaction with the study process, its organization, the quality of the study field and study programme, satisfaction with the infrastructure and available study resources. Questionnaires on satisfaction with the content of the particular study course and the work of the corresponding lecturer are prepared for the new College lecturers, thus the opinion of the participants of the study process on the competences of the lecturer, suitability, teaching methods, etc. This allows not only to ascertain the effectiveness of the study course delivery methods chosen by the new lecturer, but also, if necessary, to provide support and advice on the delivery of higher quality study course content to students. The evaluation of lecturers' work by questionnaires to students is also carried out for those lecturers already working in the College who wish to participate in the competition for the elected positions of lecturers and professors. Regular study process monitoring, evaluation, analysis, opinion gathering, evaluation of available infrastructure allows us to use the obtained data to diagnose shortcomings, to develop departmental work plans, to set goals, ensuring effective management of study directions and other activities. Feedback after the implementation of the survey process is important - at the beginning of the academic year, students are introduced to the survey results, identified deficiencies, if any, and an action plan developed by the College to address them.

GRADUATES SURVEY

It is conducted once a year, obtaining information on graduates' further education and employment, which allows assessing the quality of the study programme and its relevance to the labour market. An individual telephone interview is conducted to find out information about the graduates 'work and further education, as well as an electronic survey including a detailed study of the graduates' views on the quality of the study programme and the competences gained.

Summarizing the data of the graduates' surveys, we can conclude that the correspondence of the

competences provided by the study programme to the labour market is confirmed by the high employment rates of the study programme graduates. During the reporting period, 97% of graduates were interviewed by telephone, 76% of them are employed in the library sector, 21% are employed in other sectors, but 3% were unemployed at the time of the survey.

3 graduates have continued their studies, including one graduate studied in the University of Latvia, Bachelor study programme of Information Management. This indicator also confirms that the competences acquired in the study programme were adequate for the tasks of the library information specialist.

In order to obtain information about the graduates' satisfaction with the quality of the study programme, an online survey was conducted with 43 respondents or 67% of the graduates. Analysing the survey data, it was concluded that overall the graduates positively evaluate the quality of the study programme, lecturers and study content (see Figure 5).

Latvian College of Culture at the Latvian Academy of Culture Graduates' Evaluation of the Study Programme "Library Science and Information"

Figure 5



| | |
|---|--|
| STUDY PROGRAMME OVERALL | <ul style="list-style-type: none"> • 79% of the respondents gave excellent and good evaluation, 19% - satisfactory, 2% - unsatisfactory. |
| CONTENTS OF THE STUDIES AND COMPLIANCE WITH PROFESSIONAL QUALIFICATION | <ul style="list-style-type: none"> • 84% of respondents gave excellent and good evaluation, 14% - satisfactory. <p><i>For example, it was commented that "the knowledge acquired in the College curriculum can successfully fulfil the duties of a librarian" and that "the content of the study meets the requirements of the profession".</i></p> |
| COMPETENCE OF TEACHING STAFF | <ul style="list-style-type: none"> • 91% of the respondents gave a positive opinion, giving an excellent (42%) and good (49%) rating. <p><i>For example, the comments highlighted the fact that lecturers are professionals in their field, and positively assessed the possibility of learning about the novelty of the profession.</i></p> |
| RECOMMEND THIS STUDY PROGRAMME FOR OTHERS | <ul style="list-style-type: none"> • 79% of respondents would recommend this study programme to others and 7% would partially recommend it |
| WHAT OTHER STUDY COURSES WOULD YOU RECOMMEND TO INCLUDE IN THIS PROGRAMME | <ul style="list-style-type: none"> • 19% mentioned that they wanted a more in-depth, practical learning of library information systems. |

In order to promote the conformity of the study programme content with the actual needs of the labour market, the opinion of employers is also summarized. For example, to find out how traineeships, which are also potential future jobs, assess College students' preparedness for the job market, every semester after submission of traineeship reports all trainee characteristic reports prepared by traineeship supervisors are collected. When analysing trainees' characteristic reports, the content of trainees' characteristic reports (what skills and competences are evaluated and emphasized by the representatives of the places of traineeship) is analysed, as well as statistics on the evaluation of students' practical work done in a 10-point system. Such analysis allows

monitoring whether the traineeship tasks performed during the traineeship are not only qualitatively executed, but also - whether the traineeship tasks (and the content of the study courses, as the tasks are aligned with the content acquired in the study courses) meet current labour market requirements.

