APPLICATION

Study field "Architecture and Construction" for assessment

Study field	*Architecture and Construction*
Title of the higher education institution	*Biznesa, mākslas un tehnoloģiju augstskola "RISEBA"*
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Self-evaluation report

Study field "Architecture and Construction"

RISEBA University of Applied Sciences

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1. Information on the Higher Education Institution/College

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

RISEBA University of Applied Sciences is a private higher education institution with almost 30 years of experience, which offers a competitive education and prepares high-level specialists and managers for business and creative industries working in the international environment. The university was founded in 1992. The head office of the university is situated in Riga and it has a subsidiary in Daugavpils, which provides lifelong learning courses. Secondary vocational education is provided by the Vocational Secondary School of RISEBA "Victoria"

RISEBA has been accredited by the Ministry of Education and Science, as well as it has obtained International Quality Accreditation from the International Association for Management Development in Dynamic Societies (CEEMAN).
RISEBA University of Applied Sciences is the first and only higher educational establishment in the Baltic states that have obtained the prestigious **European Foundation for Management** (EFMD) **programme accreditation EPAS.**

The three faculties of RISEBA - Faculty of Business and Economics, Faculty of Media and Creative Technologies, Faculty of Architecture and Design provide an opportunity for obtaining education ranging from Bachelor's to Doctoral level by offering full time (day), part-time (evening) and part-time (remote) forms of studies in Latvian and English.

Since 2013, RISEBA Creative Business Incubator has been in operation at the university. It offers an opportunity for developing business and social interaction ideas of the students.

In 2019, due to the rapidly changing external environment, RISEBA formulated a new mission, vision and values for the university.

RISEBA Mission

"Our principal objective is the preparation of socially responsible business people, leaders, managers and professionals for work at Latvian and international companies, as well as the creation of a learning community that strives to become an international competence centre in the area of entrepreneurship, arts and technologies by providing a high quality, interactive, student-orientated, research and innovation-based multiple profile higher education at bachelor's, master's and doctoral levels, as well as lifelong learning".

RISEBA Vision

"We consider ourselves a sustainable and internationally recognised university of business, arts and technology – a university with the spirit of entrepreneurship that is suitable for people with the highest variety of character traits, educational and professional development needs thanks to special training methods and an innovative approach, which include the interdisciplinary approach, where entrepreneurship meets art and serves as a platform for the exchange of contracts for professionals of business and creative industries".

RISEBA values

Openness - *"We work and operate in an open and orally supportive environment, governed by mutual trust and respect. Our spirit of entrepreneurship and attitude enables us to promote*

openness to innovation and creativity".

Excellent service - *"We focus on excellent service and high-quality performance in all our operations".*

Diversity - *"We ensure a diverse and inclusive multicultural environment by offering different study programmes, learning formats and languages of instruction".*

Dialogue - *"We constantly co-operate and share our knowledge and experience with a variety of stakeholders, including companies and industry professionals, our students, alumni, lecturers, employees and other stakeholders".*

Lifelong learning - *We promote continuous personal and professional growth among our students and partners, as well as among ourselves".*

Ethics and social responsibility - *"We pursue socially responsible operations and prepare socially responsible leaders and professionals".*

Influence - *"We act in a manner that leaves a positive impact on the rapid and sustainable growth of society".*

RISEBA implements 5 study directions. Our largest study direction, which has resulted in the development of 13 study programmes is "Management, Administration and Real Estate Management", since, historically, business administration programmes have been a part of the university portfolio since its establishment of the university. Study programmes starting from academic Bachelor's level to doctoral level study programmes are being implemented in this study direction.

The study programmes of the university have been gradually differentiated, resulting in the development of creative, technical and economic programmes as well. The study direction of "Information and Communication Science" with 2 study programmes has been developing since 2008, followed by the study direction of "Arts" with 3 study programmes, study direction of "Architecture and Construction" with 2 study programmes and study direction of "Economics" with 3 study programmes (see Figure 1.1).

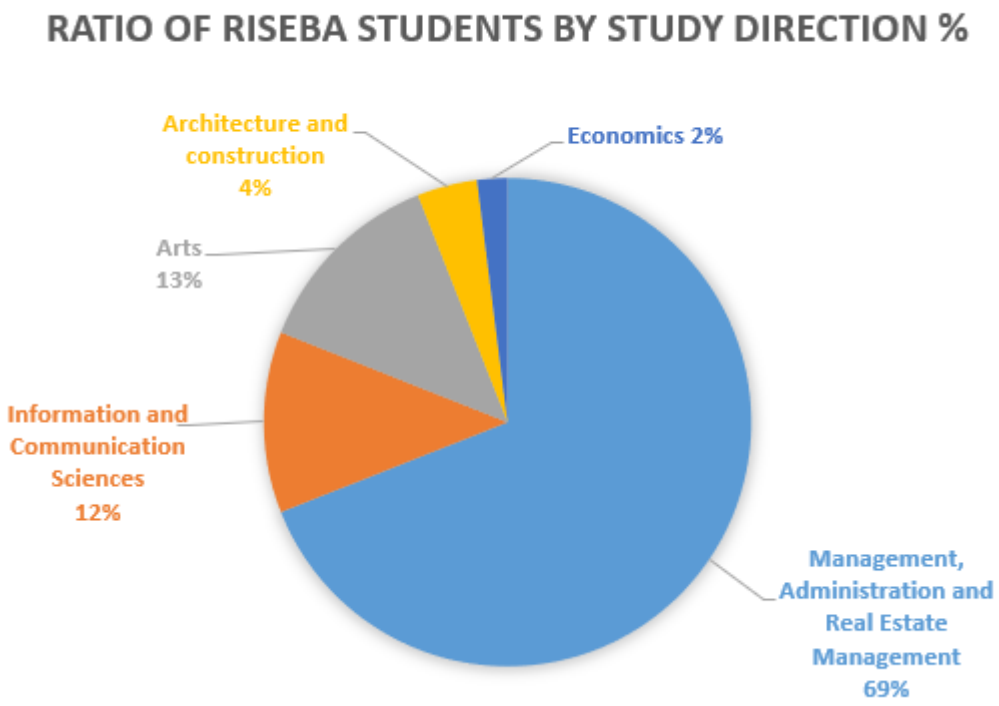

Figure 1.1. The proportion of the f-number of RISEBA students by study direction

Detailed information on study directions, study programmes included and the number of students has been summarised in **Annex.**

In 1999, a department of RISEBA University of Applied Sciences was opened at Mihoelsa iela 47, Daugavpils. It received the status of a subsidiary in 2002. During these years, approximately **2000 students** graduated from Daugavpils Subsidiary, several European Union projects have been implemented, as well as training for the unemployed was provided in cooperation with the State Employment Agency.

Due to the economic situation in the Latgale region, where the number of residents and, consequently - potential students, has been declining every year, which interferes with the creation of full, viable student groups, the management of the university decided to cease the admission of new student groups for studies in Daugavpils from the 2016/2017 academic year. In the future, Daugavpils Subsidiary will operate as a support centre of RISEBA for the structural units of Riga, while study programmes will no longer be implemented in Daugavpils.

The total dynamics of student numbers since 2014 can be characterised as stable, while the proportion between full time and part-time studies has been changing over the last years (see Figure 1.2). The number of part-time students has been observed to increase, while the number of full-time students has been declining. This, probably, can be explained by the increasing popularity of remote studies and the desire of students to work remotely at a time and place that is convenient for them. The total number of students on 1 October of the 2019/2020 academic year amounted to 2,626, which is a decrease of 13 students compared to the 2018/2019 academic year.

Due to the Covid-19 pandemic, a reduction in the number of full time, as well as part-time students has been observed. The total number of students on 1 October of the 2020/2021 academic year amounted to 2,444, which is a decrease of 182 students compared to the 2019/2020 academic year.

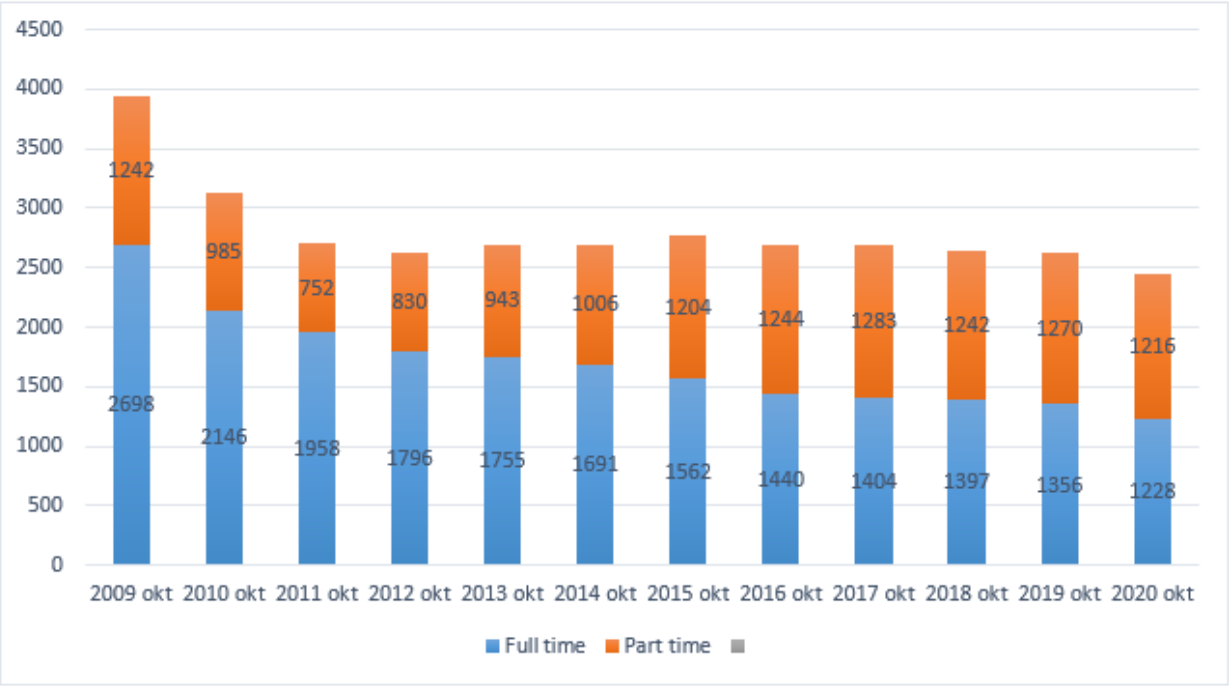

Figure 1.2. Dynamic change in the number of full time and part-time students (2009-2020, data collected on 1 October)

Changes in the global economic situation, the increasing role of creative sectors in the economy, as well as global trends in international education have promoted changes in the initial business model of RISEBA and require changes in the overall awareness and focus of the concept of the institution. RISEBA Development Strategy provides for actions that change RISEBA from a small and ambitious business school into a university, which, in addition to business and management programmes, provides students with an opportunity of studying communication science, audiovisual media science and architecture, thus transforming the university into a “place, where business meets art”. Since the objective of the university is to prepare competent professionals, who can operate in a variable, competitive international business environment, RISEBA strives to ensure the integration of study programmes into various sectors to reach high-level synergy between business and art. The integrative model (quantitative and analytical paradigm together with creativity and innovation) has promoted the use of a multidisciplinary approach in the education process. The aforementioned model ensures an interdisciplinary effect, promotes a student-centred holistic approach to the learning process, creativity, awareness of entrepreneurial culture, lifelong learning values, as well as social responsibility in a multicultural environment, which is based on trust, respect and responsibility. By using this successful innovative model platform, where the merger of both dimensions occurs in art-related activities, as well as in projects of different levels, RISEBA ensures the opportunities for development for students, as well as for lecturers, which enables them to learn innovative non-traditional approaches, as well as develops the ability to manage change, diversity and the ability to assume risks.

Strategic priorities:

1. Consolidation of the range of study programmes by contemporary trends and future challenges
2. Development of science
3. Internationalisation
4. Development of academic personnel
5. Development of relations with alumni
6. Development of lifelong learning

7. Technically developed, multidisciplinary teaching and study supportive environment
8. Strengthening of the university brand
9. Promotion of social responsibility

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

The governance structure of RISEBA has been created based on Adizes methodology, which provides for the involvement of administrative personnel of different levels in the development of the structure. The new **RISEBA structure** (see **Annex 2**) has been in effect since 24 April 2019.

RISEBA complies with the authority to perform functions of decision making bodies and collegial bodies provided for by the Law on Higher Education Institutions. RISEBA has 4 main RISEBA decision-making bodies (Constitutional assembly, Senate, Rector, Academic Arbitration Court) and several collegial decision making bodies, which involve students, academic and administrative personnel, employers and alumni (Student Council, Study Programme Councils, Ethics Committee, Appellation Committee, Methodological Council, Admissions Committee, Committee for the Recognition of Knowledge, Skills and Competencies Acquired Outside Formal Education or Professional Experience, or of Study Results Achieved in Previous Education, Committee for the Evaluation of the Compliance of Applicants with Academic Positions, RISEBA International Board of Advisors, Joint Council of Professors of RISEBA/BA/VeA in Management and Economics, Scientific Council, Promotion Council). The visualisation of mutual interactions of the aforementioned decision making bodies is indicated in **Figure 1.3.**

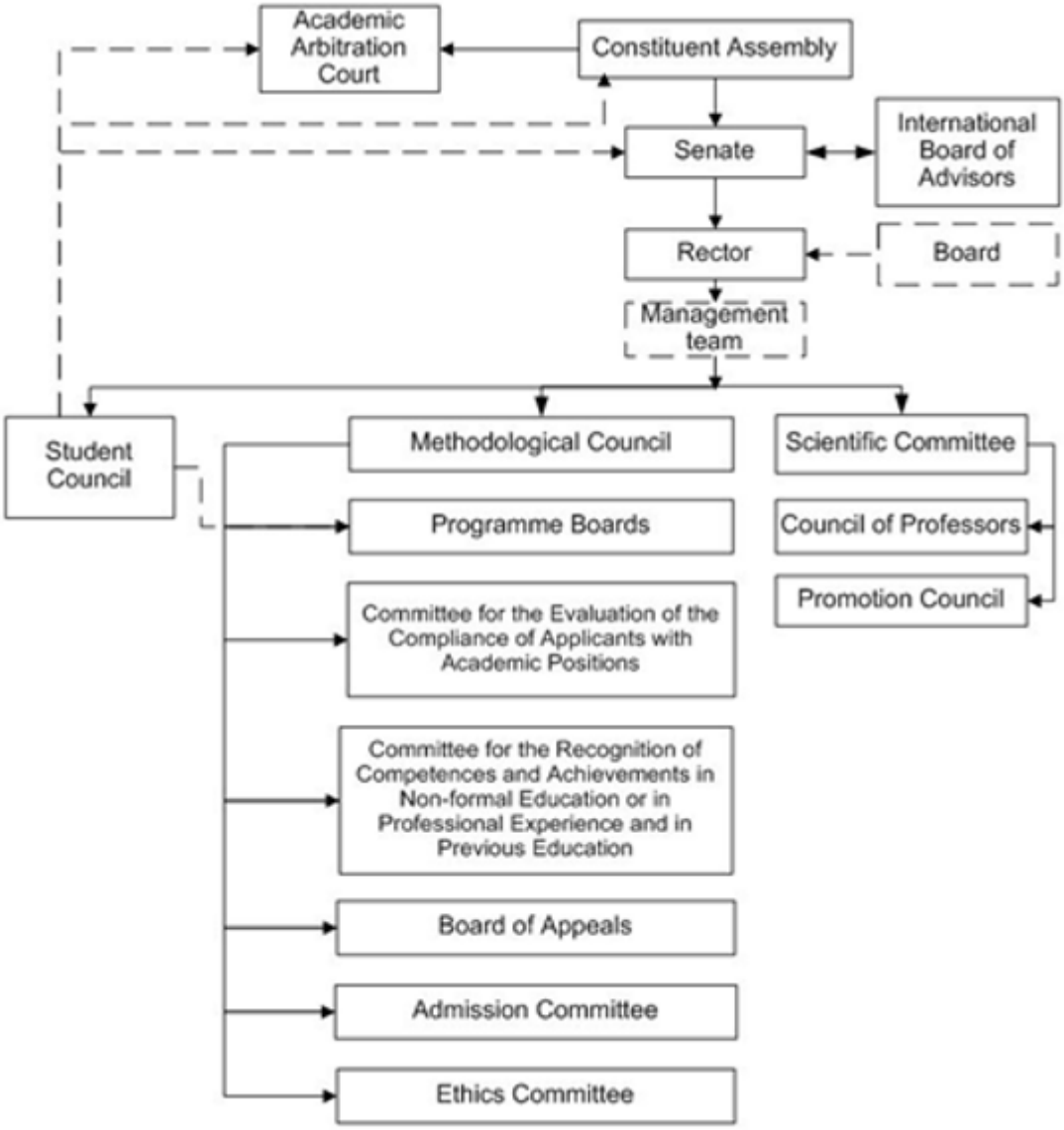

Figure 1.3. Interaction of RISEBA decision making bodies

The principal normative and regulatory enactments of RISEBA are enclosed in **Annex 1**.

Please refer to the table in the **13.v Annex** for details on the percentage of decision-making bodies by affiliation and description of powers.

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

Quality assurance and enhancement, in general, is one of the strategic priorities of RISEBA. The quality assurance system of the university has been designed based on the criteria of ENQA Standards and guidelines for quality assurance in the higher education environment of Europe (ESG 2015), the European Foundation for Quality Management Excellence Model (EFQM excellence model), as well as the EFMD (European Foundation for Management Development) study programme accreditation system (EPAS).

The objective of the RISEBA Quality Management System is to meet the requirements of quality criteria of the Republic of Latvia and the European Union, to ensure the monitoring of these criteria, and to introduce the process of continuous improvement to ensure that the services completely conform to the requirements of customers, lawmakers and supervisory institutions. A quality management system ensures the preparation of specialists required in the international labour market during the study process, ensuring that they are not only highly knowledgeable and skilled in their respective areas, but are also prepared for professional life in terms of values and attitudes.

Quality **tasks** defined by RISEBA:

- to prepare high-level specialists in accordance with the demands of the market and requirements of the regulatory enactments;
- to consolidate academic quality and freedom;
- to ensure competency-based education;
- to promote student-centred learning, teaching and evaluation;
- to promote the satisfaction of internal and external customers (students and employees);
- to promote the efficiency of university operation, its competitiveness and flexibility;
- to promote the scientific potential of the university;
- to enhance academic fairness;
- to upgrade the quality management of RISEBA;
- to improve the public image of the university and its international recognition.

The **quality policy** of RISEBA is based on the RISEBA strategy and values. Quality Management at RISEBA is implemented and improved according to the European Standards and guidelines for ensuring quality (ESG), and criteria of accreditation (EPAS) by the European Foundation for Management Development (EFMD). The institution of higher education strives for excellence by implementing the European Foundation for Quality Management (EFQM) model, and RISEBA, inter alia, uses principles of uninterrupted development – it defines the results to be achieved, identifies the measures to be taken and implements them, assesses performance and performs the required improvements (RADAR). RISEBA quality policy forms the RISEBA quality culture, where all the parties (students, academic staff, personnel and external involved parties) systematically implement measures for quality improvement, including in the areas of improvement of study programmes, the study process and research.

Students, lecturers, personnel and external stakeholders are actively involved in quality assurance, the upgrading of study programmes, the study process, and research. The quality policy has been distributed, explained and is binding on all personnel of the university. In their work, RISEBA personnel must observe the defined policy, as well as meet the requirements that are set for their duties. The policy has been published on the website of RISEBA and is easily accessible to personnel, customers and other stakeholders.

A detailed description of the RISEBA quality policy is available in the RISEBA Quality Management System Manual, available to the entire personnel. The Quality Management System defines and determines the structure of the organisation, duties and authority of employees, objectives and formulation of the quality policy and the area of operation thereof, as well as the structure and description of quality assurance processes of RISEBA basic activity and the structure and description of associated documentation. The processes described in the RISEBA quality management system manual include the processes of basic activity, management, as well as support or resource management, and defining quality indicators and criteria.

The implementation of the quality assurance system involves the following defined **mechanisms:**

- questionnaire survey of the parties involved, analysis of results, and performance of

improvements;

- analysis of the references of employers (internship) and performance of improvements;
- annual evaluation of the activity of academic staff and administrative employees, development planning;
- class visitation;
- definition and improvement of the minimum requirements for the development of study courses;
- quality check and improvement of the websites of study courses;
- support the students and academic staff for the improvement of study quality;
- implementation of the methodical seminar for the academic staff;
- training for the administrative personnel;
- evaluation of the performance of students (results during studies, debts, marks of final works) and performance of improvements;
- monitoring of study discontinuation and preventive activities for the reduction of discontinuation;
- annual self-evaluation of the institution (annual report of studies);
- self-evaluation and planning and implementation of improvements through the use of EFQM, AACSB and EPAS principles
- annual self-evaluation of the study directions and development planning;
- self-evaluation of the study direction for accreditation and plan for the implementation of recommendations;
- development and implementation of the operational and development plan of the structural units, and strategies of the functional areas;
- medium-term strategy of the institution and definition and implementation of annual priorities;
- development and implementation of the procedures;
- review of quality mechanisms;
- elimination of problems and examination of proposals;
- acquiring best practices by participating in external quality assessments at other institutions.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	RISEBA maintains a Quality Management System, which includes a quality policy and quality manual with defined processes, regulatory enactments and responsibilities. The Quality policy is published on the e.RISEBA website is easily accessible to all: https://e.riseba.lv/pluginfile.php/91973/mod_folder/content/0/Regulatory%20documents/Policies/PL0002-03_Quality%20Policy.pdf?forcedownload=1
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	The “Regulation for the Development, Amending and Closing of Study Programme”, which establishes the procedure for the development and approval of the programme, as well as the “By-law for the Development of Self-assessment Report of a Study Direction”, which determines how the annual assessment of study programme and study direction is performed, is in effect at RISEBA.

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.	The objectives, tasks and outcomes of the programme to be reached have been defined for each of the study programmes, which, in accordance with the methodology of mapping, are harmonised with the course study results and progress assessment criteria in the descriptions of study courses. The descriptions of study courses are published at e.riseba.lv (Moodle) with the respective study course and are accessible to students.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	"Academic Personnel Policy" is in effect at RISEBA, which determines the internal procedures for the provision of qualifications and the quality of work of the academic personnel. In addition to this, the "Annual Procedure for Assessment of Academic Personnel", "Competence Model", as well as the condition that sets a requirement of mandatory attendance of methodological seminars for the purposes of improvement of qualification are in effect.
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.	Surveys of students, alumni and employers are conducted by RISEBA in accordance with the "Procedure for the Conduct of Surveys". The employment of alumni is monitored based on annual reports provided by the Central
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	"By-law on the development of self-assessment report of study direction" provides for the procedure of annual revision of study directions, which includes the presentation of main indicators, SWOT analysis and development plans to the management group to ensure continuous development of the study direction.