In the fall of 2019, an online survey of employers was conducted, which was sent out in cooperation with the Library Development Centre of the Latvian National Library. Unfortunately, the response to the survey was low: only 36 employers responded, of which 64% of the libraries surveyed are graduates of the study programme (14% of the graduates of the last five years).

Summarizing the survey data, it has been concluded that the graduates of the study programme working in the libraries surveyed mostly hold the positions of heads of structural units (26%), senior/chief librarians (31%) or senior/chief bibliographers (10%), or the positions of librarian/library information specialists (28%). The ability of graduates of the study programme to occupy not only an executive position, but in almost 70% of cases - higher positions clearly attests to the quality of the study programme and its compliance with the set goals. This is also evidenced by the graduate employment analysis. For example, half of the six graduates in 2016 who either did not work at the library at all during their studies or worked as librarians, in 2019 are already working in position of library manager.

Assessing the theoretical and practical job readiness of working graduates, 35% of librarians surveyed stated that they had good theoretical and practical training, were able to perform their duties immediately or after short training (40%), but several employers could not joint assessment, because the graduates are very diverse. Evaluating the knowledge and skills of graduates, 96% of the surveyed employers admitted that the graduates fully (43%) or mostly acquired the necessary theoretical knowledge, but the practical skills were fully (33%) or mostly (57%) acquired. The comments emphasized the need to learn more practically how to organize library information systems and information literacy events.

Evaluating the quality of the content of the study programme, the opinions of employers - experts in the field were also studied. In 2019, interviews were conducted with several employers in the field: Director of the Riga Central Library as a representative of public libraries; Director of the University of Latvia Library as an academic librarian; Director of Talsi Main Library as representative of regional libraries; Head of the Library of the Latvian National Museum as a representative of special libraries. The following conclusions were made in the interviews:

- the improvement and modernization of the study content is generally welcomed, providing the appropriate competences of a library information specialist,
- emphasized the need to practice library information systems, which is also planned from 2020 in cooperation with Tieto Latvia Ltd.,
- lecturers' professionalism is appreciated, as well as the high proportion of practical classes and traineeships in the study programme content,
- attention is paid to the necessity of changing the form of the Qualification Paper, changing it from the development of a bibliographic indicator and conducting a research on a current topic;
- The need to use distance learning methods is mentioned, providing students with the opportunity to acquire some of the study content online, which is one of the further tasks of the study programme development.

These findings have been taken into account when introducing several new study courses, organizing BIS Alise training in cooperation with Tieto Latvia Ltd., changing the assignment and form of Qualification Paper from October 2019, as well as planning the future development of the study direction and study programme.

Student and graduate survey data have initiated several development directions of the study programme both in study content and organisation of the study process. In the context of the study process organisation, the recommendations on the working hours of the library on Saturdays, on the organisation of traineeship processes, and on the organisation of consultations, etc., have been taken into account.

The evaluation and proposals given in surveys had made the most direct contribution to the improvement of the content of studies: several study courses have been removed from the curriculum, the content of which was provided by other courses, for example, study courses "Document Management", "Art of Speech" were removed, and study courses "History of Libraries" and "History of Books" were merged into one. For several study courses, such as "Bibliographic Description" and "Management of Digital Resources in Memory Institutions", the course content have been upgraded and revised.

New study courses have been introduced in line with student and graduate proposals, such as "Introduction to Information Literacy" and "Management of Information Services and Centres". Several recommendations for improving the content of studies are in the process, such as proposals for providing basic knowledge of literature, as well as for acquiring skills in record-keeping. The views expressed in the surveys have been taken into account that information systems should be acquired in detailed way and in practice (which was also reflected in employer surveys), and therefore an opportunity was found in cooperation with company *Tieto Latvija* to organise training for *BIS Alise* and student certification. The issue of acquiring BIS Aleph is also being addressed.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

In order to attract new foreign students, student mobility is being implemented through Erasmus + projects KA103 and KA107. Until now, students have been attracted through partner universities. Evaluating the number of student mobility in specific study programmes, it can be concluded that currently the number of attracted students in the study programme LSI is the smallest, but it can be explained by the specifics of the study programme. It is a part-time study programme designed for librarians already working in the field who wish to obtain or improve their professional qualifications and a specific schedule of lectures.

One of the College's ERASMUS programme partner universities is Siauliai State College, which implements a full-time Information Management programme. Due to this form of study, the offers within the Erasmus + projects have not been well received by students. However, partner students take the opportunity to have their traineeship in College. Table 9 summarizes the inbound activities.

Student Mobility in Latvian College of Culture at the Latvian Academy of Culture

Table 9

| Study year | Higher Education Institution | Activity | Number of Students |
|------------|------------------------------|----------|--------------------|
| | | | |

| | | | |
|-----------|------------------------|-----------------------|---|
| 2013/2014 | Siauliai State College | Inbound (traineeship) | 3 |
| 2014/2015 | Siauliai State College | Inbound (traineeship) | 3 |
| 2015/2016 | - | - | - |
| 2016/2017 | - | - | - |
| 2017/2018 | - | - | - |
| 2018/2019 | Siauliai State College | Inbound (traineeship) | 2 |

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

Since the study programme "Library Science and Information" is the only study programme in the study direction ICS, the description of the information, material and technical basis is already given in Chapter II. Chapter III specifies the information according to the specifics of the study programme.

The students of the study programme LSI have access to all material and technical resources of the College intended for the implementation of the study process. In addition, the College Library pays special attention to the provision of information services to lecturers and students in this study programme.

For the implementation of the study programme LSI, the Colleges library information resources range includes books on the history of bookkeeping and press, including Latvian bookkeeping, writing systems and articles, dictionaries and encyclopaedias. The College Library also provides industry literature on bibliography, bibliography, information on library work and libraries, library history and important personalities in the library and bookshop industry, library automation

processes, and IFLA publications in library science. Books are available in Latvian as well as in English and in small volumes in Russian.

The study process updates the use of publicly available Internet sites, Directory of Open Access Journals - 10297 high-quality education and scientific journals from 136 countries, 1,849,065 publications, Directory of Access Books - 2759 published books from 95 publishers, Open Access repositories - 40,877,877 documents from 2414 content providers. Within the framework of the project "Electronic Publications for Latvian Libraries" implemented by the Centre for Cultural Information Systems, the library regularly offers the possibility to use foreign online e-books and publications databases corresponding to the study direction for a trial period.

Students are also offered a printed edition of the industry's professional journal "Library World" and the Latvian National Library "I Do It". Students are also encouraged to use the electronic versions of these publications as well as collections of scientific articles in the field, such as those published by the University of Latvia and the National Library of Latvia, and in conference proceedings. Thanks to donations from the Riga Central Library, the College Library offers students the opportunity to use the most recently published yearbooks and bibliographic indexes of Riga Central Library for their studies and research work. Information on the range of information resources available at the College Library is available through the Library's electronic catalogue. Remote servicing of library users (bookings and booking extension) is performed. Library users also have the option of using the library's e-mail to communicate with the library, providing assistance and information services to users. Information about new developments and events in the College Library is regularly posted on the College's website and on social networks.

The College Library has two reading rooms with a free-access library, totalling 141 m². The library offers students and lecturers the opportunity to work on seven open access workstations, as well as twenty-eight workstations for study and research. It is possible to use wireless internet, work with your handheld devices, and print, copy, scan and bind documents. A major contributor to the library's work is the new printer / copying / scanning machine, acquired in 2018, which provides fast, high-quality scanning of documents and colour prints that were previously unavailable. The library is open six days a week, according to the needs of students in the study programme LSI.