2.1. Management of the Study Field

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

interrelation of the study field and the study programmes included in it.

"The **Academic Bachelor's Study Programme "Architecture"** and the **Professional Master's Study Programme "Architecture"** of the "Architecture and Construction" study direction logically incorporates within the overall strategic objective of RISEBA University of Applied Sciences - to become an internationally recognised university of business, arts and technologies. For the successful implementation of the university strategy, in accordance with the common European higher education system establishment and reformation procedure (within the framework of the objectives of the Bologna process), the following strategic development priorities have been defined:

- Consolidation of the range of study programmes in accordance with contemporary trends and future challenges;
- Development of science;
- Internationalisation;
- Development of academic personnel;
- Development of relations with alumni;
- Development of lifelong education;
- Technically developed, multidisciplinary teaching and study-supportive environment;
- Strengthening of the university brand;
- Promotion of social responsibility.

These priorities have been set in accordance with the mission, vision and values defined by the university (see here). In accordance with the strategy of RISEBA and priorities thereof, the particular strategic objectives and tasks, as well as a timeline for the implementation thereof, responsible employees, methodology for the measurements of task performance and criteria have been defined for the university.

Under the influence of the global economic crisis, the domestic demand for architectural services had significantly declined in Latvia in the time period from 2010 to 2012. The number of architects at architectural bureaus has consequently declined (a drop of 23%), however, starting from 2013, the demand for architectural services in the country has been increasing. The sector of architecture is a part of the national creative industries sector of Latvia. The overall turnover of the sector averages at one billion euros per year. In terms of turnover, the largest sectors of the creative industry in Latvia are the operation of advertising agencies, computer programming, manufacturing of furniture and architectural services; the sum total of the aforementioned sectors amount to approximately 64% of the total annual turnover of creative industries.

Until 2011, Latvia was the only country in the region with only one architectural school. For reference – currently, there are three architectural schools in Estonia and four in Lithuania. It is important to emphasise that the architectural school of RISEBA University of Applied Sciences is the only private school of architecture in the Baltic region, where studies of architecture are financed from the funds of natural persons.

One of the development points of the study direction provided for the drafting and submission of the licensing application of the Master's study programme to the authorised institution (Academic Information Centre - AIC) in 2016, thus ensuring the development and upgrading of the study direction. By decision No. 32-L of the Study Programme Licensing Committee of AIC, adopted on 14 December 2016, the licence was granted for the commencement of implementation of a 2-year and 80 credit Professional Master's Study Programme "Architecture" in February 2017.

The objective of the study direction "Architecture and Construction" for the following years is to ensure a comprehensive, innovative, high-quality architectural education at Bachelor's and Master's levels with the opportunity of obtaining a professional qualification of an architect that is compliant with the norms of the European Union. The task of the study direction "Architecture and Construction" is to prepare the students for independent practice as architects or for further studies of architecture.

Over this reporting period, a professional Master's study programme was added to the academic Bachelor's study programme within this study direction - the commencement of studies was scheduled for the spring semester of 2017.

Development and implementation of the study direction "Architecture and Construction" comply with the objectives set for the implementation of the strategic plan of RISEBA of becoming recognised and demanded school of architecture in the Baltic Region.

The introduction and implementation of the study direction "Architecture and Construction" at RISEBA University of Applied Sciences are performed in accordance with the Sustainable Development Strategy of Latvia until 2030 "Latvija 2030", National Development Plan of Latvia for 2014–2020, Ministry of Culture policy document - Cultural Policy Guidelines 2014-2020 "Creative Latvia" and the development strategy of the architectural sector included in the document.

The language of instruction of the study direction and architectural study programmes at RISEBA University of Applied Sciences is English, the programmes are implemented under the lead of internationally recognised lecturers, thus providing the competitiveness of the students in the labour market and enabling the successful development of entrepreneurship in Latvia and abroad.

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

The diagnostics of the study direction are performed in two sections:

- internal diagnostics of the study direction and
- external diagnostics of the study direction.

The internal diagnostics of the study direction show that the **principal strengths** of the study direction include the international experience of the administrative and academic personnel involved in the implementation of the study direction, their qualifications and extensive network of co-operation partners. **The weaknesses** are mainly related to the shortage of highly qualified domestic lecturers with doctoral degrees in architecture and an urgent need to develop specialised library resources and spatial and technological support of the study environment - significant improvements have been made in exactly this area one year before the reporting period – the direct investment of RISEBA amounted to EUR 54,500.

The external diagnostics of the study direction show that the strengths are related to a unique study and research environment – The geopolitical situation of Latvia and Riga, the location of the Architectural programme in H_2O 6 block - one of the creative blocks of Riga, as well as the direct link of Architectural programmes with Audiovisual and media art programme and other programmes offered by RISEBA, which ensure the link with the business environment. The opportunity of obtaining education in English under the leadership of internationally recognised lecturers is a certain advantage as well.

Comparatively high costs of studies on the programme and the convenience of student loan availability, as well as state subsidies to competing study programmes implemented by state higher educational institutions must be considered to be a **weakness** (in terms of competitive aspects of student attraction).

Internal diagnostics of the study direction

Table 1.4.

Criteria	Strengths	Weaknesses	Addressing vulnerabilities
Experience in the market	Experience has been accumulated during the organisation of studies since 2011 Studies are conducted in English.	Shortage of highly qualified domestic lecturers with good command of English.	We actively invite guest lecturers with excellent English language skills and international experience. We try to provide one foreign lecturer in each architecture and design course.
Content of the study direction	Clearly defined objectives, tasks and expected outcomes of the study direction and individual programmes. Logical sequence and modular system of the study courses.	The content could be subordinated to abilities (availability of lecturers, etc.).	The faculty is not large, so the ability to quickly adapt to changes in the content of the study program is more positive.

Teaching staff	A high proportion of foreign guest lecturers. Highly qualified academic personnel high proportion of lecturers with doctoral degrees are involved in the implementation of the programme. High artistic creativity, scientific and research activity of the academic personnel. A stable team of lecturing personnel is being developed.	Shortage of highly qualified domestic lecturers with doctoral degrees in architecture. The a general shortage of lecturers in the area of architecture and construction (a high proportion of architects employed at their practices).	During the reporting period, some lecturers have started doctoral studies or intend to do so shortly (for example, H. Gūtmane, V. Celmiņš, R. D. Šmits, etc.)
Study methods/process	Transfer of good practices from Europe higher educational institutions and synthesis of new methods. During their studies, students develop different projects and independent works related to real work environments and customers. Modern interactive study methods and work in the design workshop are used. Presentations of individual and group projects are organised regularly. Study materials and tools required for the implementation of the programme has been prepared. The learning process is constantly being upgraded.	The development of new training methods requires additional human resources, time and financial investment.	From 2019 to 2021, due to the situation in Covid-19, both lecturers and students had to adapt to a new situation, quickly learn new technical possibilities to continue their studies remotely or partially remotely and not lose the existing quality. Due to the former restrictions, hybrid lectures were given (partly remotely, partly in person).

Study materials, technical support	Good IT base for the provision of the learning process (including databases). Expansion of library resources is possible. Good study base and infrastructure. Good provision with multimedia technologies.	The amount of resources in the library of historical books is comparatively limited, but a unique collection of new books is being developed.	The library's collections are replenished every year with the purchase of new books, and book donations are also received.
Students	High appraisal of the programme by the students. A stable number of students.	A low number of foreign students.	During the reporting period, the number of students has increased every year. See Appendix No. 17. Statistical data on foreign students.
Co-operation	Co-operation with employers and professional associations has been established. Co-operation with municipalities.	Development and maintenance of co-operation require regular work.	Many students are already employed by guest lecturers during their studies or after graduation, for example, DJA Architects, Arhis Arhitekti, Alsiņš Architecture, UPB, Laaga architects, Sarma & Norde, Mailītis Architects, etc.
Content of the study direction and programme	Competitive tuition fees for the citizens of Latvia and the European Union, as well as permanent residents, is determined at a 20% discount from the standard price of EUR 4,200/EUR 6,000. One state budget funded place is available for students for excellent achievements. Various discounts on the tuition fee are available, including, among others, for sports achievements and diligence in studies, as well as social support grants.	Relatively high tuition fee. Only one budget funded place is provided in each study direction.	The university is private and does not receive state grants. To reduce tuition fees or increase the number of budget places, it is necessary to attract patrons.

Language of instruction	English	Shortage of highly qualified domestic lecturers, who could lecture in English.	Most study courses are currently taught by foreign guest lecturers or lecturers with international experience who are native or fluent in English.
Administrative personnel	Highly qualified administrative personnel for the programme	Insufficient administrative capacity.	During the reporting period, the administrative staff of the faculty has increased by 3 positions: head of the scientific group, project manager and assistant.

Diagnostics of external conditions of the study direction

Table 1.5.

Criteria	**Strengths**	**Weaknesses**	**Addressing vulnerabilities**
Intensity of competition	To continue the development of the programme, considering the changes in the labour market of Latvia and the principal global development trends.	Offer of similar study programmes at other higher education institutions, including the high numbers of budget funded places, affect the number of students, severe competition.	The number of first-year students is growing every year and in 2021 reached a maximum capacity of 26 students.
Purchasing capacity inflation	Study loans	Limited financial resources are available to prospective students.	The university offers students various types of tuition discounts and grants, as well as cooperation with banks to obtain financing.
Demographic situation	Provision of study courses. Studies in English for potential students. A stable number of students.	Deterioration. Reduction of the number of students as a result of demographic trends.	During the reporting period, the Faculty of Architecture did not feel the impact of the demographic situation on the dynamics of the number of students.

Economic situation	The situation tends to improve.	The unstable economic situation in the country may affect the sector of architecture and building.	The last two years have seen a decline in the architecture and construction industry, but the number of students continues to grow.
Academic personnel	Attraction of foreign guest lecturers. Promotion of the qualifications and professional skills of academic personnel.	Shortage of highly qualified lecturers with doctoral degrees in architecture in the country. A problem in the attraction of lecturers is observed, the professionals are predominantly employed at private practices, they believe the remuneration to be insufficient.	In 2021, the salaries of lecturers were reviewed due to the general economic situation and the attraction of qualified specialists to study programs.
Government policies/legislation	Harmonised legislative basis.	Insufficiently harmonised government policies and legislative environment in the areas of higher education, architecture and construction.	Representatives of the Faculty of Architecture served on the National Council of Architecture on architectural strategy and architectural standards to apply to existing professional and market requirements.

Please enclose the development plan of the study direction as an Appendix 3(if applicable).

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

The organisation of the programmes included in the study direction for students, as well as academic personnel, is governed by RISEBA study regulations and the rules of procedure.

The principal study regulations and procedures that govern the organisation of studies, learning process and creative and research work of the students, as well as other activities, are available at e.riseba.lv.

The study direction “Architecture and Construction” and the development of study programmes are supervised and developed by the Department of Architecture and Design of RISEBA, the Study Programme Council of RISEBA and programme directors. A curator is appointed for each group of students, as well as the group leader. Their task is to provide support in the resolution of different problem situations.

Operational organisational and planning work is ensured by the programme administrators of the university and the Study Department.

The structural chart of study programme governance is enclosed in Appendix 4.

The quality of the study process is ensured by internal quality management measures, whereby specific requirements are set for academic personnel, as well as the results of student work.

The programme director regularly organises meetings of student groups, as well as meetings with student group leaders to listen to their opinions on the topical problems that arise during the academic year. The areas of responsibility of RISEBA decision making bodies and structural units are reflected in Table 1.6.

Study direction “Architecture and Construction” and the development of Study Programmes are supervised and upgraded by the decision making bodies indicated in Table 1.6.

Table 1.6.

Structural units involved in the study programme and tasks thereof

The structural unit of RISEBA/responsible person	**Task**
Senate of RISEBA	Approves documents that govern the areas of academic and scientific operations of RISEBA
Department of Architecture	Initiates the development of new study programmes within the framework of the study direction, develops new programmes and upgrades the existing programmes, performs market research of new programmes, ensures the quality of education
Programme director	Organisation and development of the daily operation of the study programme, quality assurance of the study process, management of programme licensing and accreditation processes
Programme Council	Implementation of supervision of the strategic planning and implementation of the study programme (the decisions of the council are of an advisory nature)
Professor Groups	Initiate and involve the students in the conduct of scientific work, for instance - participation in Student Conference

Career Development Centre	In co-operation with the respective department, performs market research for new programmes, initiates the organisation of various events within the study directions/programmes, involves students in various activities
External Relations Department	Promotes co-operation with other educational establishments in Latvia and abroad (with involvement of students and lecturers), involvement of foreign lecturers in the programme and study process, organisation of student exchange
Study Department	Organises the process of studies, involvement of foreign lecturers in the learning process
Project Department	Informs academic and administrative personnel of RISEBA and students on project options, promotes the conduct of scientific research by using the support options offered by the European Union and the national government and promotes the acquisition of practical project management skills by students
Creative Business Incubator	Promotes and supports RISEBA students in the development of business ideas, development of projects and commencement of the entrepreneurial activity. The organisation of guest lectures and experience exchange events
Student Council	The Student Council ensures the implementation of the principles of democracy in the governance of RISEBA. The Student Council provides a bridging function between students and the administration of the university. The Student Council of RISEBA consists of the students of the university, who organise the activities of the university and student life. Represents the interests of students at the Programme Councils

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

A system and the procedures for the admission of students, for the recognition of the study period, professional experience, previously obtained formal and informal education and the assessment of student achievements and study results have been developed at RISEBA.

The admission procedures and requirements are governed by Admission Requirements, which are approved at the RISEBA Senate Session every year. The Admission Requirements have been developed in accordance with Section 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846, Adopted on 10 October 2006 *Regulations Regarding the Requirements, Criteria*

and Procedures for Admission to Study Programmes and the Study Regulations of RISEBA University of Applied Sciences.

The admission requirements provided for in the RISEBA University Admission Regulations and the corresponding selection of applicants comply with the procedures provided for by the regulatory enactments and are appropriate and sufficient for each matriculated student to be able to achieve the intended results of the study programme.

In order to study at RISEBA University, a document recognised and documented in Latvia regarding completed secondary or higher education, or regarding studies at another university is required as well as the Admission Requirements must be met. Citizens of Latvia and citizens of other countries are equally entitled to study and receive the services of RISEBA University of Applied Sciences in the Republic of Latvia.

Application for the programme is performed by using an e-service "United Electronic Application System for basic study programmes" (VUPP) in the portal www.latvija.lv/studijas. Applications for the basic study programmes beyond the VUPP competition are submitted by filling out an electronic application on the internal information system of RISEBA University of Applied Sciences my.riseba.lv (RIS).

The system is compatible with the Horizon system used by RISEBA, which enables the administration of the university to track the number of admitted and dismissed students during the admission period, as well as during the study period.

Discounts are available in the full-time study form every year – one study place provides a discount on the tuition fee in the amount of 100% (In the Bachelor's programme of the study direction of Architecture and Construction, the average mark of the student in the profiling subjects (English Language, Latvian Language and Literature (except for the students, who have received their education abroad), informatics, mathematics (or average mark from the evaluation in algebra + geometry), physics or chemistry or natural sciences) is taken into consideration. The result of the competition is calculated according to the formula: Evaluation = (Centralised exam mark (CE) Latvian Language x 0.2 + CE English Language x 0.4 + CE Mathematics x 0.4)/10

The discount on the tuition fee is revised every semester by rotation procedures, as well as 15 types of discounts on the tuition fees are available to promote the involvement of students in the study programme.

The procedure for recognition of the period of studies, professional experience, previously acquired formal and informal education at RISEBA is governed by the "Rules for the Recognition of Study Results Achieved during Previous Education or Professional Experience".

A person, who intends to have the study results obtained during previous education or professional experience recognised, shall apply for the recognition of the obtained study results to the RISEBA Programme Director together with justifying documents The decision on the recognition of results shall be adopted by the commission developed by RISEBA, which is acting based on the regulatory enactments of the Republic of Latvia and EU recommendations.

The regulation "Preparation of Study Course Comparison Protocol and Individual Study Plan" provides for the comparison of the study courses of study programmes previously mastered by the applicant or the student with the study courses of the target study programme.

Recognition of previously acquired study courses or education is provided in the following cases:

1. If a person is reinstated for studies at RISEBA University of Applied Sciences after exmatriculation (dismissal):

2. If the student is reinstated for studies after leaving from studies;
3. If a student changes the selected study programme, qualification, study form, language of instruction at RISEBA University of Applied Sciences;
4. If the student returns from ERASMUS+ or Double degree programmes;
5. If a person transfers from another educational establishment or commences studies after obtaining higher education. A co-operation agreement with Alberta College and Latvia Culture College on the admission of students in the 2nd year of the Bachelor's study programme "Public Relations and Advertising Management" after graduation from the respective programmes (public relations or advertising) of the aforementioned colleges;
6. Students, who have acquired the study courses of the study programme at another higher education institution.

The previously acquired study courses are compared with the target study programme in terms of content, as well as scope (number of granted credits). The study courses are recognised, if the scope of credits in the comparable study programmes is similar or, if the number of credits in the previously mastered subject has been higher.

Example:

Students from RTU or students, who have graduated RCK (have mastered first level higher education) tend to transfer to the Bachelor's study programme at RISEBA. In this case, a comparison of study courses needs to be performed to determine which year the respective student should be admitted.

- if a student transfers to RISEBA from another higher education institution or starts studies after obtaining another higher education, as well as students from ERASMUS + exchange programs;

Students from Riga Construction College, VIA University College (Denmark) often come to the RISEBA bachelor's study program "Architecture". Students also tend to come from Riga Technical University.

The "Rules for recognition of competences acquired outside formal education or professional experience and of study results achieved in previous education" determine the procedure for the recognition of the knowledge, skills and competencies obtained outside formal education or in professional experience or study results achieved during previous studies and criteria, as well as defines the conditions for the creation of the commission, its rights and duties.

The recognition of competences acquired in professional experience is most commonly applied to the students in Master's study programmes:

1. People with previous non-profile education or academic education may have their knowledge, skills and competencies obtained in professional experience recognised, if the results are obtained in the area of their professional activity that conforms to the thematic area of the study programme and the practice provided for by the programme are considered to be passed;
2. People with previous non-profile education may have their knowledge, skills and competencies obtained in professional experience recognised, if the results are obtained in the area of their professional activity that conforms to the thematic area of the study programme and the study courses provided for by the introductory module may be considered to be passed.

For an electronic link to the internal normative regulation "Admission Requirements", which determines the procedures for the admission of students, click here.

For an electronic link to the internal normative regulation "Rules for the Recognition of Study

Results Achieved during Previous Education or Professional Experience", which governs recognition procedures, click here.

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

The implementation of study achievements and study results is performed **based on the principles of student-centred education, by the Law on Higher Education Institutions and Internal Procedures of RISEBA University of Applied Sciences.** In the study process, variable methods for the evaluation of learning and study achievements that meet the needs of the students are ensured. Student achievements and study results are evaluated during practical sessions, seminars, tests, independent study work, discussions, master classes, skill development exercises, excursions and other types of tests, as well as during different public activities of the university. The studies are based on the independence of the students while ensuring the lead and support of the lecturer - the description of each study course indicates the amount and content of student independent work, as well as the evaluation methods. E-RISEBA environment is used to publish the evaluation requirements, criteria and methods of each study course that govern the determining of the marks, as well as the explanation of evaluations. The students receive explanations of their evaluation and, if required, advice regarding the improvements in their work. The evaluation of practice and Master's theses are performed by several examiners; the evaluation is carried out by using approved procedures, and it is fairly applied to all students and consistent.

All study courses provided in the study programme are implemented by the study course descriptions, in which the evaluation system of the course concerned is also determined subject to the unified evaluation system of RISEBA. The assessment system used at RISEBA has been developed based on Cabinet Regulation No. 512, Adopted on 26 August 2014 *Regulations Regarding the State Standard of Second Level Professional Higher Education":*

- The principle of the transparency of evaluation – by the set objectives and tasks of the programme, as well as the objectives and tasks of study courses is a defined set of requirements for the assessment of reaching the study results. The set of requirements has been indicated in the description of each study course.
- Mandatory nature of evaluation - the need to receive a positive assessment for each study course, and, respectively, on the mastery of the entire content of the programme. The student may only defend their Master's thesis after having mastered the entire content of the programme.
- The principle of the possibility to review the evaluation - the higher educational establishment determines the procedure for reviewing the obtained evaluation. Section 3.6 of the RISEBA Study Regulation, which has been approved by the Senate, provides - if a student intends to improve their final mark, they shall agree with the respective lecturer and the Programme Director on the time and receive the referral of a defined form from the respective study programme administrator by the price list of additional paid services.
- The principle of diversity of test methods used for evaluation - different methods of evaluation are used to evaluate the acquisition of the programme.

Every lecturer shall regularly check the knowledge, skills and competencies of students by using

the testing methods indicated in the course programmes and course description. The requirements of tests depend on the specific nature of each study course and the organisation of the study process within the course. Exams at RISEBA are organised in written, as well as oral form. The final evaluation after the acquisition of the study course includes the evaluation of students' work during the entire period of course acquisition, including participation and quality of work during sessions, results of tests and independent works, as well as the evaluation of the examination. **Study results shall be evaluated not only by the respective lecturer or commission - the self-assessment of student learning results and mutual assessment of students are also used.** The course paper, applied research and the content and quality of practice report, as well as presentation skills of the student, are evaluated by a commission.

Upon the commencement of each new course, the respective lecturer shall inform the students of the evaluation requirements by using the evaluation system established by RISEBA University of Applied Sciences.

The acquisition of the course shall be deemed successful, if the requirements provided for by the programme have been met by the end of the examination period, except for the cases, where an extension of the testing period has been granted. The methods for the evaluation of RISEBA studies and mastered knowledge, skills and competencies are objective and are consistently observed.

The scope and content of each test of study results **shall comply with the mapping results of each study programme**, considering the content of the respective study course, requirements for the knowledge, skills and competencies determined in the professional standard by the levels of European Qualifications Framework (EQF) and Latvian Qualifications Framework (LQF).

The results of the studies shall be evaluated based on two parameters:

- Qualitative evaluation as a percentage and final mark in a 10-point system (see Table)
- Quantitative evaluation - number of credits by the scope and importance of the study course.

The quality of student knowledge, skills and competencies - the results of examinations, tests, course papers and other evaluations shall be evaluated as a percentage by the criteria approved by the Scientific Council and the final evaluation shall be expressed as a mark in a 10-point system, based on the requirements of the Ministry of Education and Science of the Republic of Latvia.