The library supports the student learning process by providing users with thematic, refinement and fractographic references. Due to the relatively small library stock, interlibrary loan services and electronic delivery of documents are in demand.

The repository of information resources available at the College Library follows the established Library Collection Policy. The replenishment of the collection is based on the need expressed by the lecturers and students to ensure the study process. Requests for replenishment of the collection are evaluated by the Collection Commission, which is composed of College study programme directors who are responsible for developing and controlling the content of the College study specializations. The College Library regularly invites lecturers to plan new study literature, informs them of the latest books in the field, and provides students with suggestions on potentially useful study information resources - books, industry professional magazines, and e-resources.

Students of the study programme LSI, acquiring the history of literature and Latvian literature, cultural theory, philosophy and cultural history, have the opportunity to use the information resources of the Library of the College both face-to-face and at home.

In 2019, the Lursoft newspaper library was subscribed to the College Library, which includes full-text publications from more than a hundred different Latvian central and regional newspapers. Database usage statistics in 2019: 83 information searches, students have used the database as one of the sources of information on current events in the library industry.

Teaching staff proposals for new sources of information for the College Library collection are evaluated each year. The purpose of the College Library is to facilitate the implementation of study programmes by providing them with information resources and providing quality information services. For the study direction and programme implementation, the range of College Library information resources includes sources on the history of the book and press, including Latvian book publishing, writing systems and articles, dictionaries and encyclopaedias, bibliographic sources, library organization and libraries, library history, and personalities, library automation processes, and current IFLA publications in the library. Sources are available in Latvian, English and, to a lesser extent, Russian.

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

Within the framework of the cooperation, students and lecturers have the opportunity to use the libraries of the Latvian Academy of Culture, the National Library of Latvia, the libraries of the University of Latvia, the Central Library of Riga, etc. library databases - EBSCO, ScienceDirect, Emerald, Proquest Dissertation and Theses Online, Bibliorossica, Cambridge Journals Online, Cambridge Companions Online, Scopus, Credo Reference, Encyclopedia Britannica Academic Edition and Dawsonera Platform for Study and Research.

In collaboration with the National Library of Latvia, students in the Information Management area are provided with the opportunity to use online subscribed databases for their studies, gaining access to the latest industry research, publications and e-books. Students can access digital databases in-person at the library as well as remote access. In cooperation with the Library Science Reading Room of the National Library of Latvia, first-year students of the study course "Methodology of Research" organize practical classes in the National Library of Latvia, getting acquainted with professional information resources and online databases and acquiring skills in information retrieval. These skills are developed through the study courses "Information Sources and Search" and "Introduction to Information Literacy", which provide practical training in digital resources at the National Library of Latvia.

In addition to the above, for example, the study course "Management of Library Work Legislation" attends the University of Latvia Libraries Natural Science Library and Library on O.Kalpaka Boulevard, while the course "Management of Digital Resources in Memory Institutions" provides a practical insight into the Latvian National Library. To get in-depth insight of study course "World Art History" practical lectures take place in the Art Museum. Whereas, practical lectures of the study courses "Information Systems", "Information Services for Different Users Groups" and "Study of Local History at Libraries" are organized at Riga Central Library and its branch libraries, acquiring the best practices and working methods of the field.

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

4.1. Analysis and assessment of the changes to the composition of the teaching staff over

the reporting period and their impact on the study quality.

The selection of the teaching staff in the study programme "Library Science and Information" is based on:

1. compliance of the educational and professional experience of the lecturers with the requirements specified in regulatory enactments;
2. lecturers working in the field of study;
3. building long-term cooperative relationships.

On average, 20 lecturers are involved in the implementation of the study programme. The total number of lecturers is higher in those years when it is necessary to replace lecturers on parental leave. The teaching staff is relatively stable - 50% of the lecturers continue to follow the same study courses as at the beginning of the reporting period. Summarizing information on changes in the teaching staff during the reference period, in the 2019/2020 academic year 20% of the teaching staff in general education have stopped working in the College for various personal reasons, 10% are on parental leave.

Over the reporting period, 20% of the teaching staff composition for the industry study courses has been renewed. In describing the changes in teaching staff, it can be concluded that more teaching staff members have been invited to increase the diversity of the content of the study programme, as well as by updating the content of the study programme, by offering the second foreign language and creating new study course "Management of Information Services and Centres" by inviting the director of the LU study programme as the teaching staff member who provides this study course - B.Holma, Dr.Philol.

In several study courses, invited young guest lecturers, who are industry professionals, have replaced the long-term working teaching staff. Accordingly, teaching staff will have the opportunity to highlight the use of knowledge and skills provided in study courses in practice, for example, the head of the branch library of the Riga Central Library gives study courses "Information Services for Different User Groups" and "Study of Local History at Libraries", the head of the Transport and Telecommunications Institute library gives the study course "Introduction to Information Literacy". A successful solution is also to invite specialists in the relevant sector for giving general study courses who are also working in the field of libraries - for example, the master of humanities in arts, the head of the Latvian National Museum of Art Library is the teaching staff member for course "World Art History".

General education study courses and several industry study courses, such as "Professional Ethics", "Project Management", "Human Resources Management", "Digital Communication and Social Networks", and "History of Books and Libraries" are implemented by 68% of the College academic staff, which ensures the topicality of the content of the study course, quality, and compliance with the needs of the library sector.

4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the

learning outcomes.

During the reporting period, the College has developed its staff policy in the study programme "Library Science and Information" so that the qualifications of the academic staff and guest lecturers comply with the study programme implementation conditions, the Law on Higher Education and the regulations of the Cabinet of Ministers of December 11, 2018, "Opening and Accreditation of Study Directions".

The qualification of the teaching staff involved in the implementation of the study programme corresponds to the content of the study programme. All lecturers teaching industry study courses and specialization study courses in the study programme LSI have an appropriate education: one lecturer has a PhD in the field - Doctor of Philology in Library Science (Dr.Philol.), 6 lecturers have a Master's degree in the field (Mg.sc. soc.), 13 teachers have master's degrees in other fields (business management, economics, pedagogy, psychology, art, philology). All the above-mentioned lecturers also have relevant professional experience, which contributes to academic competencies, for example, 4 lecturers are librarians or branch librarians, 1 lecturer is the main librarian in the National Library of Latvia and 1 lecturer leads the Library Services Department of the University of Latvia. Lecturers teaching general education courses included in the study programme also have appropriate education in each of their specialties - all lecturers have master's degree and lecturers have extensive practical experience in their field. The College regularly evaluates the competence and suitability of the lecturers and, if necessary, recruits new lecturers to ensure the study process.

50% of the staff necessary for the implementation of the study programme are the academic staff of the College. One of the directions of development of the study programme is to increase the proportion of the academic staff in the study programme, however, it should be taken into account that it is a professional education programme and specialists working in the field are attracted to the development of professional competences. In this way, the qualifications and professional activities of guest lecturers allow us to keep abreast of developments in the field and to improve the content of study courses, assignments of traineeships, and engage students in research.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).

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

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The analysis of the involvement of the teaching staff in scientific research has already been carried out in Chapter 2, point 4. Taking into account the Strategic Development Indicative Guidelines 2021-2027, the development of research in the field of applied projects is a priority for the improvement of the study programme.

In the field of library science and information, the research direction is related to the comparative analysis of the activities of Latvian memory institutions in creating digital collections, the research of the course of activities and the impact of the results on the digitalisation of cultural products today. For example, lecturer G. Senka, on the basis of research into the possibilities of digitisation of cultural heritage in Bulgaria and Georgia, performs case study research in lectures "Project management" and advise students on innovation in line with the preparation of cultural heritage conservation projects.