Table 1.7.

Acquisition level	Evaluation %	Mark	Explanation	Approximate ECTS mark	Assessment criteria: knowledge, skills and competences
very high	96-100	10	Izcili With distinction	A	Exceeds the requirements of the study programme, bears evidence of independent research and a deep understanding of the problems.
	90-95	9	Teicami Excellent	A	The requirements of the study programme have been mastered in full, an ability to independently use the mastered knowledge has been obtained.
high	80-89	8	Ļoti labi Very Good	B	The requirements of the study programme have been mastered in full, however, deeper awareness, as well as the ability to independently apply the mastered knowledge in a more complex setting is sometimes lacking.
	70-79	7	Labi Good	C	The requirements of the study programme have been mastered, however, individual minor drawbacks in the acquisition of the knowledge can be detected.

Acquisition level	Evaluation %	Mark	Explanation	Approximate ECTS mark	Assessment criteria: knowledge, skills and competences
medium	60-69	6	Gandrīz labi Almost Good	D	The requirements of the study programme have been mastered, but at the same time, and insufficiently deep understanding of certain more complex problems can be observed.
	50-59	5	Viduvēji Satisfactory	E	The requirements of the study programme have been mastered, although an insufficiently deep awareness of several important problems can be observed.
	40-49	4	Gandrīz viduvēji Almost Satisfactory	E/FX	The requirements of the study programme have been mastered, an insufficient understanding of several important problems and difficulty in practically applying the mastered knowledge can be observed.

Acquisition level	Evaluation %	Mark	Explanation	Approximate ECTS mark	Assessment criteria: knowledge, skills and competences
low	26-39	3	Vāji Bad	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student does not possess the ability to put the knowledge to practical use.
	10-25	2	Ļoti vāji Very bad	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student completely lacks orientation in other important problems.
	1-9	1	Ļoti, ļoti vāji Very, very bad	Fail	The student lacks awareness of the basic problems of the study course.

The sum of obtained credits is indicated on the card the student. To evaluate the conformity of the work performed by the students to the plan, the quantitative evaluation of the plan in credits is performed every semester and every academic year - 1 credit point conforms to 40 hours.

The achievements of the students are also evaluated outside learning activities, during participation in the public events of RISEBA University of Applied Sciences and scientific student conferences. For the achievements in this area, the students will receive an oral commendation, cash prizes granted by co-operation partners, as well as nominations “Student of the Year”, “Event of the Year”, etc., during the annual close of the year event “Golden Prize” organised by the university.

To improve the quality of studies and evaluate the progress, development, personal growth of study knowledge, as well as to mark the most diligent students, the learning achievements of the students of the Faculty of Architecture and Design are evaluated according to two nominations:

- RISEBA ADF “Personal Growth Award” (RISEBA FAD “Award of Personal Growth” is presented for the student's personal growth and achievements in the study courses Design Basics I, II and Architecture Design I, II, III, IV;

- RISEBA ADF Academic Excellence Award (RISEBA FAD “Award of Academic Excellence”) for outstanding achievements in academic, scientific and organizational work.

The awards are given in accordance with the "Regulations on RISEBA awards in the bachelor study

program Architecture"".

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

Compliance with academic fairness principles is governed by the Academic Fairness Code, Plagiarism Regulation and the Code of Ethics developed by RISEBA (see an electronic link to the documents).

The academic fairness policy means a commitment to observe the values of fairness, ethics and justice, which will promote the reaching of academic, personal and professional success by lecturers and students. Academic fairness is an integral component of the actions of lecturers and students of the University in the academic environment and a link between the academic environment and long-term professional and academic career. The main **objective** of academic fairness is to promote fair academic culture at the University, instead of detecting academic violations of lecturers and students and punishment for these violations.

Compliance with the code of academic fairness must be promoted by the entire team of the University, including all lecturers, guest lecturers and faculty personnel, study programme administrators, deans and the management of the university.

RISEBA University of Applied Sciences sets the following principles of academic fairness as the main conditions of the Academic Fairness Code:

- Objectivity;
- Fairness;
- Liability;
- Scientific nature;
- Transparency, mutual respect and trust.

Plagiarism Regulation determines the procedures for the identification of plagiarism in the written works of the students and lecturers of RISEBA, as well as sanctions applicable in the event of plagiarism. Since 2013, RISEBA is a participant in the common computerised plagiarism control system, where every member of academic personnel, with the help of the IT Department, may check the written works of the students at 14 higher education establishments in Latvia during the entire academic year. Furthermore, all final papers of RISEBA students are checked for plagiarism before the defence of these papers, when the students must submit the final paper to the IT Department in electronic form.

The Code of Ethics of RISEBA is based on the concept of Academic Fairness and the Code of Ethics for Scientists adopted in Latvia. The objective of the Code of Ethics of RISEBA students, lecturers and employees is to stimulate a fair and just environment at the university by creating a beneficial and responsible RISEBA family, which is based on the values of RISEBA.

2.2. Efficiency of the Internal Quality Assurance System

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

The goal of the RISEBA Quality Assurance system is to ensure that internal communication takes place in an organized manner, powers, responsibilities and actions of employees are clearly defined, including in case of problems or concerns expressed by students, that the quality of students' services is improved and that specific goals and objectives of RISEBA are achieved to increase the general quality of studies and ensure their continuity. An efficient quality assurance system allows the university to find problems and their cause in the study processes, as well as to take corrective action.

Along with clearly defined RISEBA quality assurance principles outlined in the RISEBA quality policy and Quality handbook, the internal quality of the academic direction is also achieved using the below quality assurance system (see Figure 2.1).

The academic direction and its study programmes are managed using the following processes:

- Programme management and content
- Programme implementation
- Programme results

The Programme Director who is subordinated to the Head of the Department and the Dean of the faculty is responsible for the quality of the programme, its management and implementation by achieving the expected results and ensuring top quality using the predefined tools listed in Figure 2.1 and described below.

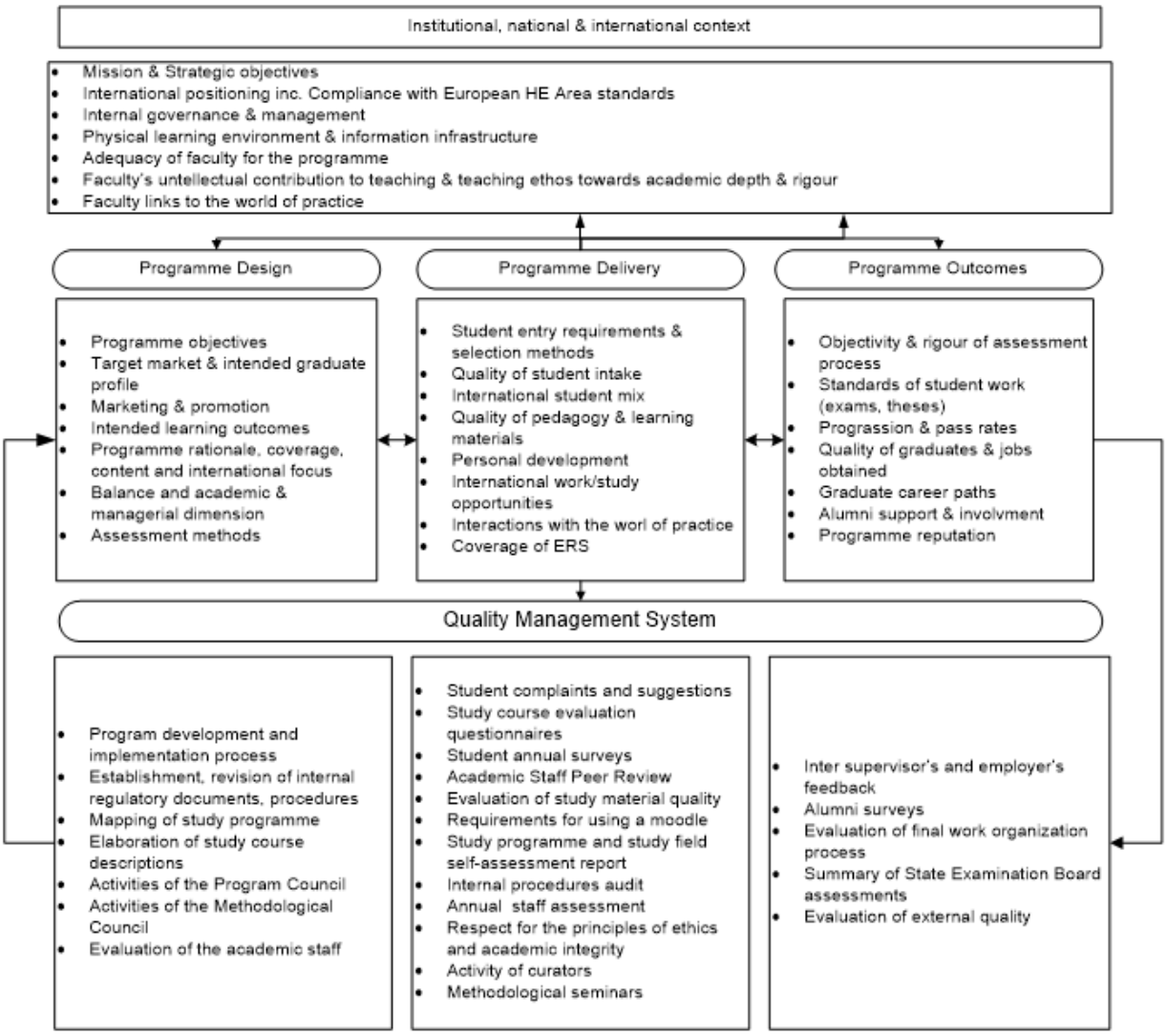

Figure 2.1. The quality management system of the academic direction

The following indicators are considered the key performance criteria:

Programme management and content

- **Development and implementation of the programme**

For new study programmes to fit into the general strategy of the university, a unified procedure regulating the development and changes in the programme is applied. RISEBA has "Regulations on developing, amending and terminating study programmes". The processes of a study programme should comply with the "Study Regulations".

- **Drafting and review of internal regulatory documents and procedures**

To establish a unified procedure for drafting, approving and distributing regulatory documents of the university, it has an approved "Document management procedure" that allows the entire personnel to handle all documents according to a clear and understandable procedure.

- **Mapping the study programme**

The university has determined that each study programme should be mapped showing how its goals and academic results comply with the occupational standard and the EQF/NQF levels. "Methodological guidance for mapping of study programmes" is an auxiliary material for

programme directors to ensure successful mapping.

- **Drafting course descriptions**

Together with the head of the respective department, the Programme Director is responsible for the quality of the content of each study course, and the implementation and development of a study programme. Each study course of a study programme should have a course description approved by the Programme Director and the head of the Department. The member of the academic staff that delivers a specific study course should prepare its description aligning the content and assessment criteria of the course with the goals and expected academic results of a study programme and receive approval from the Programme Director and the head of the department. According to the "Updating process for course description", the course descriptions should be kept and made available in the Moodle system. The academic staff should inform students about the course description, expected academic results and assessment criteria during the first class.

- **Study Programme Council**

To ensure the quality and monitoring of all study programmes, meetings of Study Programme Councils take place on regular basis (see Figure 2.2) during which programme directors, academic staff, students, graduates and employers evaluate respective programmes. Opinions of all stakeholders are taken into account to facilitate the development of study programmes according to the requirements of sectoral experts and labour markets, and opinions of students and experiences of alumni while starting or continuing their professional development. "Regulation of the Study Programme Council" regulates how the respective councils operate.

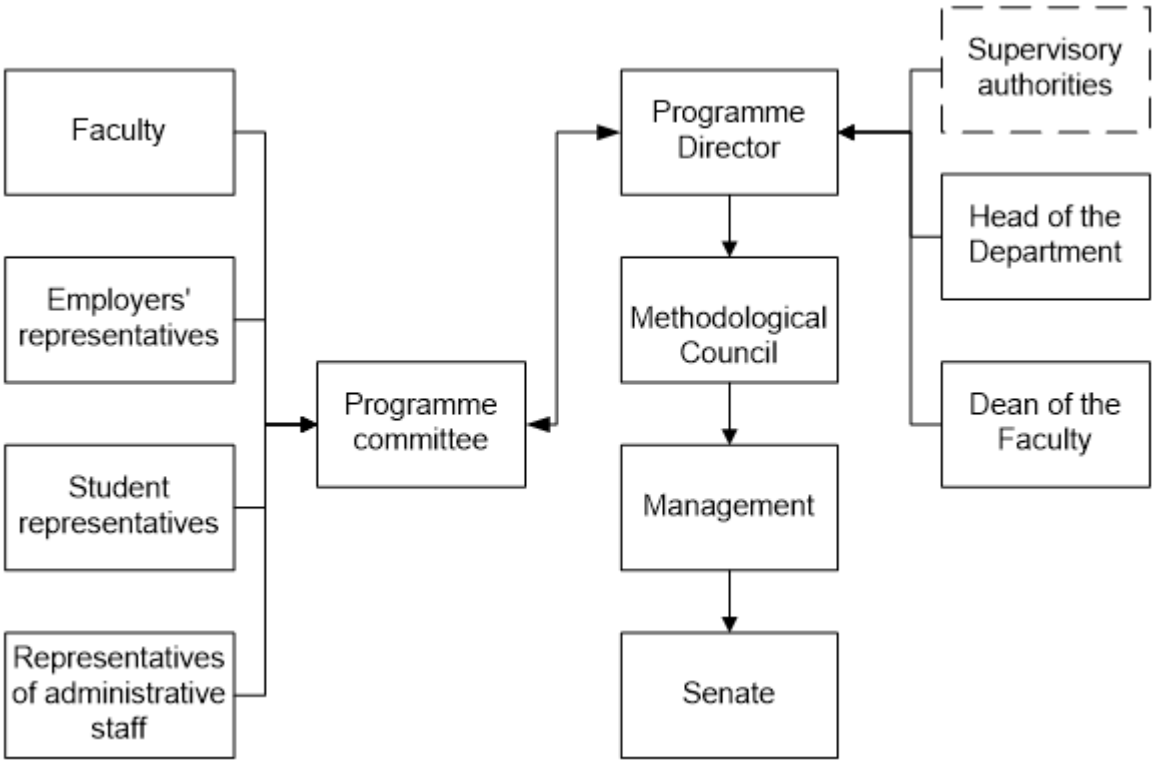

Figure 2.2. The management structure of a study programme

- **Methodological Council**

As a collegiate body, the Methodological Council of RISEBA plays an important role in the decision-making process concerning studies and adopts various normative documents that may affect programme management and the organization of study processes. Methodological Council consists of representatives of the respective study programme and administration, and its proceedings are

regulated by the "Regulation on Methodological Council".

- **Assessment of academic personnel**

According to the procedure applicable in the Republic of Latvia, the academic staff should be re-elected every 6 years in an open competition that facilitates the maintenance of high scientific, 70 pedagogical and organizational proficiency and continuous improvement of performance quality. Re-election of the academic staff to academic positions should take place under the Law on Higher Education Institutions and other laws of the Republic of Latvia, and RISEBA "Regulation on election to academic positions" and "Academic personnel policy". Re-election motivates the academic staff to maintain high-quality performance and allows the administration to carry out the targeted renewal of academic staff and its quality improvement by inviting new and promising members of academic staff.

Programme implementation

- **Complaints and proposals of students**

RISEBA has a "Procedure for review of complaints and proposals" that applies to students and employees of RISEBA and other stakeholders. This procedure applies to complaints and proposals related to the quality of services offered by the university, quality of its academic processes, technical infrastructure and teaching aids, as well as unethical or dishonest conduct by students, academic staff or administrative personnel.

- **Questionnaires for assessment of study courses and annual surveys of students**

The Questionnaires for assessment of study courses and annual surveys of students are a mandatory quality assessment tool at RISEBA. The respective processes are regulated by the "Surveying procedure". For surveying, the procedure sees Section 2.2 on feedback mechanisms.

- **Peer evaluation of teaching**

Faculties of RISEBA are invited to implement innovative approaches to teaching. Before a decision is made concerning the suitability of an approach, all new methods are assessed using student questionnaires and a professional inspection: peer evaluation of teaching. The annual inspection of quality during classes is ensured by the head of the respective department or other members of the academic staff using peer evaluation of teaching. Peer evaluation of the teaching system provides the exchange of experiences and information among the academic staff to improve the quality of academic processes. RISEBA has an approved "Peer evaluation of teaching procedure".

- **Quality assessment of study materials and use of Moodle**

Quality assessment of study materials and use of Moodle entails verification of the quality of study materials (both content-wise and form-wise) that is performed by administrators and directors of study programmes and heads of departments according to the approved regulations "Basic requirements for learning and methodological materials of study courses". Compliance of distance learning materials with the specific requirements of this form of study is checked by administrators of the distance learning unit.

- **Self-assessment report of the study programme and academic direction**

The annual self-assessment report of the study programme is an important programme review tool that demonstrates the achievements of the academic year, identifies the strengths and weaknesses of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development. The assessment procedure is described in the "Regulation on

the preparation of a self-assessment report for an academic direction".

- **Annual assessment of employee competences**

To perform a quality review and facilitate scientific, pedagogical, artistic and organizational development of the academic staff, an annual performance review is carried out under the approved "Performance management system", "Competence model" and "Academic personnel policy". Each member of the academic staff completes a self-assessment report followed by a worksheet and a discussion with the head of the respective department about the achieved results. As results of student surveys are one of the performance criteria for assessing the academic staff that is linked with the remuneration system, each member of the faculty is motivated to receive outstanding student feedback and assessment to further improve his/her course.

- **Compliance with principles of ethics and academic honesty**

RISEBA finds not only the scientific and pedagogical activities of its faculty important but also ethical aspects of their conduct. RISEBA is a part of the PRME initiative (Principles for Responsible Management Education) and applies these principles to its policy for academic personnel. RISEBA has adopted and is guided by a "Code of Ethics", and has an Ethics Committee that reviews possible violations of the principles of ethics and makes respective decisions. Special attention is paid to ensuring that in its pedagogical and scientific activities the academic personnel is guided by principles of anti-plagiarism. The "Code of Academic Integrity" and "Regulation on plagiarisms" have been prepared.

- **Curators**

To promote student awareness of processes taking place at the university, as well as their engagement and team-building, a curator is appointed for each group of a study programme and acts according to the adopted "Curator procedure".

- **Methodological seminars**

To ensure pedagogical development, the university organises monthly thematic methodological seminars that are devoted to learning processes, new teaching methods, pedagogy, diversity management and other topical issues.

- **Mobility of students**

To facilitate the internationalization of students, the university motivates students and staff to participate in exchange programmes. The mobility procedure is regulated by the "Procedure for ERASMUS+ mobility at RISEBA".

Programme results

- **Surveys of internship organisations, employers, and alumni, and assessment of the thesis process**

Surveys of internship organisations, employers, and alumni, and assessment of the thesis process is a mandatory quality assessment tool at RISEBA. Surveys are regulated by the "Surveying procedure", "Internship regulation" and "Regulation on final tests and examinations". For the surveying, the procedure sees Section 2.2 on feedback mechanisms.

- **Summary of evaluations by the State Examination Commission**

After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of bachelor's and master's thesis topics and 72 their alignment with the study programme, reporting the most common errors and assessing the

general quality of the defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content. The submission of the said assessment is regulated by the "Regulation on final tests and examinations".

- **External quality assessment**

In addition to the accreditation procedure laid down in the legislation of the Republic of Latvia, RISEBA has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN).

The following key **quality indicators** that are grouped into 6 groups are used for the assessment of the university's results:

1. teaching;
2. research;
3. innovation;
4. internationalization;
5. the competitiveness of graduates;
6. resources.

Resorces that are currently being developed in more detail and implemented.

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

Development of new study programmes

Development, approval, amendments and termination of new study programmes at RISEBA are regulated by the "Regulation on developing, amending and terminating study programmes" (18.04.2018), prepared under the legislation of the Republic of Latvia and AIC (Academic Information Centre) guidelines "Guidelines on the preparation of descriptions of study programmes".

The Development of study programmes consists of three stages:

1. The Idea of the study programme and its feasibility study
2. Preparation of a description of a study programme
3. Preparation of documentation and submission to assessment bodies

Stage 1: development and feasibility study of an idea for a study programme

An employee of an academic or a scientific unit may develop a study programme (hereinafter, the initiator). Before a new programme is forwarded for assessment, the initiator should prepare substantial argumentation demonstrating, why a new study programme is needed at the **Architecture Department of RISEBA**, namely, he/she should indicate the goal of the programme, its expected results, information about the target group, and analyses of the main competitors, etc. The department provides the programme initiator with the comments, if necessary. When a recommendation from the respective department is received, the initiator

should prepare and submit a document substantiating the development of the new programme to the RISEBA Management group.

The Management group reviews the document and decides whether the university will introduce the new study programme. If they decide that the programme cannot be implemented, it is refused. If the university is able and needs to implement the new study programme, and if the new 73 programme is in line with the university's mission, vision, and strategy for the development of new study programmes, the Rector shall issue an order to start the development of a new study programme and appoint the responsible official: a programme developer, decide about the composition of the programme development working group, determine the financial and technical means required for the development and enter into an agreement with the programme developer about the new programme. After a rector's order, the developer of the programme should prepare its description under external normative acts.

Stage 2: preparation of a description of a study programme

During the preparation of a programme description, the programme developer should discuss the content of the programme with sectoral experts that represent the respective industries. After the recommendations of experts, corrections are made, if necessary.

The draft description of the programme should be presented to the Management group, which reviews the content of the programme and its alignment with the mission and vision of RISEBA more thoroughly, and proposes final corrections. If the draft programme is found compliant, the programme developer submits it for approval to the Senate.

The Senate reviews the prepared draft programme. If the programme is approved, the programme developer prepares the licencing package and submits these documents to the Quality Manager. If the programme is not approved, its implementation is refused or any corrections are requested for re-submission of the programme to the Senate.

Stage 3: preparation of documentation and submission to assessment bodies

The Quality Manager should review the prepared programme description under the requirements of the Cabinet of Ministers of Latvia and AIC Guidelines on the preparation of descriptions of study programmes, and provide the programme developer with comments about any corrections, if necessary.

The prepared programme documentation is to be submitted by the developer to the AIC to initiate the licencing process.

See stages for the development of a study programme in Figure 2.3.

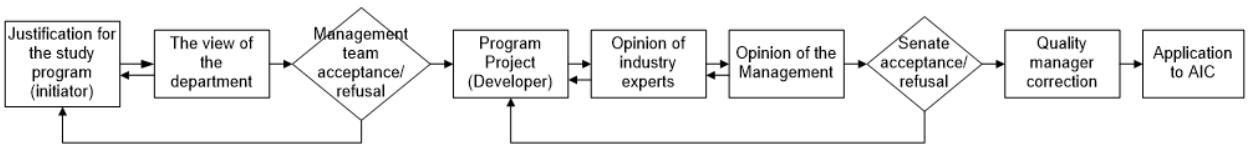

Figure 2.3. Development stages of new study programmes

During the reporting period (last six years), the planned professional master's study program "Architecture" was created, licensed and is currently operating successfully, thus providing students with a full-fledged and high-quality architectural education by the standard of the architect's profession.

Currently, work is underway to develop and implement a new specialization in Landscape Architecture for the professional master's program "Architecture". The development of the

specialization of the mentioned study program was started after assessing the needs of the local and international labour market and the analysis of the potential employment prospects of the program graduates.

Review of study programmes

Review of study programmes in case of significant changes

After licencing of a study programme, it is reviewed on regular basis to monitor its sustainability, achievement of planned results, teaching quality, student expectations, and the prospects of graduates in the labour market depending on the development of the sector.

Every year, the dean of the faculty has discussions with programme directors about the development of study programmes and the need for any substantial changes or their termination. If a decision is made to introduce significant changes, it is discussed with the **Programme Council** consisting of sectoral experts and RISEBA students. After an opinion of the Programme Council, the dean discusses the above changes in the management group, where the nature of the changes and the resources required for their implementation are assessed. If the management group supports the said changes, the programme director prepares the documentation needed for the Academic Accreditation Commission (see Figure 2.4).

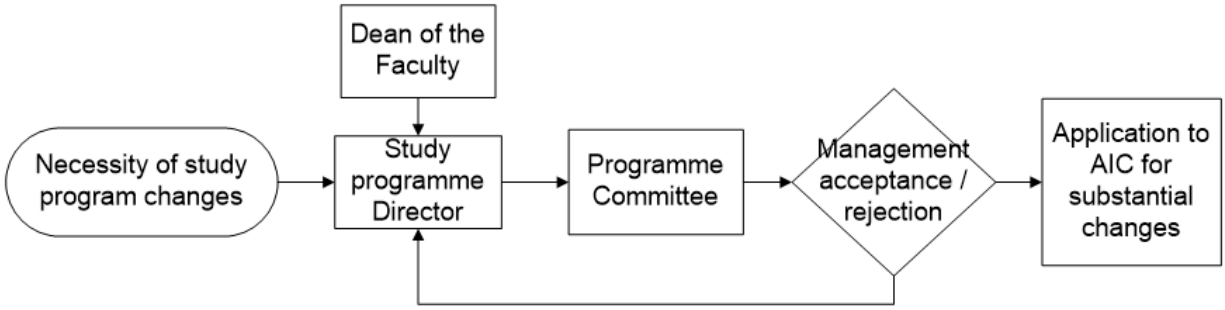

Figure 2.4. Procedure for the introduction of significant changes into study programmes

Annual review of study programmes

The annual self-assessment of a study programme is considered to be one of the most important elements of the internal quality assurance system. Once per year, as is required by the legislation of the Republic of Latvia and RISEBA 29.11.2017 "Regulation on self-assessment reports of academic directions", an internal self-assessment report of the study programme and the academic direction is prepared.

The **programme director** of the respective study programme is responsible for the annual description of study programmes and their quality, while the **Head of the respective department** is responsible for the annual self-assessment report of the academic direction and its quality.

The annual self-assessment report of the study programme or programme description demonstrates the achievements of the academic year, identifies the strengths and weaknesses of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development.

The Programme Council plays an important role in preparing the self-assessment report, as it is made up of all stakeholders that express their views about the alignment of interdisciplinary communication of the study programme with the market requirements, decide about the inclusion or exclusion of specific study courses from the study programme, and discuss topical issues with

students. When the Programme Council has provided its opinion, the self-assessment report is reviewed during a **department meeting** to decide about the implementation of the council's proposals from the point of view of resources, methodologies and technical feasibility.

After approval is received from the department the Dean of the faculty submits the final report to the **Vice-Rector for Studies** who forwards it for review to the **management group**.

The management group should assess the strategic direction and development trends of the programme, provide important recommendations about the need to review the study programme and introduce improvements. Programme directors should deliver a presentation to the management group about the critical analyses included in the description of the study programme indicating the following:

- goals and topicality of the programme in the market;
- analyses of the main statistics concerning the students;
- composition of the academic personnel working in the programme;
- SWOT analyses of the study programme;
- mapping of the study programme;
- development plan for the next year.

After an assessment of the management group, the Vice-Rector for Studies submits the annual descriptions of study programmes and self-assessment reports of academic directions for approval at the **Senate** before December 15 of the current year. After approval, they are made public on the RISEBA homepage (see Figure 2.5).

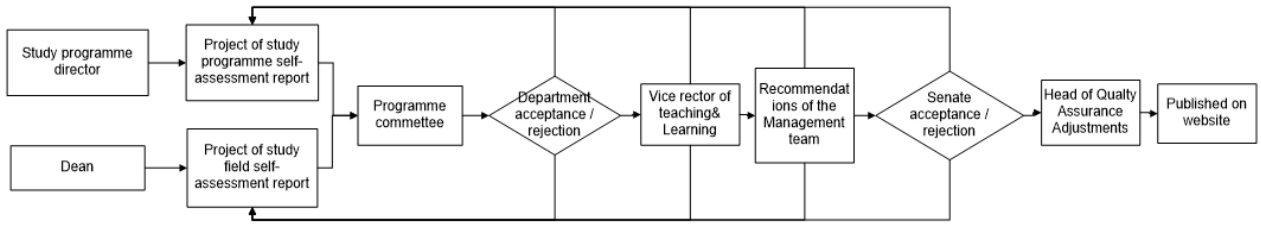

Figure 2.5. Annual review of study programmes and academic directions

Feedback process

RISEBA "Surveying procedure" lays down a procedure for receiving feedback about academic processes. These results allow for flexibility and the ability to rectify any deficiencies in the university's processes.

The frequency of questionnaires depends on their type. The following questionnaires are in use:

- Assessment questionnaire for a study course
- Assessment questionnaire for a study programme
- Annual survey of students
- Alumni survey
- Employer survey
- Survey for internship organisations
- Assessment questionnaire for the thesis writing process

Student and alumni surveys are sent electronically and are anonymous. Surveys of employers and internship organisations are not anonymous to determine the quality of cooperation. The quality Manager is responsible for the surveys and questionnaires, and recording and processing their data.

Assessment questionnaires for study courses are a mandatory quality assessment tool to

provide information to the academic staff and programme management about the achieved results and student satisfaction with teaching methods, at the same time facilitating the engagement of all students and academic staff in the improvement of the course.

After completion of each study course, students receive electronic questionnaires (webropolsurveys.com), which are later compiled and stored in the internal RISEBA system. The faculty of the respective study course receive the results of the surveying process of their study courses by e-mail, and they have an opportunity to provide their opinion about these results to the Quality Manager or the Programme Director. The latter should regularly monitor the compiled questionnaire results and take action to respond to students' comments. If any problems are detected, they are discussed with the respective member of the faculty even before the official performance review.

Surveying results are confidential and access to results of all courses offered at the university is granted only to the Rector, Vice-Rector for Development and the Quality Manager. Access to the surveying results concerning the academic staff of specific study programmes is made available only to the Programme Director of the respective programme, the Head of the Department and the Dean of the faculty.

At the end of an academic year, the Quality Manager prepares a rating of study courses, classifying them according to their average score. Survey comments concerning specific courses are marked with indicators that allow focusing on study courses that need improvements. If only positive opinions have been indicated in the questionnaire comments, the course is colour-coded green, if negative and positive comments - yellow, and if only negative comments - red.

Only surveys where the share of respondents was at least 25% of the total number of students in a specific group are taken into account. If the assessment of a specific member of the faculty is lower than the average assessment of all study courses or if negative comments have been received (yellow or red colour code), the respective programme director should discuss this situation with the member of the faculty and/or students, involving the Head of the department, if needed. The quality Manager is to be informed about the results of the interviews.

Results of RISEBA student surveys concerning the faculty are discussed with the respective Head of the department during the annual performance review of academic personnel to formulate specific tasks for the respective member of the faculty to improve the quality of classes, determine the remuneration category under the Academic personnel policy and to consider whether the member of the faculty should continue to teach the course.

See the surveying system for study courses in Figure 2.6.

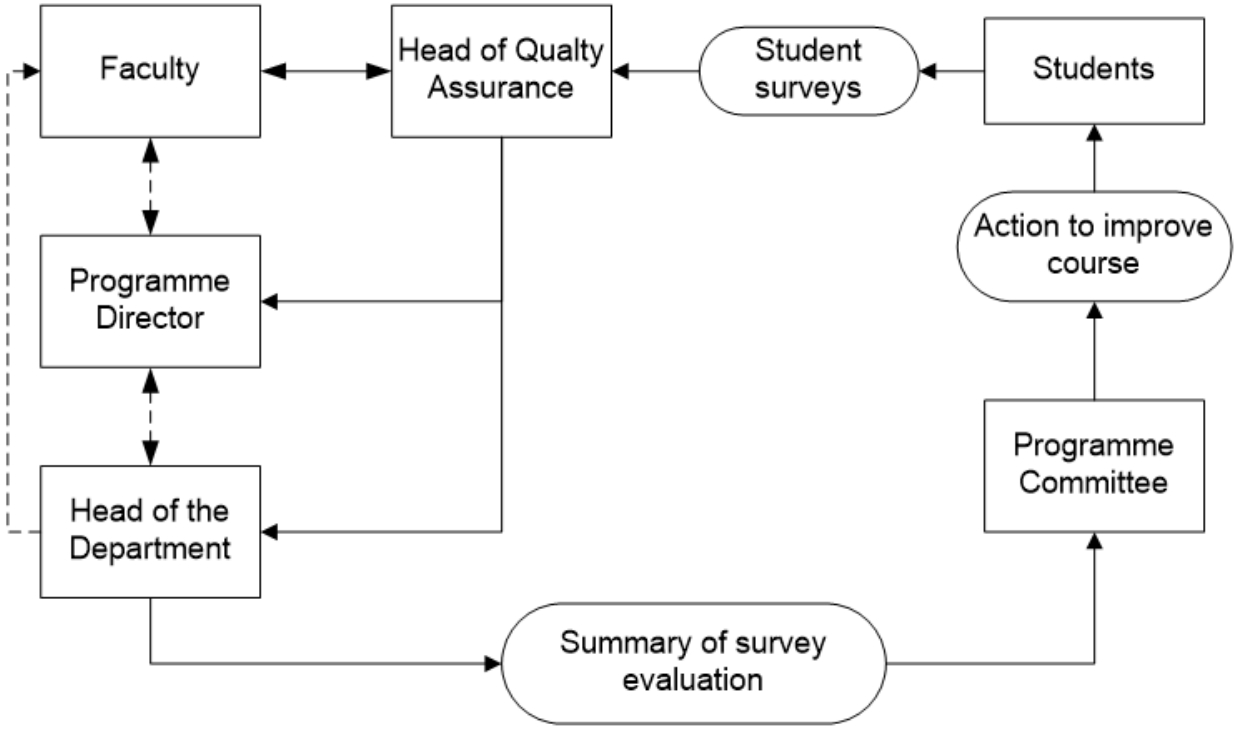

Figure 2.6. Surveying system for study courses

The goal of assessment questionnaires for study programmes is to assess the quality of organisation and implementation of study programmes. Assessment questionnaires for study programmes are recommended for all such programmes, and all students of the respective 77 programmes should participate in the surveying process. Students should fill in the questionnaires by the deadline indicated by the programme director.

The goal of annual student surveys is to determine the opinion of students about the organization of academic processes at the university, availability of material and technical resources, quality of activities of the student self-governance and other issues related to the studies and the academic environment. Questionnaires are completed electronically (webropolsurveys.com) at the end of each academic year.

The Student Council compiles questionnaire results and informs the management group and the Quality Manager of RISEBA about them.

Alumni surveys are a mandatory quality assessment tool to gather information about the quality of organisation and implementation of completed study programmes, as well as about the successes of graduates after graduation. All members of RISEBA alumni who have agreed to process their data after graduation, take part in the surveying process. The Quality Manager compiles the questionnaire results and informs the management group of RISEBA and the respective programme director about them.

Employer surveys are a mandatory quality assessment tool to receive information from employers about the knowledge, skills and competencies of graduates. The Quality Manager compiles the questionnaire results and informs the management group of RISEBA and the respective programme director about them.

The goal of questionnaires for internship organisations is to receive information about the knowledge, skills and competencies of interns. The respective bodies fill in these surveys on the last day of the internship. The programme director compiles the results of all surveys and includes them

in the annual description of the respective study programme.

The goal of assessment surveys concerning the preparation of the thesis is to determine students' opinions about the writing of the thesis and the cooperation of the scientific or creative supervisor with the student to improve the quality of the above processes. The Academic Department conveys all surveys to the Quality Manager to summarize the results. The compiled results are forwarded to the respective programme director in an electronic form to improve the process of preparing the thesis and cooperation with the scientific or creative supervisor. In addition to the student's assessment of the performance of the scientific supervisor, he/she also provides feedback concerning the cooperation of the respective student with a thesis supervisor during its preparation. The results of this questionnaire may be taken into account by the State Examination Commission when it evaluates the quality of the thesis.

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

RISEBA has a "Procedure for review of complaints and proposals" (16.09.2020) that applies to all students and employees of RISEBA, and all stakeholders, and is published and freely available on the RISEBA homepage.

This procedure covers complaints and proposals that are related to the following:

- Quality of services provided by the university
- Quality of the study process
- Quality of technical or learning means
- Dishonest or unethical conduct by students, academic staff or administrative personnel.

A complaint or a proposal can be submitted to any RISEBA employee or RISEBA Quality Manager in writing by filling in a specific form, orally or by phone, as well as using the RISEBA Contact us form available on the RISEBA homepage or by e-mail from my_opinion@riseba.lv. If a complaint is submitted to an employee, it should be forwarded to the Quality Manager who registers it and appoints a person responsible for its resolution depending on the content of the complaint, and who also monitors the course of the resolution of registered complaints or implementation of the proposal, and reviews and changes the current processes considering any non-compliances with RISEBA processes found earlier.

A proposal is to be forwarded to the person responsible for its implementation (if any), who reviews it and provides the Quality Manager with information about the implementation of the possible proposal plan or the refusal to implement the proposal within 10 business days. The Quality Manager records the decision in the register of complaints and proposals.

The complaint procedure consists of three stages:

Stage One (review of an informal complaint - immediately)

If a complaint can be resolved informally and quickly in cooperation with RISEBA personnel and

without an in-depth examination, an apology or explanation of the problematic situation in the respective RISEBA unit (in the presence or remotely by e-mail or phone) can be considered a resolution. The person who receives a complaint should inform the direct supervisor who analyses the situation and informs the Quality Manager if needed.

If the complaint cannot be resolved during Stage One, the initiator is invited to formalize the complaint, moving on to Stage Two of the complaint procedure.

Stage Two (review of a formal complaint - up to 30 days)

Complaints that are more complicated and require more detailed examination are forwarded to the Quality Manager who registers them and attempts to find solutions together with the responsible head of the structural unit and discusses a resolution plan. The person responsible for the resolution of the complaint should e-mail any decision made in the respective case to its submitter. Considering the content and resolution of the complaint, the Quality Manager should analyse processes that require improvement and make any changes that are needed.

Stage Three (consideration of contested decisions by higher decision-making bodies - up to 30 days)

If upon completion of Stage Two the applicant is still not satisfied with the solution, the Stage Three - appeal commences. The applicant should provide written arguments in support of his/her opinion by submitting them to the Quality Manager of RISEBA who decides about the involvement of a higher decision-making body - the Programme Council, the Court of Arbitration, the Senate, etc. in the review process.

See a more detailed description of each procedure and responsible individuals in the "RISEBA Complaint and proposal review procedure".

During the reporting period, one complaint was officially received in the direction of Architecture and Construction.

Complaints about the reporting period 2016/2020.

In 2020, there were a total of 20 official * complaints, none (0) towards Architecture.

2019 - 25, In Architecture - 1.

2018 - 27, Architecture - 0.

2017 - 29, Architecture - 0.

2016 - 19, Architecture - 0.

* Informally resolved complaints are not listed.

All disagreements and ambiguities that arise in the study process are resolved through negotiations.

2020/2021 During the study year, several oral complaints were received from students, for example, about difficulties in conducting practical classes and group work remotely in the conditions of the Covid-19 pandemic, about errors in the e-riseba system, about the way of teaching theoretical subjects in remote classes.

All disagreements and ambiguities that arise in the study process are resolved through negotiations to find the best solution to ensure the quality of the study process.

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

RISEBA regularly compiles and analyses statistical data and provides them to the Central Statistical Board (CSB) on annual basis. The key indicators that are analysed and later discussed at the RISEBA management group are as follows: number of students, the total number of admitted students and by study programmes, total number of deregistered students and by study programmes, number of mobile students, number of students that were awarded a degree, total number of personnel, number of the academic personnel, income and expenditure in comparison to the previous year in full time and part-time programmes. During the admission period, a weekly review of concluded agreements and students admitted by the study programme is carried out.

RISEBA also summarizes data for the Central Statistical Bureau about the employment of RISEBA graduates, registered unemployed, occupations of graduates, and the number of emigrated graduates by sectors and study programmes. The data does not contain sensitive data and are submitted only in aggregate form at the end of each year. To prepare the above data, information submitted to the CSB by the State Employment Agency and the State Revenue Service is used.

In addition, to improve the academic direction the below indicators are analysed in more detail.

- **Statistical data on reasons for deregistration**

The university analyses reasons for the deregistration of students in each study programme. A student who has prepared a deregistration request indicates reasons for his/her desire to terminate studies: inability to meet academic requirements, financial reasons, personal/family circumstances, the programme does not meet a student's expectations, new employment possibilities, inability to work and study at the same time, other (not returning after a break, refusal from OCMA, etc.). In cooperation with the IT department, RISEBA Quality Manager compiles data on the said reasons and analyses them, calculating the share of each reason in the total number of all students deregistered from the programme. These results allow determining, which are the dominating reasons and whether the student terminated his/her studies due to deficiencies in the study process or content of the study programme, or if there were personal reasons. On annual basis, the results are sent to programme directors and discussed with the management group during the presentation of self-assessment reports, when action plans for the decrease in the number of students deregistered from each study programme are considered.

- **Rating of academic staff depending on students' assessment of the study course**

At the end of the academic year, the Quality Manager of RISEBA compiles summary data from student surveys on study courses calculating the average assessment given to specific courses. The results are then arranged in numeric order starting with the courses that were valued the highest and ending with those that received the least points. These data are taken into account, when members of the faculty are invited to teach study courses and when study plans for the next year are prepared. If the assessment is unacceptably low, the respective member of the faculty is not invited to teach the course. If the assessment is average, the programme director discusses it with the member of the faculty and points to deficiencies that need to be corrected during the next academic year.

The teachers involved in architecture and construction have received recognition from the students in the form of the nomination "Favourite Teacher". such as Dina Suhanova.

Assessment of faculty categories

At the end of each academic year, permanent members of the faculty have interviews with the respective Head of the department during which the performance of academic staff is assessed following several performance criteria. As a result, all members of the faculty are grouped into four categories, which affects their remuneration scale for the next year. The results are compiled by the Vice-Rector for Studies, who provides information about the share of specific categories of faculty at the university and the academic direction. The Vice-Rector for Studies discusses these issues with respective heads of departments to agree on the possibility to improve the grading category of faculty that has a lower score.

Number of complaints

At the end of each academic year, RISEBA Quality Manager compiles data on the number of received complaints, their dynamics and topics of complaints. This analysis allows the detection of specific problems that need to be solved in the future and requires adequate preventive measures to ensure that these problems do not re-occur. The results are reported to the general meeting of employees at the beginning of the academic year, underlining any deficiencies.

Summary data on faculty qualifications

On annual basis, the director of the study programme assesses the qualifications and education of academic staff working in each study programme. According to RISEBA’s strategic plans and the guidelines of its Academic personnel policy, the share of academic staff with a PhD should be at least 70%. According to the Academic personnel policy, the programme director should invite more teaching staff with doctoral degrees to the offered study programme. Annual results are compiled, analysed during department meetings and made public during the annual RISEBA meeting at the beginning of the academic year during which all personnel is informed about the achieved results and targets for the next academic year.

Assessment of scientific and creative supervisors

RISEBA Quality Manager reviews the results of surveys of last year’s students about the organisation of their thesis process and the performance of scientific and artistic supervisors. The compiled results are forwarded to the respective programme director in an electronic form to improve the process of preparing the thesis and cooperation with the scientific or creative supervisor.

Summary of the State Examination Commission

The Quality Manager of RISEBA summarizes the data provided by the State Examination Commission concerning the quality of the defended thesis. After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of thesis topics and their alignment with the study programme, reporting the most common errors and assessing the general quality of the defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study

programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

The information on the programmes of the Architecture and Construction study direction is available on the following websites:

Website of RISEBA University of Applied Sciences www.riseba.lv and the website of the Faculty of Architecture and Design of RISEBA University of Applied Sciences: http://architecture.riseba.lv/lv

Bachelor's Study Programme *Architecture*:

- In Latvian
- In English

Master's Study Programme *Architecture*:

- In Latvian
- In English

The information on the website of RISEBA and the website of the Faculty of Architecture and Design is reviewed and, if required, specified before each admission, as well as in the cases, where considerable topical changes have occurred in the programmes.

The person is responsible for the content of information on the website of the Programme - Programme Director, the person responsible for technical support of information publication - Employee of the Marketing and Communication Department of RISEBA.

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

Ever since RISEBA was founded, income from tuition fees has been the main source of financing for the study process. Tuition fees are covered by the funds of private individuals and/or legal entities. These may be the personal funds of students, the personal funds of students' parents and other relatives, as well as the funds of students' employers. Students have the opportunity to apply for student loans with a pledge made in the name of the State, commercial loans or sponsors' funds. RISEBA provides the necessary consultations for receiving loans and accepts applications in matters of student loans.

The amount of tuition fees and payment procedure for each study year is decided and approved by the RISEBA Senate. The following payment options have been set at RISEBA: for the whole study programme overall, for one study year, for one study semester or in accordance with the tuition fee schedule (monthly fee) specified in the study agreement, i.e. 9 payments during each study year.

Overall, of all the university's income, over 80% is made up of income from tuition fees. RISEBA also actively works in the field of adult education, which is not related to higher education, organising various courses and seminars, participating in procurements and projects, as well as leasing out premises for organising educational events. The overall income structure can be seen in Figure 3.1.

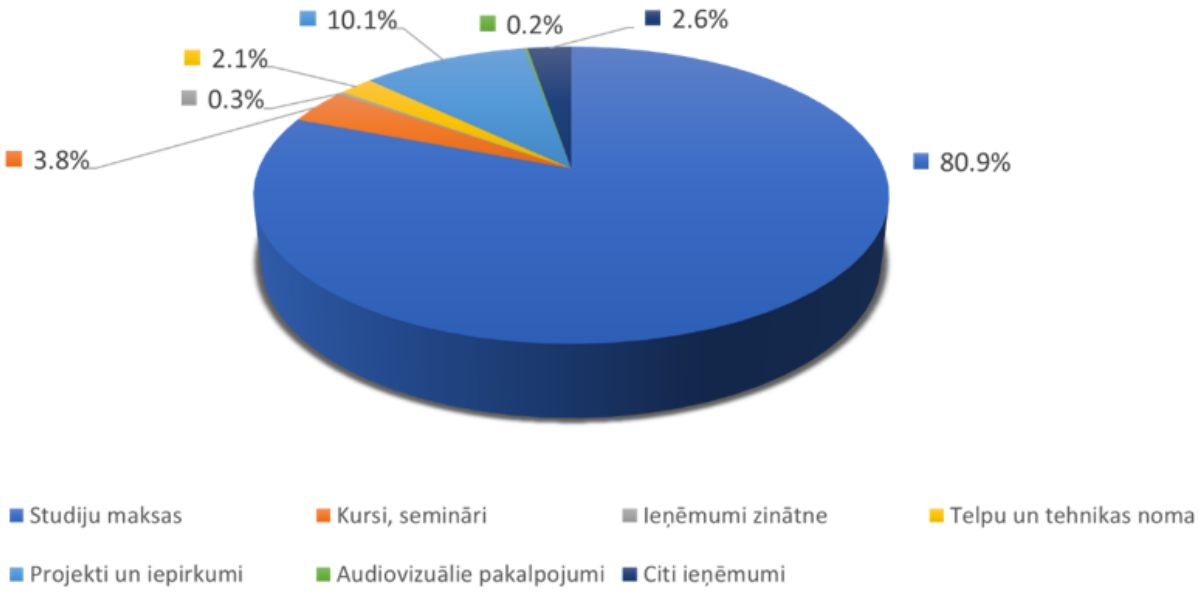

Figure 3.1. RISEBA income structure

RISEBA financed budget places are available to students, whose grades upon starting or continuing their studies are exemplary (average grade of at least nine points and with no grade lower than eight points). Budget places are fully financed from RISEBA funds. In consultation with the Student Council, "Procedures for the Awarding and Rotation of RISEBA Budget Places" have been developed, in order to ensure their availability for the most outstanding students. Overall at RISEBA, counting all the study programmes, 18 budget places are available in each course. Budget places are awarded to full-time daytime section students. In addition, the aforementioned budget place students to receive various discounts. Overall, students have access to 20 different types of tuition fee discounts for excellence in their studies, achievements in sport, kinship, cooperation partners, alumni, social support, etc. Tuition fee discounts are set in accordance with "Regulations regarding Tuition Fee Discounts".

1. Every year, the financial resources required for the implementation of the Architecture and construction field of study and its corresponding programmes are planned in accordance with RISEBA's budget and expended in line with the tariffs, plans and cost estimates approved by RISEBA's management, thus ensuring control over the expenditure of financial resources. The Student Council is financed from RISEBA's centralised funds in conformity with the Law on Higher Education Institutions and RISEBA provides the council with the necessary premises (infrastructure).
2. Every year, when planning financial resources, funds are allocated for trips related to the study process and scientific research work. These funds are used to pay for employees' trips to participate in international conferences and scientific publications, in addition, royalties are paid for publications in high ranking academic magazines, the indexed Web of Science or Scopus.
3. The Architectural study direction, together with the Audiovisual Media study direction,

publishes the scientific journal “ADAMarts”, where academic personnel as well as students and alumni publish their articles. The study direction heavily relies on the publications of the students, semester research analysis summary booklets of design study courses are regularly published, as well as the yearbook of final papers is issued every year.

4. Funding is allocated in the RISEBA budget for buying literature and subscribing to electronic databases and publications, which are available to both employees and students.
5. The budget earmarked for the supply of books in the “Architecture” study direction amounts to EUR 1,000 per year.
6. Every year scientific and student conferences are organised. In addition to RISEBA, sponsors are also involved in financing the student conference “Changing World - in Search of New Solutions”, which makes it possible to pay the authors of the best reports cash prizes of up to EUR 450. The best publications by the students and final thesis are not only published in the publications by RISEBA but also in journals of cooperation partners, such as “Latvijas Arhitektūra”.

In recent years, special attention has been paid to the opportunity to take part in various projects and procurement procedures, which are related to science and education, and the amount of funds attracted therein is growing. For example, students can take part in the ERDF project “Development of Value-Based Skills for Improving the Quality of Human Capital”, No. 1.1.1.1/18/A/151.

Faculty members and students in the Architecture study direction are offered the opportunity to participate in foreign and EU financed projects, including ERASMUS+, thus ensuring knowledge transfer and the development of skills and competencies.

In the realm of financial planning and oversight, the modernisation of the accounting system has begun, including the replacement of the bookkeeping and financial management system. Financial planning and oversight will be conducted based on the Adizes Methodology. Modernisation of financial accounting will ensure more detailed and efficient financial oversight, including faster information sectionally by the study programme.

The percentage breakdown of costs per student in the Management study direction programmes is shown in Table 3.1.

Table 3.1

Percentage breakdown of funding per student

Nr.	Cost item	Academic Bachelor's study programme Architecture	Professional Master's study programme Architecture
1	Faculty salaries (incl. taxes)	56.9%	53.8%
2	Remuneration for freelance faculty members	15.6%	14.7%
3	Premises rental (incl. repairs and management)	3.9%	3.4%
4	Utility charges	6.7%	5.9%
5	Business trips, qualification top-up	2.7%	5.5%
6	Depreciation of fixed and intangible assets	6.1%	5.3%
7	Low value and rapidly depreciable inventory	0.3%	0.2%

8	Copy expenditures for the study process	0.1%	0.1%
9	Internet services	0.4%	0.3%
10	Computer hardware maintenance	0.1%	0.1%
11	Student internship costs	0.7%	0.6%
12	Research costs	1.2%	2.5%
13	Accreditation costs	0.9%	3.8%
14	Study process provision expenditures	0.4%	0.3%
15	Student Council expenditures	2.1%	1.8%
16	Repair costs	0.9%	0.8%
17	Conference and seminar expenditures	0.3%	0.3%
18	Other costs related to the study process	0.7%	0.6%

The table includes direct and overhead costs and their breakdown, but do not include administration and marketing costs and those unrelated to economic activity, and also do not include project costs. Calculations are made on the basis of costs per student.

The minimum number of students in the Architecture bachelor's studies programme is 10. The number of students in the master's programme is 7.

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

To ensure the implementation of the study direction "Architecture and Construction", RISEBA takes care of an appropriate methodological, materially-technical and informative base.

Since the university was founded, RISEBA has significantly expanded its facilities used for academic purposes. The total area of premises was 11350.61 m^2. The study process at RISEBA is implemented at three buildings in Riga - at Meža Street 3 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section (see Table 3.2.). The building at Durbes Street 4 is adapted for people with special needs.

Table 3.2.

RISEBA infrastructure

Meža Street 3, Riga	Durbes Street 4, Riga	Total
18 teaching facilities (668 seats)	9 teaching rooms (263 seats)	27 teaching facilities (951 seats)

3 computer classrooms (85 seats)	4 teaching facilities (video editing studio/ computer classrooms) (71 seats)	7 computer classrooms (156 seats)
Copying Centre	2 video editing workspaces (5 seats)	
Student Council premises	architecture and design studio (731 m²)	
	architects' workshop	
	photo studio (30 seats)	
1 meeting room	sound recording studio (10 seats)	
	video studio (50-60 seats)	
	art studio (15 seats)	
	acting room (30-40 seats)	
Creative Business Incubator	Media laboratory (5 workstations)	

All auditoriums are fitted with visual demonstration equipment. Powerful stationary video projectors are installed in the auditoriums, and additional monitors are installed in the largest auditoriums to ensure better visibility from the back rows.

In 2021, the resources of the faculty of architecture and design are supplemented with new plotters (Canon TM 305), a multifunctional copier (Canon 3730i) and a computer class with 12 workstations with the software required for the implementation of the course (full set of Adobe CC, Autodesk Building Design Suite, SketchUp, Rhino, ArchiCAD, MS Office). Installation of LED lighting at the RISEBA building in Meža iela 3 and Durbes iela 4 has been implemented.

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

study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

The library of RISEBA University of Applied Sciences implements the promotion of study processes and scientific work, as well as provides the required information services to the students and academic personnel by offering the information resources that are available in the reserves of the library, as well as by ordering information resources from other libraries for a certain period of time (Inter-library subscription). The library uses the integrated library information system ALEPH 500 and is involved in the formation of the national library **joint catalogue**. The library provides the teaching and reference literature required in the study process, access to databases and press publications, provides services to the university's students and academic personnel and employees – computerised workspaces for use during the daily study process, advice on the use of e-services, training in how to improve information search skills, bibliographical references, and compiles lists of theses and archives them. Configuration of the library's collection is performed in accordance with the content of the university's study programmes, in collaboration with study programme directors and academic personnel. The RISEBA library has a collection of over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, and ROM digital versatile disks.

60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian.

As of 17 June 2016, the RISEBA library has been accredited by the Ministry of Culture of the Republic of Latvia and has been granted the status of a local library.

The library spans a total area of 453 square metres and is located at Meža Street 3. The library has a spacious reading room with 32 workspaces, as well as a computer space with 6 computerised workspaces. For the convenience of students, the RISEBA library has two branches – at the Architecture and Media Centre, Durbes Street 4, Riga. The library is open six days a week from 10.00 – 18.00, on Saturdays from 10.00-15.00.

Every year to support a quality study process, EBSCO Academic Search Complete (full-text publications in humanitarian and social sciences), Web of Science (full-text publications in computer sciences, social and humanitarians sciences and art, etc.), Emerald (business administration information, 4,116 scientific publications downloaded), **Greenleaf Publishing PRMEC** (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), Leta.lv and Nozare.lv databases are subscribed to and used, which are also accessible remotely for use outside the university's premises. At the end of the year, the maintainers of subscribed databases send the library a statistical overview of the use of e-collections. The directors of the university's study programmes and faculty are surveyed on the quality of the resources offered by the subscribed databases, as a result of which a decision is made regarding further subscription to databases. Students and faculty are informed about freely accessible resources useful for studies: databases, e-magazines, e-books, as well as e-libraries and foreign full-text trial databases which are available for a certain period of time. The trial database approach is organised with the intermediation of the Cultural Information Systems Centre. In 2018, free trials of **Taylor&Francis Group eBooks** were arranged.

The university's homepage provides direct access to subscription databases and free resources, as well as trial databases. Our students have the opportunity to use the databases provided by the

National Library of Latvia, as well as another university (LU, RTU, RSU, etc.) libraries. The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have the opportunity to order and use, as well as to share information (cases, online courses, simulations, videos, etc.) required for passing study programmes. For the requirements of student and faculty members, the library subscribes to press publications: Dienas Bizness, Kapitāls, Ir nauda, Harvard Business Review, Blumberg Business Week, The Economist, DETAIL, A10, etc.

Information is available on the RISEBA university homepage about the library, as well as links to its catalogue and subscribed databases, as well as its regulations and terms of use.

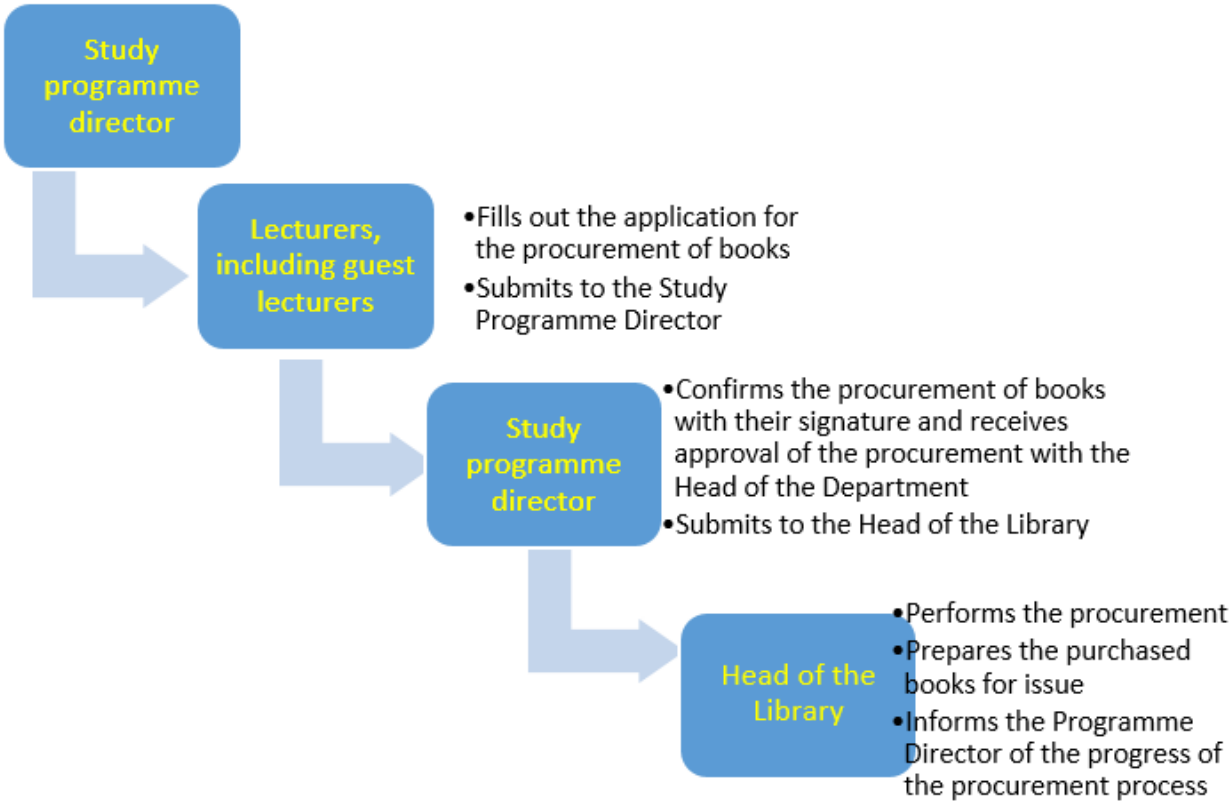

Figure 3.2. Process of book procurement

Procurements of information resources are performed in accordance with the budget of the Library, which is planned for the following academic year at the end of each academic year. The budget of the library is approved by the RISEBA rector. The granted financing is used for the purchases of the required sources of information, payment for the subscribed databases and subscription for periodical issues.

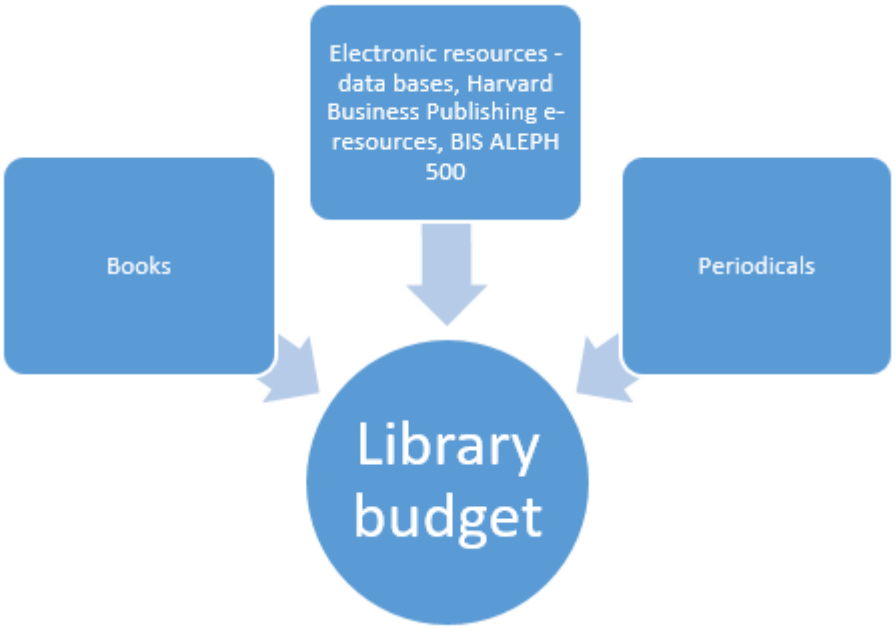

Figure 3.3. Budget items of the library

In 2015/2016, the transformation of the library of the Architecture programme was performed by creating an open reading room that is accessible to students (Durbes iela, Room 304). In 2016/2017, the collection of books required for architectural studies was supplemented (purchased, as well as received as a gift) by 101 new units. The number of literature units is supplemented within the framework of the budget specially provided for that purpose every year and in accordance with the procurement procedure of the books. At the end of the reporting period, the total number of books specifically for the architecture and construction sector – was 470 units. The following periodical publications are subscribed to and are available to students: El Croquis, Detail, The Architectural Review, Architecture of Latvia, Construction of Latvia. Periodical publications of the previous years like Latvijas Architektūra, Deko are also available in the reading room.

In the 2016/2017 academic year, the architectural students were offered access to the “Birkhauser” online database “Building types online” in trial mode.

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

Implementation of the RISEBA study direction takes place in almost all auditoriums and computer classes at RISEBA and in individual instances, also in editing rooms. The referred to process is served by 261 computers with an installed Windows operating system, including 75 laptops and 84 Apple computers. To meet the requirements of the learning process, 198 computerised workspaces have been duly equipped, 160 of these workspaces are directly available to students. Computers have Intel Core processors with MS Windows and MS Office software or Apple macOS X software. Laptops and powerful WIFI hardware mean that auditoriums can quickly be transformed into computer classrooms, enabling study processes to be planned dynamically. One computer classroom at Meža Street 3 and all computer classrooms at Durbes Street 4 are equipped with high-

performance computers, which can provide fast processing of audiovisual materials and training. Computer hardware is regularly inspected and gradually updated.

All RISEBA computers are connected to the local computer network and the Internet. A wireless Internet connection (WiFi) is available on the premises of the university. The speed of the Internet connection is 200 Mbps (Meža Street 3), 200 Mbps (Durbes Street 4).

RISEBA has 14 multifunctional network printers with scanners. Four of these are colour printers. Employees and students have access to a copy centre to print or bind handouts, coursework, etc.

For preparation and demonstration of multimedia presentations and teaching materials, as well as for data visualisation, various multi-environment technical capabilities are used: conference auditoriums with LCD and laser projectors, screens and sound equipment; 5 portable projectors; and 5 laptops that can be used together with the portable projectors without additional stationary equipment.

Lectures can be recorded at the university by means of stationary equipment in 3auditoriums – in 2 auditoriums at Meža Street 3, where the lecture recording capability is based on the RISEBA subscribed Panopto video recording, management and broadcasting systems and in 1 auditorium at the H2O6 Architecture and Media Centre (Durbes Street 4), where the lecture recording option is based on Blackmagicdesign and Thomson Video Networks VS7000 video broadcasting systems. In addition, the university offers the possibility to provide video recordings of lectures with a portable multi-camera equipment system (Live GV Director Nonlinear Live Production System), which provides recording and broadcasting with 8 cameras (Sony FS700 series cameras with a special SLOW MOTION function and 4K video format), as well as 3D filming with Insta 360 Pro cameras. Rode mic, Rode GO II, Shure mic, Sennheiser Gv series and AVX ME2, MKE600, Zoom H6 are used for audio recording.

As of 2012/2013, the process of studies is being implemented at the Architecture and Media Centre H2O6 (Durbes iela 4), where the following facilities are available to the students - photo studio (equipped with mobile BOWENS Gemini 750 and 400Rx lighting equipment), sound recording studio (equipped with stationary and mobile audio recording and processing equipment, Yamaha N16, ALLEN&HE-ATH Q16, ALLEN&HEATH D Live, BOSE 2x F1 Model 812 Flexible Array loudspeakers with 2x F1 Subwoofer, Martin audio), video studio (equipped with stationary lighting equipment ARRI, Swit and MOLE-RICHARDSON-CO searchlight, cloakroom, makeup rooms, equipment and costume warehouse and black, green and blue background), three Video editing studios (59 workstations – equipment Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software), two Video editing work offices (one equipped with 2 Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software and second with 3 Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software), Media laboratory premises with 2 Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software and 2 Windows computers with Adobe Creative Suite software, actor mastery hall Sessions and independent works, where students and lecturers are able to use: video translation system Thomson Video Networks VS7000, multiple-camera Live GV Director Nonlinear Live Production System with 8 camera recording and translation option, which is supplied with Sony FS700 series cameras that are characterised by SLOW MOTION function and 4K video format. DJI Phantom 4 PRO PLUSS, DJI Inspire 2 Premium Combo (CinemaDNG & Apple ProRes Activation Key + X5S), as well as 3D recording with Insta 360 Pro cameras. Rode mic, Rode GO II, Shure mic, Sennheiser Gv series and AVX ME2, MKE600, Zoom H6 are used for audio recording.

In 2011, RISEBA introduced the ERP system HansaWorld Enterprise (HW), which is widely used by businesses for managing financial resources. RISEBA has signed a contract with the HW supplier to customize the system to the requirements of the university’s business and academic processes and

to receive maintenance support. In April 2013, RISEBA introduced a web-based portal for student grades. HW is integrated with the e-learning platform MOODLE. As a result, the personal data of students and data from the study programme and courses are regularly synchronised between both systems. In 2019 the respective contracts were signed, the introduction of a new accounting system Horizon and Unimetis academic administration system was started, along with the above, mutual integration with the objective of improving RISEBA record keeping in terms of financial records and the study process will be performed, as well as better student services will be ensured. The basic modules of the new system started to operate early in the 2020/2021 academic year, while the MOODLE platform will be upgraded to the latest version. It is planned that all functions of the new systems will be introduced by late 2022.

As of 2020, RISEBA has been using the videoconferencing platform Zoom for the provision of remote studies. A purchase of 100 licences was made for lecturers to provide remote studies, the lecture halls were equipped with microphones, loudspeakers and web cameras. The equipment for hybrid lectures was also purchased: 3 conference devices Meeting Owl Pro, which include a 360-degree video camera, a microphone and loudspeakers, as well as 6 interactive boards, 3 interactive boards have been installed in the lecture rooms and 3 are mobile.

In 2021, RISEBA introduced the document management system Namejs, which ensures the circulation of internal and external documents at the university, including document signing with a secure electronic signature.

RISEBA has signed a contract for the use of MS Office educational software in the study process, administrative work and for private use by students and lecturers.

For several years, RISEBA has used the IBM SPSS (Statistical Package for the Social Sciences) software package for statistical data analysis. IBM SPSS is installed in computer classrooms. In total, 38 user licences are available to the faculty and students. Data analyses in SPSS is included in all Management study direction programmes.

To carry out research, students and the faculty have access to 1 Smart PLS and 5 NVIVO licences.

In the study process, RISEBA students widely use the RISEBA subscribed e-platform Webropol. RISEBA has signed a contract for the use of Webropol in webform by an unlimited number of users.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the development and use of a joint anti-plagiarism platform and launched it in 2014.

Currently, 25 Latvian universities and colleges are members of the joint anti-plagiarism platform.

As of 2021, RISEBA also uses the anti-plagiarism platform Original, which provides an opportunity to compare the content of student works against free access texts, as well as publications that are only available in the databases of scientific publishing houses. The platform is integrated with the RISEBA e-learning platform MOODLE, which allows one to perform automated plagiarism checks of all student works uploaded to the platform.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

In the 2015/2016 academic year, significant changes in the area of technical provision of the Architectural programme – renovation of premises was performed in accordance with the project jointly developed by lecturers and students, and EUR 54,500 has been invested in new

technologies. 3 stationary video projectors with computer stations were installed, special premises in a total area of 80 m^2 were equipped for the provision of the Master's study process, lecture rooms were separated, relocation of the Architectural Library – the reading hall was performed in the context of convenient accessibility. During the reporting period, the equipping of the modelling workshop and renovation of equipment (in addition to the investment in technical equipment performed in the previous period in the amount of EUR 2,400).

A large format printing device CANON 305 is available to the students of architecture. Printing works, procurement of paper and technical servicing of the plotter is partially subsidised by the university (students must pay EUR 0.50-2.00 for the printing works, depending on the format.

In the 2016/2017 academic year, 6 computers equipped with appropriate software (Adobe CC full set, Autodesk Building Design Suite, SketchUp, Rhino, ArchiCAD, MS Office) were installed at the design studio for the students (Durbes iela 4, Office No. 302):

- Apple iMac 21.5" DC i5 2.8GHz/16GB/1TB/Intel 6200/Win10Pro OEM – 4 items.
- HP Z2 Mini G3 Performance Workstation Intel Xeon E3-1225/16GB/256GB+1TB/n Vidia Quadro M620 2GB GFX/WIn10Pro + HP Z24nq monitor – 2 items.

An A3 scanner is available for students of architecture at the design workshop. Fee-based copying, as well as binding services, are provided by the Info Centre at Durbes iela 4.

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

Selection, recruitment, appointment and hiring of Architecture and construction study direction personnel like that of all RISEBA academic personnel takes place in conformity with the Republic of Latvia's laws and regulations, in accordance with recommendations drawn up by the World Bank for Latvia's universities, as well as AACSB guidelines for university academic personnel. In conformity with the university's mission and visions, as well as RISEBA's strategy, Academic Personnel Policy (hereinafter referred to as - APP) has been drawn up and approved. Its goal is to ensure that the university has highly qualified, professional and competent academic personnel. APP defines the most important criteria for selecting academic personnel – these are a Doctoral/doctorate degree, scientific or creative activity and professional or teaching work experience. In conformity with RISEBA Academic Personnel Policy, a detailed Regulation regarding Election to Academic Positions has been drawn up.

In the Architecture and construction study direction, as in the other study directions at the university, academic personnel (hereinafter referred to as - AP) are appointed in an open public competition in accordance with the requirements of the Law on Higher Education Institutions. Since RISEBA is the primary employer of these members of the faculty, unlike visiting faculty, they are made subject to stricter requirements concerning their scientific (creative) and teaching standard, and continuous improvement of qualifications. In addition, they also have to undergo the annual performance evaluation and assessment, which, in turn, guarantees higher wages. In order to ensure the requirement and evaluation of high-level personnel, the "RISEBA Personnel Competence Model" has been developed. In order to verify the compatibility of potential AP to the RISEBA quality requirements at the time of their appointment, personnel recruitment procedures not only provide

for analysis of the candidates' documents and an interview in person but also an open lecture for qualification evaluation and evaluation of candidates in the departments in profile.

Furthermore, in order to provide independent expert analysis of the candidate, by order of the Rector, a special Compatibility Commission has been approved at RISEBA University, whose task it is to provide an independent verdict on the compatibility of candidates for an academic position. The Compatibility Commission's proposals regarding the compatibility of the candidate are submitted to the university's Senate and are assessed together with the proposal made by the department in profile. The final decision is made by the RISEBA Senate in a secret vote. The candidates' competition for a vacant AP post is public and open. Before the election, the candidate is introduced to the working conditions and the potential draft employment contract. After the appointment, an employment contract is signed with AP.

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

A uniform procedure has been developed at RISEBA University for ensuring the qualification and quality assurance of the work of academic personnel, which is also fully applicable to the Management study direction. A component of personnel policy is the Academic Personnel Management System (APMS). It not only includes AP selection and recruitment, but also AP work quality assurance, AP development and renewal of its composition. APVS work quality assurance entails annual AP evaluation, ongoing class peer assessment, regular analysis of feedback from students, the ongoing raising of AP qualifications and re-election of academic personnel every 6 years. The annual AP work quality evaluation system (WQAS) entails evaluation of AP every year in three main areas:

- scientific (creative) work;
- teaching work;
- organisational work.

evaluation of results and discussions of plans and tasks for the next period takes place during an annual interview with the immediate superior. Each area is evaluated in detail by the manager using quantitative criteria. Criteria can be updated and revised in accordance with the university's priorities. Individual criteria have heightened weight, e.g. the number of internationally cited publications in the area of research work, and in the teaching realm - results of student surveys regarding the quality of classes, etc. A detailed description of the annual WQAS is provided in Annex. AP evaluation also has a certain motivational effect, encouraging faculty members to attain the best results possible, because the result of the annual evaluation is linked to the AP remuneration system.

RISEBA APP stipulates that it is the duty of AP to raise their scientific and teaching qualifications on an ongoing basis. Scientific qualifications are raised through the involvement of AP in independent studies and projects or contractual work. Raising of scientific (creative) qualifications is regularly

planned and its deliverable is scientific publications or creative work, participation in conferences, management of research or artistic innovation projects and contractual work, and participation in exhibitions and creative competitions. RISEBA promotes and supports the raising of scientific (creative) qualifications by:

- materially stimulating high-level publications and creative work;
- paying for the participation of AP at academic conferences;
- paying for consultative services in the mathematical processing of results;
- paying for editing of research papers;
- providing support in the preparation of monographs and other printed work;
- awarding paid vacations to prepare dissertations, etc.

Improvement of teaching qualifications is also regularly planned and its outcomes include supervision of doctoral and Master's papers, development of new study courses, preparation and publishing of textbooks and teaching means, participation in academic conferences, reading lectures in international universities, participation in methodological seminars and qualification top-up courses.

In order to encourage AP to raise their teaching qualifications, RISEBA:

- organises regular methodological seminars for academic personnel;
- pays for the participation of AP at academic conferences;
- pays for the participation of AP in qualification top-up courses in Latvia and abroad;
- organises and partly pays for AP taking foreign language courses and receiving international foreign language knowledge level certification;
- partly pays for courses for university lecturers in the programme "University Didactics: Contemporary Theories and Practice";
- partly pays for the studies of AP in doctoral or Master's programmes, etc.

AP is actively involved in qualification top courses organised by the university (see Table 3.5).

Table 3.5.

RISEBA organised methodological seminars during the reporting period.

Academic year	Seminar subject	Seminar manager	No. of hours	No. of participants
2016/2017	Best Practice in the Use of Distance Learning Materials	A. Bārzdaine	2	22
	Best Practice in the Use of Moodle	doc. J.Bierne	2	13
	Use of Contemporary Video-Technologies in Preparing Distance Learning Lectures	doc. L.Krēmers	2	23
	An Example of Best Practice in the Production of a Distance Learning Video Lecture - Max Planck Institute Video Lecture "Making Scientific Writing Painless"	Assoc. Prof. G.Lapiņa	2	23
	Methodology for Formulation and Assessment of Study Results	Doc. Sanita Baranova	2	24
	Quality Management of RISEBA Final Theses	Assoc. Prof. I. Brence and Assoc. Prof. I.Ludviga	2	27
	Psychological and Ethical Aspects of the Assessment of Study Results	Prof. Lūcija Rutka	2	36
	Examples of Best Practice in Programme Management	Irēna Komarova, Dina Suhanova, Diāna Krone	2	22

2017/2018	Distance Learning Audit Results and Opportunities to Improve the Quality of Distance Learning	Prof. L. Rutka, Prof. I.Senņikova, Assoc. Prof. I.Kreituss, doc.I.Graurs, I.Brence, A.Skvorcovs, T.Vasiļjeva and D.Geitners	4	38
	Didactic Principles and Teaching Methods in the Attainment of Study Results		4	38
	New Options in the Use of Moodle in the Study Process	Prof. Tatjana Vasiļjeva, Oksana Ušakova, Dmitrijs Geitners and Inese Slūka	2	24
	Study Course Mapping: Ranging from the Occupational Standard to Attainable Study Course Results	S. Dobrovoļska, Prof. L.Rutka; Assoc. Prof. I.Ludviga	2	37
	Study Programme Mapping	RSU experience	2	35
	Contemporary Teaching Methods to Improve the Quality of the Study Process"	EKA Conference		11
	Infographics and New PowerPoint Options in the Preparation of Lecture and Seminar Materials"	doc. L.Krēmers	2	28
	The Student-Centric Approach to Education: its Essence and a Neurocognitive Insight"	Prof. L.Rutka; K.Užule	2	20
	How to Write a Good "CASE STUDY"	Prof. T. Vasiļjeva, doc. A.Streļčonoka	2	31
	Basic Elements of Personal Data Protection.	I.Aleksejenkova	2	32
	Quality of Final Theses	Prof. L .Rutka, Assoc. Prof. I.Kreituss, programme directors	2	27
2018/2019	GDPR - Data Protection Regulation (GDPR) – Are We Ready?	Ilana, Einmane, State SIA Latvijas Televīzija IT Department Head	2	24
	Application of Quantitative and Qualitative Study Methods in Students' Studies.	Professor Anita Pipare, Professor Iveta Ludviga	8	52
	Five IT Trends that will Change the World in 2018	Kristaps Banga, Head of Innovations for Accenture in Latvia	2	43
	"An Insight into Open Science. Use of Web of Science and Scopus Databases in Studies and Research Work"	Gita Rozenberga, LU Library Senior Librarian	2	11
	Computer Game Development Trends in Latvia and Globally	Elviss Strazdiņš, Latvian Game Developers' Association	2	12
	How will Big Data Change the Way how we Work and Entertain Ourselves?	Aldis Ērglis, Emergn Latvija	2	17
	Contemporary Financial Calculators, their Use, Advantages and Shortcomings	Sigita Misiņa, IT architect	2	8
	Learning from Existential Experience for Quality of Life	Docent Mārtiņš Veide,	2	18
	"Game or Lose! How are Gaming Elements Entering Contemporary Business?"	Juris Zalāns, "Benefits Latvia"	2	12
	Best Practice in Data-Based Decision in Relation to Business Intelligence (BI) Systems	Aldis Ērglis, Machine Learning Lab led	2	10
	Use of Technology to Increase Productivity	K.Skutelis, Head of Public Relations,	2	14

	Psychological Idiosyncrasies of Adult Learning	Practising Psychologists and Psychotherapist A.Vagale	2	14
In the study year 2019/2020	Interactive methods of using MOODLE	Mg. sc. edu, mg. paed., Kaspars Kiris RISEBA	2	
	Intercultural communication and differences of different cultures at RISEBA	Mg. pol.sc., bc,phil. Vineta Kantāne	2	
In the study year 2020/2021	"Modern digital technologies" - Lecture on Technology Vision trends - Master class of design thinking - Modern presentation. Visualisation of information - New edition of typical load norms Work with the new information systems of RISEBA – UNIMETIS, e-riseba.lv	Ksenija Puriņa, Dana Žviriņa, Accenture, Zane Raščevska, RISEBA Head of Creative Business Incubator, Nadežda Rika, RISEBA, Head of Study Department	8	
	"Registration of ZOOM attendance of students and entry of the information on attendance into UNIMETIS"	Ivars Javaitis, Head of the Study Quality Centre	2	28
	ON the minimum requirements for the development of study courses in the MOODLE environment (eRISEBA) PLK, NLK and remote studies at RISEBA University of Applied Sciences.		2	39
	"Online tools in the study process: Diverse options of MIRO"	Ivars Javaitis, Head of the Study Quality Centre	2	
	"High quality work in MOODLE environment"	Ivars Javaitis, Head of the Study Quality Centre	2	

Faculty members and visiting faculty members take part in qualification top-up courses or methodological seminars organised by the university.

Procedures for organising methodological seminars:

1. Seminars are organised once a month for 2 academic hours during the first and second semester. Annually, this amounts to 16 academic hours. Since the autumn of 2018, seminars are organised so that one seminar is conducted every month, and during the second semester – over the course of one eight hour day. No classes are planned for that day and faculty members have the opportunity to spend the whole day learning and sharing experience.
2. Depending on the procedures for organising seminars, their participants receive RISEBA University certificates to complete 8 or 16 hours of specific subjects.
3. Methodological seminar subjects are planned depending on current developments in the highest education in Latvia and globally, as well as depending on the latest developments in RISEBA University's study process. The following can be provided as examples: The 2017/2018 seminar subjects were related to the assessment of study results, formulation of expected study results and formation of study mapping. In 2018/2019, there was a focus on mastery of innovating teaching methods and digitalisation, while 2019/2020 will be dedicated to mastery of the subjects of intercultural communication and diversity.
4. A compulsory requirement for faculty members is to attend at least 50% of methodological seminars for which they receive at least one additional point during the faculty member's annual performance evaluation.
5. Attendance of RISEBA University seminars can be substituted with foreign courses, seminars and any professional activity, presenting the corresponding document.

All lecturers within the framework of the ERASMUS+ programme are able to visit other universities

abroad, conduct lectures, visit sessions conducted by foreign lecturers, study new methods and share experiences.

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

The records of the working hours of faculty members in the Architecture and construction study direction study programme are drawn up, in accordance with Section 4, Paragraph three, Clause 4 and Section 5, Paragraph two (prim), Clause 2 of the Law on Higher Education Institutions, other binding external laws and regulations and the Academic Personnel Standard Workload Rules approved by the RISEBA University Senate.

The academic workload of the faculty member involved in the implementation of study programmes corresponding to the study direction is comprised of:

- conducting classes,
- overseeing internships,
- accepting tests,
- consultations, correcting course work,
- overseeing study papers,
- overseeing Bachelor's and Master's theses,
- reviewing Bachelor's and Master's theses,
- work on study thesis and internship presentation commissions,
- work in State examination commissions.

The workload of the university's faculty members is planned and recorded, in accordance with the principle – of remuneration for work specifically done. Specific remuneration is provided for each of the faculty member workload types listed previously, in conformity with the Academic Personnel Standard Workload Rules approved by the RISEBA University Senate.

The workload of faculty members during the academic year is planned in accordance with the study programme plan. Workload fulfilment is overseen by the Study section, comparing the planned workload of the faculty member with work actually done at the end of the reporting period.

In drawing up, recording and overseeing the academic workload of faculty members, meaning elected academic personnel and visiting faculty, uniform principles are observed, as far as possible giving precedence to domestic academic personnel in drawing up the workload.

A similar principle to that for planning and recording teaching workloads is used for research work done by academic personnel. It is recommended in the scientific work of faculty members to prepare at least one to three scientific articles during the time period of three years, which are published on databases SCOPUS or Web of Science (faculty members should participate in at least one international research project in three years, as well as prepare at least one to three internationally cited research papers, every year – participation of at least one student at the RISEBA International Scientific and Artistic Creativity Conference). The research workload of elected academic personnel during the academic year is recorded and remunerated, in conformity with the results of research work actually attained. Payment for the scientific work performed by the faculty members is governed by the "Regulation On the Provisions of Participation of the Academic Staff in

International Scientific Research Conferences, Art Symposiums, Exhibitions and Audio Visual Work Festivals", approved by the RISEBA Senate, and it determined the payment for the participation of faculty members in the promotional activities of the scientific work, in accordance with the limit determined for each category of the academic position. While, pursuant to the order of the Rector of 20 October 2014, which provides approved payment of copyright for each scientific publication, which is published on the electronic database Thomson&Reuters, SCOPUS, ELSEVIER, ERIH, and for each scientific publication, which is published in scientific magazines of the class A or B.

Summarising the aforementioned information, one can say that the workload of visiting professors at the university is comprised of their planned academic workload, whereas the workload of academic personnel is made up of their planned academic workload and research workload.

The quality assessment of academic personnel is performed by means of regular student surveys and systematic mutual assessment of academic personnel or shadowing, the procedures for which are provided by Academic Personnel shadowing procedures. These assessments are also taken into consideration in the annual evaluation of lecturers.

To ensure the use of modern, interactive learning methods in the study work, the higher educational institution regularly organises seminars, training sessions, as well as methodological seminars, which are held once per month, paying special attention to innovative learning methods.

To ensure the improvement of lecturer qualifications, in addition to annual evaluation, the election of lecturers for academic positions is organised in accordance with the requirements of regulatory enactments. The lecturers are elected to academic positions for six years. Elections significantly motivate academic personnel to maintain high operation results. Meanwhile, for the management of the university, it is an opportunity to perform quality assessments, improvement and renewal academic personnel quality by opening new development perspectives.

The implementation of the study programmes of architecture and design direction is supervised by the RISEBA Department of Architecture and Design, but lecturers from other departments – the Department of Economics and Finance and the Department of Languages participate in the implementation of programme content.

59 lecturers are involved in the implementation of Architecture and Construction direction, among whom:

- 13 lecturers are academic staff of RISEBA;
- 46 are guest lecturers.

Out of 13 academic staff members, 11 people hold doctoral degrees, which amounts to 84,62 % of the elected lecturers. 9 of the adjunct staff members have doctoral degrees as well. Several representatives of academic personnel and guest lecturers lecture on both programmes of Architecture and Construction, thus promoting the mutual harmonisation and continuity of studies.

The lecturers with doctoral scientific degree and publications, as well as practical experience in the sector, are primarily attracted for work on study programmes. Businessmen, representatives of professional associations, university alumni with domestic and international professional experience are invited as guest lecturers to RISEBA. The students have evaluated the experience, knowledge and competence of the lecturers as one of the most important advantages of the study programmes of Architecture and Construction study direction.

Table 3.4.

Lecturers involved in the Architecture and Construction Study Direction

Leading researchers	3
Researchers	1
Associate professors	3
Lecturers	3
Adjunct lecturers	46, including 9 lecturers with doctoral scientific degree

All lecturers comply with the requirements of the regulatory enactments of the Republic of Latvia and, prior to the commencement of cooperation with lecturers, the work conditions and rules of internal conduct of RISEBA are discussed. If the lecturer lectures on the study course for the first time, an open lecture, which is shadowed by programme administration and/or leading lecturers of the programme, is a mandatory requirement.

Academic staff members with a scientific doctoral grade shall be given a priority to lecture on study courses; therefore, these staff members ensure most study courses. Meanwhile, sectoral practitioners involved in the implementation of the programme, who help students acquire the practical skills and knowledge associated directly with the selection of the profession, are involved in lecturing on specific courses, for instance: Modern technologies for architects, etc.

Within the study field, the teaching staff works in professional activities in three directions: scientific research, pedagogical and organisational. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to the pedagogical and organisational field, thus increasing the quality of studies. The science development policy of the university envisages that the research work of the teaching staff is included in the annual evaluation of the teaching staff of the university, where each member of the teaching staff is evaluated taking into account all three directions of professional activity. One of the lecturers involved in the study direction is the expert of the Latvian Council of Science (Doc. Dr.sc. ing. Ģirts Frolovs, Engineering sciences and technologies – Building and Transport Engineering).

The involvement of faculty members in scientific research is one of the priorities for study direction and RISEBA University. At the end of each academic year, the annual performance evaluation of the academic staff and research fellows are conducted. In this evaluation, scientific, research, academic and organisational activities carry a specific pre-defined weight. If the head of the direction has performed well, he/she can receive additional points during the annual performance assessment. Currently, the weight of scientific activities is 0.35 or 35 % of the total score.

If, during the last two academic years a faculty member has participated in a lecture and/or research paper in two international scientific, research or academic conferences in Latvia, Estonia or Lithuania, and at least one of these conferences is the annual international scientific conference organised by RISEBA together with the BA School of Business and Finance, he/she may be eligible to RISEBA financing to cover all participation costs in an international conference.

According to the "Regulation on Conditions for Publication of Research Results of Academic Staff" approved by the Senate of RISEBA, RISEBA faculty members may be eligible for financial support (royalties), if the respective research paper has been included in a collection of conference proceedings, which is indexed in the scientific databases Web of Science, SCOPUS, ERIH or ELSEVIER.

In the event, that a lecturer submits their scientific article for publication in scientific journals issued by RISEBA “Journal of Business Management” or Journal ADAM Arts (Architecture. Design and Audiovisual Media Arts), the author shall be provided with the proof-reading of their article text in

English.

To attract and retain high-level representatives of academic personnel, RISEBA follows sectoral trends by ensuring competitive work remuneration and social guarantees for lecturers, as well as the options for upgrading of their qualifications.

By continuing the expansion of the Architecture and Construction study direction, the work of the new Master's programme with a specialisation in landscape architecture is in progress, and professionals of the sector are being attracted, prioritising doctoral degrees and practical experience.

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

Support during the learning process is also provided by the administrative personnel (programme directors, administrators of academic programmes, customer service centre staff) and faculty (teachers, curators). In addition, a group leader is appointed for each group of students, who is responsible for distributing important information among his/her peers, team building, etc.

As an example, one can mention the types of support that students receive from a curator:

- help students organising group bonding and out of school events;
- help in resolving problematic issues between the students and the university (programme director, study administrators, bookkeeping department, loan specialist, etc.);
- meeting the group on a regular basis, providing psychological support, suggesting solutions (for resolution of private matters and conflicts between students, etc.).
- informing students about various university events and encouraging them to participate in them;
- etc.

During the academic process, career and psychological support are also considered very important.

During the implementation of the Architecture and Construction direction of studies, a close link with employers in the sector of architecture is maintained to ensure that the students receive support in finding internship sites and employment. The teaching staff of the architecture programme represent leading Latvian and foreign architecture offices – "Arhis", "Sarma&Norde", "DJ arhitekti", etc. Thus it is not only possible to provide internships for the students, but also to establish closer cooperation in the development of the students' skills. The potential employers are involved as the teaching staff of the programme (Ints Menģelis, Didzis Jaunzems, Andris Kronbergs, etc.). Practising architects are invited to participate in the review and juries of the semester projects of Architecture Department students or as supervisors and reviewers of Bachelor's or Master's Theses.

To help students with securing internships and jobs, RISEBA has a special structural unit: Career Development Centre. All students who wish to find a place of internship or employment can approach the centre and receive not only suitable offers but also advice about writing good CVs and application letters, as well as the most important aspects of job interviews.

In order to provide support to student career development, RISEBA has created an annual event cycle RISEBA Career Days. Guest lectures, master classes, seminars and RISEBA Career Day are organised within the framework of Career Days, aiming at the invitation of company representatives, professionals of the sector and experts for closer cooperation. The students are supported by:

- organisation of internships,
- informative materials on the promotion of career and individual growth,
- excursions to companies,
- guest lectures and other theme events,
- topical offers of work and internship vacancies,
- individual consultations on career opportunities and drafting of documents,
- RISEBA Career Day.

Students that wish to start a business can develop their business ideas at RISEBA Creative Business Incubator.

RISEBA University of Applied Sciences provides psychological support to students as well. Students can often face situations that they find difficult to cope with, especially during the last two years under the conditions of COVID restrictions. The support group consists of the employees of RISEBA, lecturers, alumni and supervision students. More information on psychological support for students can be found here.

The Bachelor's and Master's study programmes in the Management study direction include not only various psychology courses but also study courses in the field of personal development (Development of Personal and Learning Skills, Personal Development: Leadership and Critical Thinking, Personal Development and Team Spirit). During these courses, students acquire basic academic research skills, enhance their cooperation skills, learn to perform self-evaluation, identify their needs and necessary solutions to ensure their personal development in the job market.

At the bachelor's level, for one week students are informed about the learning process, the university and its environment, and they have team building events and guest lectures.

At the master's level, there is one introductory evening for all postgraduate students during which general information is provided about the university, and student teambuilding is promoted (by means of the Business meets art... concept). Students of specific programmes have one additional evening, during which they are given detailed information about the requirements of the programme.

One noteworthy and truly inspiring annual event offering support to students is RISEBA University's Christmas ball, which students attend together with faculty members and the university's cooperation partners, including internship providers. It is organised by the Student Council, with the involvement of students, faculty members and employees. Event videos and photographs are posted (with permission from students) on the RISEBA University homepage and social media. This nurtures cooperation between students and faculty members, positive emotions and the university's profile.

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education

institution/ college and the study field, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).

The direction of architecture and construction is implemented at the Faculty of Architecture and Design of RISEBA University of Business, Arts and Technologies, Department of Architecture. The department implements 2 study programs - the academic bachelor's study program "Architecture" and the professional master's study program "Architecture".

Currently, in the architecture and construction direction, there are 53 faculty members, of which 16 have a PhD degree. The number of teaching staff has slightly increased during the reporting period. Seven foreign lecturers are also involved in the teaching staff of the field of architecture and construction *(R. Bekic, S. Brorson, R. Cordova, E. Duyan, H. Berret, J. D. Postel, G. MacDonald).*

Since 2019, 2 lecturers, two assistant professors, one researcher have been elected, as well as one assistant professor, one lecturer, and one leading researcher have been re-elected. In total, the number of leading positions in the Faculty of Architecture and Design has increased by seven positions (see Appendix for elected lecturers).

The academic staff of RISEBA also actively cooperates with the Latvian Academy of Sciences; three faculty members (I. Senņikova, T. Vasiljeva and I. Brence) are experts of the State Scientific Qualification Commission. Eight lecturers of RISEBA were granted LZP expert rights in several fields of science, including the lecturer of Architecture and Construction Dr.sc. ing. G. Frolovs.

According to the mission and vision of RISEBA, the long-term objective of scientific development is to enable scientific excellence in all research directions respecting the principles of academic integrity and ethics and deliver meaningful research outputs for the academic environment, the public and policymakers to contribute to the development of Latvia.

The scientific research strategy of the architecture and construction direction is derived from the general Scientific Development Strategy of RISEBA. The Scientific Development Strategy was prepared under the following laws and planning documents of the Republic of Latvia and the European Union:

- Law on Higher Education Institutions
- Law on Scientific Activities
- Sustainable Development Strategy of Latvia (Latvia 2030)
- European Commission strategy Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth
- Strategy of the University of Applied Sciences RISEBA for 2018-2020
- Cabinet Regulation No. 322 ‘Classification of higher education institutions in Latvia’ (13/06/2017) describes knowledge, skills and competencies that are in line with the NQF, and educational programmes that are in line with the NQF/EQF levels
- Eligibility Procedures and Accreditation Standards for Business Accreditation;
- CEEMAN Manifesto Changing the Course of Management Development: Combining Excellence with Relevance.

The main tasks of the development strategy of the study field are improvement of architecture study programs and development of interdisciplinarity by market requirements, creative approach, improvement of professional and pedagogical qualification of the academic staff, ensuring personal, academic and professional growth of students.

The research activities of academic staff are planned in accordance with the goals of the RISEBA. The research interests of the academic staff are mainly related to the study courses they teach. Research groups have been set up at the university’s departmental level with the involvement of students. Academic staff, both individually and together with students, participate in research projects, carry out research work, present the results at international conferences and prepare publications.

In the framework of their research fields, academic staff in their professional activities shall operate in three areas: research, pedagogy and organisation. The research work of the academic staff provides for the transfer of knowledge from research to pedagogy and organization, thus increasing the quality of studies. The university's research development policy envisages that the research work of the academic staff is included in their annual evaluation, where each lecturer is evaluated taking into account all three areas of professional activity.

The remuneration of the lecturer depends on the results of the evaluation, i.e. the income of the lecturer's research work is included in the rate for one academic hour. In addition, RISEBA's science development policy provides for the payment of a premium for scientific publications if the publication is published in international databases (eg Thomson Reuters Web of Knowledge, Scopus, Elsevjer, Erix, Class A and B scientific journals). Such a system promotes the motivation of teachers to write publications and raises their qualification level, also increasing the quality and academic depth of the content of lessons. RISEBA's science development policy stipulates that the university pays for all expenses related to the participation of lecturers in scientific conferences and seminars both in Latvia and abroad, provided that the lecturer's participation in a foreign conference will ensure the publication of a scientific publication in one of the international databases or journals.

The main research areas of the Faculty of Architecture and Design are the consolidation of architecture and engineering and the impact of environmental disciplines on the development of architecture in the context of a paradigm shift in resource-saving and sustainability.

The activities of the Faculty of Architecture and design conform with the objectives set out in the National Development Plan concerning Latvia's growing economy and creativity and entrepreneurial activity, which have also flourished beyond Riga. The activities of the RISEBA Architecture and design faculty promote cross-border cooperation between different countries, including outside the EU, in culture and education as well as economics and environmental protection. Investment in research specifically succeeded in attracting human resources; developing innovative ideas; improving research infrastructure and cooperation in higher education, science and the private sector; and transferring research and innovations to the business.

The results of RISEBA Architecture and design faculty and researchers' scientific activities contribute to the development of Latvian society, including its economy and culture. Joint collaborative work with foreign partners positively affects the development of the EU and the well-being of its citizens. Graduates of Architecture and design faculty implement the results of their research in Latvian private sector institutions and companies as well as international organizations.

Architecture and design faculty observes industry requirements and the latest trends and, by studying the labour market requirements, offers new study programs for high-level professionals, thus supporting industries with qualified graduates with research skills.

Architecture and design faculty and researchers carry out consultations and expert reports and lend their help in the development and adoption of research commissions for various organizations (business) and fundamental research. The architecture and design faculty cooperates with

professional associations that fit into its research fields.

The scientific activity of the RISEBA teaching staff is financed both from the university's income and by attracting funds from various funds in the form of projects. In general, the university allocates 4-6% of the university budget for scientific activities, depending on the amount of funding attracted to projects in the respective year. RISEBA University continues to develop its research support infrastructure, Nvivo software licenses have been purchased and installed to ensure high-quality interview data processing. A group of statistical experts was organized to support teachers in using statistical methods for quantitative data. From issue 11, proofreading will be provided for articles in the Journal of Business Management.

RISEBA Faculty of Architecture and Design is relatively new - the academic bachelor's study program "Architecture" has been operating for ten years, but the professional master's study program "Architecture" for only three years. In 2019, the graduation program of the master's study took place. Still, in 2020, a scientific research group in the field of Architecture and Construction was established, headed by the lecturer Dr Efe Duyan (TR).

In 2020, an international evaluation of the activities of scientific institutions of the Ministry of Education and Science and Technopolis Group Eesti was carried out, the aim of which is to improve the quality of scientific institutions, increase international competitiveness, better integrate into the European Research Area and increase national competitiveness. Implementation of technological development and innovation policy in the country.

This assessment was made to understand the level of the Faculty of Architecture and Design on the way to the development of science within the direction. The total number of points awarded was 1, which indicates a low level of research performance at the RISEBA Art and Technology Research Institution.

The evaluation resulted in several expert recommendations for the next six years for the Faculty of Architecture and Design:

- Active management of the development of the research environment at the institutional level.
- Plans for doctoral studies in Architecture and design faculty should be outlined and pursued.
- The strategic RISEBA vision should be developed into a specific scientific institution of arts and technologies goals, tasks, milestones, identification of specific resources matched with funding allocation. A responsible person on the ground within the institution needs to be appointed to oversee and facilitate the everyday running of the research platform—not with their specific research interests in mind, but to create a shared, meaningfully integrated research environment.
- Practice-led/artistic research-based submissions should be in place for Architecture and design faculty. Form a peer-review community to establish what constitutes a practice-based submission and involve external experts to advise on what comprises high-quality submissions, etc.

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

The list of research topics of the study field and its supervisors and participants is approved for two

study years. The current one was reviewed and updated at the beginning of 2018 at the meeting of the RISEBA Scientific Council.

Research topics and leaders in the field of Architecture and Construction:

1. Docents, Dr. arch. Ilze Paklone: Urban Architecture and Urban Regeneration
2. Leading researcher Dr. arch. Jānis Lejnieks and lecturer Dr. arch. h.c. Jānis Dripe: Environmental Development of Liepāja City, 1918-2018.

The unifying research direction developed in the study field "Architecture and Construction" is Urban design with the analysis of individual objects, urban design or technological processes created within it. Within the study field, the academic staff works in two directions in their professional activities: scientific research and architectural design and artistic creation. The research activities of the academic staff provide feedback for the transfer of knowledge from the field of scientific research to creativity and vice versa.

RISEBA faculty has extensive experience in involving young scientists (bachelor, master and doctoral students) in scientific work, conducting research within projects, conducting individual research within the course, bachelor's and master's thesis, preparing scientific articles, presenting research results at scientific conferences and business forums.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in architectural design and artistic creation projects. The research and creative process are mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and independent thinking of young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as improve their professional qualifications. Within the framework of studies and research practice, students are allowed to get acquainted in practice with companies working in the field of architecture, practising architects, separate projects and structures both in Latvia and abroad.

Jānis Lejnieks, the leading researcher of the RISEBA Architecture and Design Department, is the editor-in-chief of the only professional Latvian architecture magazine, "Latvijas architektūra". The teachers of the architecture program (Ilze Paklone, Rudolfs Dainis Šmits, Dina Suhanova, Jānis Dripe) regularly publish articles in the professional press, are the authors of books and catalogues, as well as curators of exhibition projects.

During the reporting period, work was also done on preparing the second issue of the academic journal ADAMarts. ADAMart, an English-language journal with double/anonymous peer-reviewed research articles with an international editorial board, is dedicated to the art of architecture and media in the Baltic Sea region. Academic papers, 32 postgraduate students, architects, designers, designers, media artists, anthropologists, historians, psychologists, sociologists and others with a specific interest in architecture and interior design were invited to submit scientific articles, theoretical and practical research, reviews and other applications. , urban planning and audiovisual media arts. The first edition of ADAMart was released in August 2018. Editor-in-Chief: Jānis Lejnieks, Dr Arch., Assoc. Professor and leading researcher, RISEBA University, editor: Dina Suhanova, Mg. Art., Lecturer, RISEBA University.

The yearbook of bachelor's and master's thesis projects is published every year, creating the graduates of the bachelor's and master's programs themselves to participate.

RISEBA annually organizes the International Student Research and Artistic Creativity Conference, The Changing World: In Search of New Solutions. At the conference, the Faculty of Architecture and Design and the Faculty of Media and Communication regularly present three sections: Business

Psychology and Human Resource Management, Advertising Yesterday, Today, tomorrow, led by the Advertising and Public Relations Department, and Innovative Solutions in Audiovisual and Media Organized by Audiovisual Media art department.

In 2019, an international conference, "Migration Architecture", organized by the Latvian Association of Architects, took place on the premises of RISEBA University College, co-curated by Dina Suhanova, a lecturer at the Faculty of Architecture and Design and program director.

Every year RISEBA organizes the annual international Baltic Baltic Business Management Conference ASBBMC. For example, in 2017, the conference was entitled "Sustainable Organizations: Creating and Managing in a Fragile Business Environment". Within the framework of the conference, the cycle of three open lectures SLICE of ARCHITECTURE took place at the Department of Architecture and Design as a parallel session:

- Architect and guest lecturer Dirk Jan Postel (NL), "Enhancing Ambition: Our Design Book from Cradle to Cradle".
- 3rd-year students and associate professor Ilze Paklone, "University Campuses".
- Architect and guest lecturer Bart Melort (BE), "Sustainable Business".

FAD students need to take the opportunity in the spring semester of each study year to go on study research practice to countries where interesting architectural processes take place; during the reporting period, it included Finland, Spain, the Netherlands, Denmark, Sweden and Italy. Students have been to European cities such as Brussels, Stockholm, Copenhagen, Barcelona, Rotterdam, Berlin, Milan, Venice, Helsinki and Valencia.

In 2019, an international conference, "Migration Architecture", organized by the Latvian Association of Architects, took place on the premises of RISEBA University College, co-curated by Dina Suhanova, a lecturer at the Faculty of Architecture and Design and program director.

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

Since 2013, RISEBA has been actively involved in the Projects Department. One of its tasks is to inform RISEBA's academic and administrative staff and students about project opportunities, including research projects. The project department operates in the following areas: education (lifelong learning, higher education, vocational education, distance learning, etc.), science and research, business development and start-up, transnational cooperation, youth (scholarships, mobility, training), culture (art, music, architecture, film industry, etc.), social (employment, social environment, equality, equality, charity, anti-discrimination / anti-violence, social integration, etc.).

One of the examples of international practice is the Interreg Central Baltic Program 2014-2020. The project “Visionary and participatory development planning and integrated urban management for sustainable cities”, was attended by both bachelor's and master's students. More detailed information about the project can be found in the description of the professional master's study program in Appendix 13. In 2018, students worked on the Knowledge Mile project, which explored the future of academia, using global, regional and local case studies on education, research and innovation. More information about the project can be found in the description of the academic

bachelor's study program in section 3.2.6.

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

Research activities at RISEBA are managed and coordinated by RISEBA Scientific Committee. This committee consists of the RISEBA Rector, Vice-Rector for Studies, and the permanent academic staff, i.e. professors, deans of faculties, heads of departments and lead researchers. The Vice-Rector for Research is in charge of the RISEBA Scientific Committee. The Scientific Committee draws up scientific and research plans for RISEBA faculties monitorslop their implementation with regards to the set scientific goals and objectives and deve proposals for improvement of research outputs. A list of research topics, their supervisors and participants (for a specific research direction) are approved for two academic years, the current one having been reviewed and approved during a meeting of the RISEBA Scientific Committee at the beginning of 2018.

To achieve scientific excellence, it has been decided that by the end of the period, namely by 2025, at least 75% of the academic staff at the Faculty of Architecture and design (as well as the entire university) should have a scientific degree. 32% of lecturers at the Faculty of Architecture and Design have a doctoral degree, and 8% have a doctoral candidate, which makes up 40%. The faculty are actively working to attract as many lecturers as possible with a scientific degree and meet the university's requirement for the proportion of the university's scientific staff.

To improve the qualification of the scientific staff at least twice a year, the academic staff of the Department of Architecture and Construction must participate in the seminars organized by RISEBA. Supervisors of doctoral theses should participate in seminars during which foreign scientists, researchers and leading personnel of Latvian scientific institutions (the Latvian Academy of Sciences, the National Commission for Scientific Qualifications, etc.) give their presentations. Participation fees of the faculty in international seminars are also covered; for example, in 2019, faculty members attended the 9th EDAMBA-EIASM Consortium Winter School on Doctoral Supervision and the New Global Research Landscape).

The Faculty of Architecture and Design and the entire University have established uniform principles in the organization of scientific activities. The Scientific Council of the University reviews and approves the research directions carried out by the academic staff and researchers once in two years according to the work plan submitted by the head of the research direction.

In the long-term, the university intends to continue and improve its experience in supervision and management of research directions. A member of the academic staff or a researcher who meets RISEBA criteria ahead of a scientific and research direction is appointed and approved during a meeting of the Scientific Committee. The head prepares an action plan for a research team and submits it to RISEBA Scientific Committee for approval. Researchers, academic staff and students working in each of these areas and engaged in research activities inform the head of the respective area about their results. The head of the director informs the Scientific Committee about the achieved results once per year (at the end of the academic year).

Heads of departments of the Faculty of Business and Economics and its dean perform the annual

performance evaluation of the academic staff and research fellows. In this evaluation, scientific, research, academic and organisational activities carry a specific pre-defined weight. If the head of the scientific direction has performed well, he/she can receive additional points during the annual performance evaluation. Currently, the weight of scientific activities is 0.35 or 35% of the total score. In the long term, it is planned to increase the weight of this criterion.

We promote the active engagement of our academic staff in research by fully covering costs for their participation in international scientific conferences and by offering financial incentives for specific scientific achievements.

The university actively supports the participation of its academic staff and research fellows in international scientific and academic conferences, art symposia, exhibitions, competitions and audiovisual festivals in Latvia and abroad under the "Regulations on Conditions for Participation of Academic Staff in International Scientific and Academic Conferences, Arts Symposia, Exhibitions and Audiovisual Festivals" approved by the Senate. For this purpose, each department receives financing (from the budget of the university) at the beginning of each academic year for scientific, research and artistic creation, the head of the department is responsible for reasonable use of these funds.

If during the last two academic years a member of the faculty has presented a report and/or a scientific publication in two international scientific, research or academic conferences in Latvia, Estonia or Lithuania, and at least one of these conferences is the annual international scientific conference organised by RISEBA together with the BA School of Business and Finance, or if during the last two academic years, considering the area of his/her research, a member of the faculty has participated in an international art symposium, exhibition, competition or an audiovisual festival, he/she may be eligible to RISEBA financing to cover all participation costs for an international conference.

When a possibility to offer financial support is considered for a member of the faculty to participate in a competition or a conference, the involvement of students by the respective member of the faculty in scientific activity is also taken into account, namely, if at least one student, who was scientifically or artistically supervised by this member of the academic staff has participated in the last RISEBA scientific conference for students.

The financing allocated to the department is divided depending on its scientific and research priorities. Besides, each member of the academic staff may also be eligible for paid participation in a competition or a conference (depending on his/her annual limit set according to the academic position: lector, docent, Associate Professor, Professor).

Most important research and innovation and collaboration projects:

1. Ģ.Frolovs; Invention and Innovation Exhibition MINOX 2016, Ģirts Frolovs, 1st place for the invention "Multi-layered ribbed construction material with adjustable specific load-bearing capacity"
2. Paklone: Project "Measuring the Non-Measurable". Japan, Tokyo, Keio University, Faculty of Science and Technology, Department of Systems Design Engineering, "CO+LABO" Architecture and Urban Design Laboratory, Prof. Darko Radović. Jan. 2012 – Oct. 2015

Most important publications by academic personnel and researchers:

1. Frolovs, G.; Rocens, K; Sliseris, J. 2017. "Optimal design of plates with cell type hollow-core" IOP Conference Series: Materials Science and Engineering, 251 (1) doi:10.1088/1757-899X/251/1/012075
2. Frolovs, G.; Rocens, K; Sliseris, J. "Shear and tensile strength of narrow glued joint depending

on the grain direction of plywood plies" Procedia Engineering Vol. 172, (2017), pp. 292–299 ISSN: 1877-7058 doi:10.1016/j.proeng.2017.02.117
3. Jākobsone J. Iedzīvotāju un pārvaldes iesaiste Kuldīgas vēsturiskās pilsētvides apdzīvosanā un kopsanā: Latvijas Zinātnu Akadēmijas Vēstis, A daļa, 2017, No. 2, Latvijas zinātnu akadēmija, pp. 37-59.
4. Paklone, I., A. Balboa, R. A., Dérive in Singapore: Chinatown/Geylang/Little India/Tampines/Tiong Bahru. In: *Measuring the Non-Measurable 07: Subjectivities in Investigation of the Urban. The Scream, the Shadow and the Mirror.* Radović, ed., Tokyo: IKI (International Keio Institute) & Flick Studio Co. Ltd., 2014, pp. 82–113.
5. Dripe, Jānis. Gunnar Birkerts, National Library of Latvia, Riga. Stuttgart; London: Edition Axel Menges, 2015. 60 p. ISBN 9783932565700.
6. Lejnieks, Jānis. Divkārsais kūlenis. Juris Monvīds Skalbergs. Modernisms – Postmodernisms, Riga: Pētergailis, 2018, 152 p., ISBN 978-9984-33-461-5

For a list of publications, patents, artistic creation works and awards of the teaching staff in architecture and construction for the reporting period, see In Annex 14.

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

As indicated in section 4.2, students are involved in research mainly in the framework of their final theses (bachelor's and master's theses) and course papers. Both undergraduate and postgraduate study courses include research methodology and data processing courses.

At the beginning of both undergraduate and postgraduate studies, students are made aware of the importance of research skills in career development, as well as of the opportunity to pursue doctoral studies. If students are not sure about the choice of the topic, they are offered several options, since companies and institutions often cooperate with RISEBA, offering to study topics that are relevant to the industry.

In each programme, topics of the final theses are grouped into several thematic groups depending on the needs of the labour market and recent development in the European and global research and scientific environment.

Involvement of students in scientific and research activities takes place depending on the level of their studies (undergraduate, master's), expected learning outcomes and requirements of EQF (European Qualifications Framework) and NQF (National Qualifications Framework), as well as the mapping structure of expected learning outcomes and content of studies. The bachelor's and master's theses are discussed in more detail in the description of bachelor's and master's study programs.

Students are encouraged to participate in scientific conferences to share their research findings.

RISEBA holds an international conference of scientific and artistic works every spring, "Changing World - in Search of New Solutions". The conference is financially supported by the companies that award the money to the winners of the first prizes.

Summarizing the involvement of students in scientific research at each level of the study programme, the following can be concluded:

1. Students of bachelor's programmes engage in scientific research by elaborating their term papers, bachelor's theses, preparing presentations for the RISEBA International Student Research and Artistic Creativity Conference "Changing World – in Search for New Solutions", as well as in some cases together with their supervisor preparing articles for internationally reviewed collections of articles.
2. Students of master's programmes participate in scientific research by developing master's theses, preparing presentations for the above-mentioned RISEBA international student scientific conference, preparing publications in internationally reviewed collections of articles and journals, participating in scientific projects and conducting research together with RISEBA researchers.

Every year, in accordance with market requirements and professional activities, the topics of the university student scientific conference are supplemented and new cooperation partners are attracted.

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

RISEBA pays a lot of attention to the creation of innovative academic content and the use of innovative learning methods that go hand in hand with the latest trends. An important part of the learning process is the moodle system (e-riseba), where faculty members upload study materials and ensure interactive communication with students: post information about test results, self-tests etc. As mentioned in previous sections, undergraduate students of RISEBA have an opportunity to take the Sulitest about conditions for sustainable development, which includes questions about the innovation process. The innovative and interactive methods applied by RISEBA have been highly appreciated by surveyed students and graduates.

Considering the RISEBA concept of "Business meets art", creative and innovative activities are applied to students in the introductory weeks of bachelor's and master's studies, such as meetings with industry specialists and visits to the Riga City Architects Office and visits to architecturally essential objects. An example of an introductory week can be found in Appendix 14.v.Introductory Week Program.

The study process provides a comprehensive approach, supporting student-initiated research projects and the most successful students in the study process and involving students in architectural design and artistic, creative projects. The research and innovation process is based on a specific creative personality; therefore, it is essential to create and develop young professionals' creative potential and independent thinking, formulate and communicate professional aspects and professional qualifications strategically and analytically. Within the framework of studies and research, students can get acquainted with companies working in architecture, practising architects, individual projects and constructions both in Latvia and abroad.

2.5. Cooperation and Internationalisation

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

Being a private higher education institution, since its establishment RISEBA has focused on international recognition and visibility. Cooperation with foreign bodies is regulated by the internationalisation strategy of the university, which is mostly related to the internationalisation of students and members of the faculty to create an academic environment and offer an experience that prepares students for various types and levels of career development in the global labour market. By developing international cooperation and expanding the range of partner bodies, RISEBA will strengthen its capacities and performance that will allow facing complex national and international challenges in the future.

Mission: reinforce the international standing of RISEBA in all areas of its operation.

Vision: ensure visibility and recognition of RISEBA in the international fora as a high-level education institution and international research, academic and corporate communication centre.

The strategic objective of the study direction "Architecture and Construction" is to ensure the dynamic change of RISEBA University of Applied Sciences within the framework of the higher education system of Latvia to ensure that the obtained degree and diploma are recognised in the labour market of European level, as well as is useful for the continued education in other European countries.

Internationalisation can be divided into two types: external internationalisation and internal one.

1. INTERNAL INTERNATIONALIZATION (all international activities not related to mobility), namely, further internationalisation of the university to ensure that students can realize their potential in the international fora and develop their international competencies.
2. EXTERNAL INTERNATIONALIZATION (all mobility-related international activities), namely, the development of internationalisation by establishing cooperation with various countries and regions and by offering international opportunities to students and members of the faculty.

RISEBA is an active member of several local organisations promoting its visibility in Latvia:

- Latvia Association of Architects
- National Heritage Board
- National Council of Architecture of the Ministry of Culture
- Latvian Association of Landscape Architects
- State Culture Capital Foundation
- Union FREE RIGA
- Kim? Latvian Centre for Contemporary Art
- Latvian Chamber of Commerce and Industry
- Employers Confederation.

- Association of Exporters of Higher Education.
- And many others.

Students have the opportunity to use various forms of cooperation, including participation in events organized by partner universities - conferences, seminars, projects, creative workshops, summer schools, etc.

Opportunities for the co-operation of the study direction “Architecture and Construction” and programmes of the direction with related programmes of Latvia University of Life Sciences and Technologies (LLU), Riga Technical University (RTU) and Riga Building College, which are also included in this study direction, exist, see Annex No. 15.

LLU implements the study programme “Landscape Architecture and Planning”, which is developed as a related programme to the RISEBA programme “Architecture”; therefore, the parties have concluded a bilateral cooperation contract on the transfer of students in the event of liquidation of a study programme.

Individual lecturers of RTU participate in the architectural studies programmes of RISEBA (E. Bērziņš, Ģ. Frolovs, A. Lešinskis, L. Goldbergs, M. Iltiņa, I. Jurāne).

Students choose their internship organisations independently or approach a Student Career Counsellor of RISEBA Career Development Centre, which offers an internship placement. When the internship organisation is chosen, the tasks of the internship and the possibility to perform them should be taken into account. Furthermore, these tasks should be related to the respective study programme.

Three years ago a new position was created at RISEBA: Student Career Counsellor, to reinforce support to students for their professional and career development. One of his/her duties is to help students find suitable internship organisations that would meet the requirements of the respective programme and be in line with the expected learning outcomes. The Career Counsellor provides individual consultations to all stakeholders concerning the search for suitable internship opportunities, drafting CVs, efficient communication with companies, etc. If a student cannot find a place for his/her internship, the Career Counsellor helps to do that in cooperation with the Programme Director, if needed.

To a large extent, the Programme director may be of use, as employers tend to directly approach the director to inform them about their internship offers. Direct long-term cooperation agreements with respective industries that provide for internship offers (as far as possible) are yet another support mechanism to ensure that students can complete their internships.

In 2012, RISEBA prepared a Statute of Internship that regulates how internships are organised, namely, under the requirements of Cabinet Regulation No. 785 “Procedure for organizing internships and insuring students” (20.11.2012) and Cabinet Regulation No. 165 “Regulations on documentation required for organisation of pedagogical processes at vocational education establishments and professional qualification of examination centres” (06.03.2007). In 2019, this statute was updated and approved by the Methodological Council on 24.09.2019. According to the Statute, each study programme has a specific internship programme presented to students and internship supervisors from the university and employer organisations in due time. A trilateral agreement about the internship is signed with every student, and a database of internship organisations is created to facilitate efficient cooperation with the industry not only to offer internships but also to involve the respective companies in the academic process in other ways. Each internship agreement is entered into the internship registry of the Faculty of Architecture and design.

At the end of each internship, each student should submit an internship report, which is graded by an examination commission that reviews the accuracy and certainty of performance, the activity and self-initiative of the student, his/her creative abilities, the level of knowledge acquired at the university to perform professional duties, as well as the alignment of the description of tasks performed during the internship with the internship programme.

According to internal rules and procedures, all assessed internship reports are kept for 5 years.

Applications for this programme may be submitted twice a year, and every student who has completed his/her Year 1 studies may apply. Students of the final year may use this opportunity 148 even after graduation. Selection of students takes place under criteria set out in internship rules and regulations: average grade, no academic or financial debts, and motivation of the student. Students independently find internship opportunities in any company of any EU MS except their host country. Any duties fulfilled during the internship should be synchronised with the purpose of the programme. Credit points are awarded for an Erasmus+ internship after its defence.

The study internships in the architecture and construction study direction are included in the professional master's study programme as a mandatory component. During the internships, the students shall acquire practical work skills at architectural bureaus in Latvia and abroad, as well as state and municipal institutions.

The management of the study programme maintains a relationship with the employers in providing student internships. Several companies are also involved in practical research of the students, offering them topics and locations for research. RISEBA architecture study programmes are designed so that the graduates acquire the necessary skills to work in architectural companies by the best standards.

RISEBA also cooperates with national professional associations and organisations. To ensure the cooperation of the study process and provide the teaching staff with a professional environment, RISEBA teaching staff participate as experts in the commissions, working groups and advisory councils of state, local government and non-governmental organisations:

- J. Dripe, Adviser to the Ministry of Culture of the Republic of Latvia, Member of the National Council of Architecture, Member of the Council of the Latvian Association of Architects, Member of the Board of the Latvian National Library Support Society, Head of the International Jury of the European Railway Riga Station and Area.
- A. Kronbergs, Member of the Council of the Latvian Association of Architects, Head of the National Council of Architecture and the Council of Riga Historical Centre.
- D. Suhanova, participation in the accreditation commission of Riga Building College.
- I. Paklone, participant of the action committee of the Latvian Association of Architects annual award and event moderator, etc.

In the process of study field implementation, there is a close relationship with the employers in the field of architecture. The teaching staff of the architecture programme represent leading Latvian and foreign architecture offices – "Arhis", "Sarma&Norde", "DJ arhitekti", etc. Thus it is not only possible to provide internships for the students, but also to establish closer cooperation in the development of the students' skills. The potential employers are involved as the teaching staff of the programme (I. Menģelis, D. Jaunzems, A. Kronbergs, etc.). Practising architects are invited to participate in the review and juries of the semester projects of Architecture Department students or as supervisors and reviewers of Bachelor's or Master's Theses.

To consolidate the link with the professional environment at RISEBA, a special procedure has been adopted and lectures and seminars conducted by specialists in the sector and associated areas are also included in the study process. Since 2011, the Department of Architecture has been organising

an open **guest lecture cycle “Slice of Architecture”.**

In the 2019/2020 academic year, the following open guest lectures were organised:

1. On 14 November 2019 the Head of *Edge Architects*, **I. Krasinski (UAE)**, talks about his experience in the Middle East and the Dubai-based company.
2. Architect, teacher and PhD candidate **E. Maltceva (RU)** Gave an open lecture in October and elaborated on the following topics and issues: Industrial areas in an urban environment. Ways of renovation. Liquidation or modernisation of industrial areas? (architectural and town planning aspect).
3. On 24 October 2019 Basics of Design guest lecturer **H. Alsiņš (LV)** gave a lecture on “What is architecture”.
4. On 12 December 2019 architect and urban planner **A. Feļtins (LV)** gave the guest lecture “Climate Change Adaptation of Urban Blocks”.
5. On 13 February 2020 **K. Kaljurand (EE)** from the Finnish Institute in Estonia introduces students to the “(Re)configuring Territories” interdisciplinary research programme in NARVA.
6. On 13 February 2020, an open lecture within the SLICE OF ARCHITECTURE cycle – EASA 2020 afternoon of stories.
7. **On 1 October 2020, in an open lecture within the Slice of Architecture** cycle - architect, lecturer and researcher **Ramon Cordova (MEX)** presented his architecture-related work experience in Mexico and various approaches that are used in the process of creative work.
8. ON 18 March 2021, an open online lecture within the SLICE OF ARCHITECTURE cycle. Turkish architect and lecturer **E. Duyan (TR):** “Is Architecture a Form of Art? If yes, can architectural design serve as a critical manifestation that exceeds the compositional solution of a certain functional programme?”
9. On 7 May 2021 an open lecture with R. Cordova within the “Slice of Architecture” cycle “V36: Potentials and Opportunities for Reimagining the city” was online.

In addition to guest lectures organised by the RISEBA Department of Architecture, students are also invited to attend the lectures and seminars of the Latvian Union of Architects, the Museum of Architecture and other institutions intended for lifelong learning.

RISEBA Career Development Centre and Art Studio (Lecturer of the Department of Architecture A. Kampars) organises specialised courses (drawing and painting, history of art and architecture), seminars and open lectures in various formats.

To establish contacts and develop mutual co-operation with professional architects, the student self-government of RISEBA organises a **hockey tournament of young architects “Arhikauss”** (ArchiCup) for professional architects and architecture students in February every year.

The Architecture programmes of RISEBA are represented at *NordARK*, which is a Northern-European cooperation network, which involves the schools of architecture of Scandinavia and the Baltic states.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers’ organisations,

municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

Participation of RISEBA in international organisations and international projects, as well as cooperation agreements with foreign organisations, allow the academic direction to secure cooperation opportunities abroad. The university is constantly looking for ways to cooperate and agrees to cooperate with foreign universities and colleges that are interested in exchanges of students and academic personnel, as well as the implementation of joint study programmes.

RISEBA is an active member of several international organisations promoting its visibility in abroad:

- European League of Institutes of the Arts ELIA - an association that unites higher educational institutions that implement study programmes in the fields of art and architecture
- European Management Development Fund (EFMD)
- CEEMAN International Association for Management Development in Dynamic Societies
- Association to Advance Collegiate Schools of Business (AACSB)
- European Association for International Education (EAIE)
- Consortium of International Double Degrees CIDD
- MIB EPAS Consortium.
- Baltic Management Development Association (BMDA).
- Paris Chamber of Commerce.
- British Chamber of Commerce.
- American Chamber of Commerce
- Latvian-Irish Chamber of Commerce.
- Swedish Chamber of Commerce
- And many others.

Students can make use of various types of international cooperation:

- Double degree: according to this agreement, a part of studies is completed at RISEBA, and the rest in a foreign university (length of foreign studies depends on the university and the chosen programme). Bypassing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA);
- We have started negotiations with the Faculty of Architecture at Universidad CEU Cardenal Herrera (Valencia, Spain) regarding the opportunities for introducing a double degree.
- Bilateral exchange programme: a possibility to study for a semester or two in a partner university that is not a part of the Erasmus+ programme;
- ERASMUS+ programme: an exchange programme for the best students that allows them to study for one or two semesters in a European Union university and receive a bursary, or to complete a professional internship in another country (an EU Member State) and receive a bursary.
- Participation in events organised by foreign academic partners: conferences, seminars, projects, creative workshops, summer schools, etc.

This co-operation of the international level helps students exchange their experience, learn about the specific nature of the sector in the respective country and examples of best practices, as well as

experience different methods of instruction, while the management of the Architecture and Construction direction of studies is enabled to reach the objectives of their study programmes: preparing highly qualified, competent and competitive specialists not only on the labour market of Latvia but also in the international environment.

Currently, RISEBA has signed more than 130 cooperation agreements with European and third-country universities and colleges about student and faculty mobility and other cooperation possibilities in specific academic directions. When a university or a college is selected for a mobility project, several criteria are taken into account, for example, the similarity of the programme, ability to ensure mobility, ability to conduct common research, and the standing of the partner university or college.

There are 18 partner universities in the study direction of “Architecture and Construction” in 10 countries (Cyprus, Denmark, Germany, Lithuania, the Netherlands, Poland, Portugal, Slovenia, Spain and Turkey), see Annex ERASMUS+ partner universities.

Good preconditions for cooperation in the area of science and research at an international and national level have developed within the framework of the study direction of architecture. Co-operation has been developed and the exchange of lecturers with the Technical University of Berlin, Aalto University, Estonian Academy of Arts, CEU Cardinal Herrera University, Spain is in progress; negotiations regarding co-operation with the Polytechnic University of Milan have been commenced. The guest lecturers of the Faculty of Architecture and Design are also lecturing on architecture programmes of Antwerp, Gent and Münster universities.

Since 2014, the programme “Architecture” of the RISEBA study direction “Architecture and Construction” has been involved in cooperation projects of European schools of architecture.

During the reporting period, Northern Europe orientated cooperation was emphasised by attracting Norwegian architect *Ole Wiig* as a chairman of the Bachelor’s thesis evaluation commission and Tomas Tammis, the former dean of the Faculty of Architecture at the Estonian Academy of Arts, on 29 and 30 January 2019.

Cooperation with Latvian and foreign institutions also takes place through study placements. In addition to professional internships required during academic programmes, students also have an opportunity to participate in the Erasmus+ internship mobility facility. Students may apply for an internship in any European company that operates in the respective area of the programme, and receive a bursary. During the last six years, the number of students, who have participated in the Erasmus+ internship mobility programme has increased twofold.

No joint or double degree programmes are currently being implemented within the study direction of “Architecture and Construction”. RISEBA has addressed several partners to develop a potential double degree programme and negotiations are currently in progress.

The overall experience of the university in the implementation of joint programmes is positive.

Double degree programme contracts have been concluded in four programmes of RISEBA University of Applied Sciences: Bachelor’s study programmes “European Business Studies” and “Public Relations and Management Advertising’’, as well as Master’s study programmes “International Business” and “Public Relations Management”. Double degree contracts have been concluded with the following higher education establishments:

- Kedge Business School, France,
- Wurzburg University of Applied Sciences, Germany

- Regensburg University of Applied Sciences, Germany
- Haaga-Helia University of Applied Sciences, Finland
- ESC Troyes, France,
- Mainz University of Applied Sciences, Germany,
- Peoples' Friendship University of Russia (РУДН), Russia

Within the framework of double degree programmes, the students have an opportunity to spend part of their study period at a co-operating foreign higher educational institution, where the duration of studies depends on the selected university and study programme. By successfully passing the examinations and defending the final paper at both universities, diplomas of both higher educational establishments shall be received - the foreign university diploma and RISEBA diploma.

The main criterion for the selection of the foreign partner university, where double degree programmes will be implemented, is the similarity of both university programmes in terms of content, as well as the objectives and results to be obtained within the programme. The second criterion of similar importance is the scope of the programme in credit points and the duration of studies. Another important criterion is the reputation and achievements of the partner university.

The contract on a double degree programme increases the opportunities for students at both universities to obtain knowledge, skills and experience in the international environment. Double Degree programmes are characterised by a high degree of internationalisation. They provide the students with an opportunity to obtain knowledge and experience of the best lecturers of the other higher educational institution by using the library and technological resources, to develop contacts in the industry, which can be later used in professional activity.

Within the study programmes of the Architecture and Construction direction, negotiations have been initiated with the Faculty of Architecture of Universidad CEU Cardinal Herrera (Valencia, Spain) regarding the development of a double degree programme with the Faculty of Architecture and Design of RISEBA University of Applied Sciences, which would allow the students to expand their knowledge and experience by studying in an international environment.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

The attraction of foreign students and lecturers at RISEBA, including the study field "Architecture and Construction", is regulated by the documents adopted by the university: internationalization strategy, annual admission rules, the admission process for foreign students and others. RISEBA The internationalization strategy determines the target markets of foreign students, which are the neighbouring countries (Lithuania, Estonia, Russia), Georgia, the CIS countries, Ukraine, the European Union and the countries of South Asia.

Until now, students from the following countries have been attracted to both Bachelor's and Master's study programs in the field of "Architecture and Construction": Russia, Uzbekistan, Kyrgyzstan, Kazakhstan, the United States of America, Lithuania, Belarus, Moldova, Sweden.

In the last six years, there has been interested from foreign exchange students in the field of study architecture, and in six years, a total of 20 exchange students have chosen RISEBA.

During the reporting period, the number of foreign students enrolled in the field of “Architecture and Construction” has been variable, with an average of 2-4 foreign students per year. However, in 2019/2020. The number of foreign students admitted during the study year increased to 9 students. The number of outgoing students is 1 to 2 students per study year. Even students use the internship opportunities offered by the Erasmus + program every year. It is important to note that the Covid-19 pandemic did not significantly affect the operation of the exchange program, but there is still interest from incoming students. On the other hand, RISEBA students are more cautious, despite the growing interest in mobility programs.

Statistical data on the outgoing and incoming mobility of students in the reporting period can be found in Appendix No.17.

RISEBA University of Applied Sciences is a member of the Higher Education Export Association and, together with other higher educational establishments in Latvia, promotes the acquisition of higher education in Latvia. Furthermore, in spring 2019, RISEBA University of Applied Sciences concluded a contract with the Ministry of Education and Science on good practices in the attraction of foreign students, which provides for stricter attraction criteria for student quality and upgrading of attraction processes and channels. The aforementioned contract consists of:

1. General terms and conditions for the attraction of foreign students and their studies in Latvia.
2. Terms and conditions of study opportunities and receipt of education document.
3. Procedure for the selection of foreign students.
4. Terms and conditions of marketing measures for the attraction of foreign students and work with commercial agents.

5 Terms and conditions for the provision of study and environmental support.

6 Terms and conditions of co-operation with the ministry and state administration bodies.

This kind of contract is an important support for the higher educational institution for the attraction of foreign students, as well as the improvement of the study process.

Currently, RISEBA mostly achieves that by participating in foreign shows and fairs or by relying on a network of agents. Potential foreign students also apply themselves. During the 2018/2019 academic year, employees of the Marketing and External Relations Department visited 32 learning institutions in 8 countries and signed 25 new agreements with scouting agents taking into account the pre-determined target countries. Several communication channels are used to approach potential foreign students:

- International education shows in specific target countries
- Scouting agents
- General and vocational schools in neighbouring countries
- Embassies of the Republic of Latvia, and embassies of other countries in the Republic of Latvia
- Foreign chambers of commerce and industry
- Current students and alumni

In addition, the social media accounts of the university on Facebook, Twitter, Instagram, LinkedIn,

YouTube, and other platforms are actively used.

Students also gain international experience in guest lectures, practical classes and seminars with foreign specialists. Foreign specialists are mainly attracted in the following ways. For example, they have shown interest in teaching study courses at RISEBA by sending their portfolio; they are addressed to teach study courses according to the “International Weeks” results organized by RISEBA, using personal contacts, etc.

International projects implemented by the university are only one of the ways to attract foreign teachers. Foreign lecturers are also drawn to RISEBA within the ERASMUS + mobility program. On average 6 foreign lecturers from the Baltic states, Austria, Belgium, France, the Netherlands, Norway, Poland, Germany and other countries lecture within the framework of the architecture and construction study direction. *(Annex No. 16 (Statistical data on foreign students and lecturers during the reporting period of 2016-2021)).*

Mobility dynamics

The dynamic changes in incoming lecturer mobility have been fluctuating over the years (see Annex 18).

The lecturers usually participate in mobility trips to international weeks organised by partner universities, as well as visit higher educational institutions that RISEBA have co-operation programmes with (for instance, University CEU Cardenal Herrera, Valencia, Spain, Alto University Helsinki, Finland, etc.). On average 1 to 2 lecturers of the Architecture and Design direction participate in mobility trips every year.

The amount of visiting lecturers and specialists in the sector is larger, which is associated with participation in the diploma paper evaluation commission, open lecture course “Slice of Architecture”, which is open for attendance by all students, seminars and foreign guest lecturers.

Difficulties of the university as to faculty mobility

As RISEBA has already focused on faculty mobility for several years, there is a specific system that allows reducing potential risks and difficulties, at the same time taking into consideration potential challenges:

- Aligning the topic and expected learning outcomes of specific lectures of incoming faculty with requirements of the programme and academic courses: topics of lectures are pre-agreed with foreign faculty, and expected learning outcomes are discussed to approximate them as far as possible with the academic programme under which the respective lecture is delivered;
- Delivery and inclusion of lectures offered by foreign faculty in the list of lectures, as all lectures of the respective academic year are planned well before any guest lecturers apply;
- Quality of lectures offered by incoming faculty, when they are delivered at RISEBA for the first time, as students are used to interactive learning methods that are not always used by