In the course "Professional Ethics" students are introduced to the ethical aspects of applied research with the increasing use of digital resources in the research process. As an additional resource for acquisition of information retrieval skills in digital databases (for example, in the course "Introduction to Bibliography", "Information Sources and Searching") the research work of lecturers A. Volkova on digital databases and experience gained by lecturer I. Petersone projects are used.

Annex 9 summarizes the research activities of the teaching staff.

4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

In accordance with the form of study implementation (part-time), there is a small number of contact hours in the implementation of the study courses, therefore, the amount of academic work in this study programme is only part-time. At the time of submission of the self-assessment report, 21 students are enrolled in the College and 20 lecturers are involved in the implementation of the study programme, 2 of them are lecturers (academic staff), 12 general and other programme-related lecturers (8 are academic staff). 6 guest lecturers are invited to teach courses in the field and specialization.

Teachers of general study courses, due to their long-term involvement in the implementation of the study programme, regularly update the content and teaching methods of the study courses. Lecturers in the study courses of the industry are motivated to integrate library innovations into their study courses as professionals and enthusiasts in their field. The study programme coordinator ensures the exchange of operational information between the College's academic staff

and guest lecturers, thus facilitating collaboration. The directions of cooperation are determined in annual methodological meetings, planning the priorities of the study year. A good indicator of cooperation is the relatively small changes in the lecturers' composition and the high intensity of contacts, as lecturers know each other personally and thus issues related to the content of study courses and methods are flexibly solved not only in formal meetings but also in joint projects. For example, lecturers of the study courses in the industry have the opportunity to take creative methods from the lecturers of the general study courses, who invite to participate in the final workshops of the students of "Management of Art Institutions".

On average, between 10 and 20 applicants apply for a part-time study programme LSI. Due to their own funding, the groups are small in size, with an average of 10 students, and academic leave opportunities are often used. It is in this study programme that very close relationships between students and a positive microclimate are formed in the study process, because lectures allow students to discuss and exchange professional information. Students are demanding on the quality of the study process and the programme coordinator has succeeded in establishing a dialogue of mutual interest based on mutual respect. The lecturers are informed about students' suggestions and comments, and one of the criteria for assessing the professionalism of the lecturers is the ability to respond constructively to the wishes expressed by the students. The Latvian College of Culture at the Latvian Academy of Culture believes that it has succeeded in establishing a team of goal-oriented teaching staff in this study direction and study programme.

Annexes

| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
|--|---|--|
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | ANNEX 15_Statistical Data on the Students of the Study Programme "Library Science and Information".xlsx | 15_pielikums_Statistika par studējošiem pārskata periodā.xlsx |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of the study programme with the State Education Standard | ANNEX 16_Compliance of the Study Programme LSI with the Educational Standard.docx | 16_pielikums_Studiju programmas atbilstība valsts standartam.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable) | ANNEX 17_Comparison of the study Programme with the Profession Standard.docx | 17_pielikums_Studiju programmas salīdzinājums ar profesijas standartu-1.docx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | ANNEX 18_Mapping of the Study Courses of the Study Programme Library Sciences and Information.xlsx | 18_pielikums_Studiju kursu kartējums.xlsx |
| Curriculum of the study programme (for each type and form of the implementation of the study programme) | ANNEX 19_Curriculum of the Study Programme "Library Science and Information".docx | 19_pielikums_Studiju programmas plāns.docx |
| Descriptions of the study courses/ modules | ANNEX 20_Descriptions of the Study Courses.docx | 20_pielikums_Studiju kursu apraksti.docx |
| Description of the Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | ANNEX 21_Sample of the diploma.docx | diploms.pdf |
| Description of the Study Programme - Other mandatory attachments | | |
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | Cooperation agreement.zip | Sadarbība ar LU.zip |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | ANNEX 22_Loss Compensation Arrangements.docx | 22_pielikums_Zaudējumu atlīdzināšanas kārtība.docx |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | | |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | | |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | | |
| Sample (or samples) of the study agreement | ANNEX 23 Study Agreement.docx | 23_pielikums_Studiju līgums.docx |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | | |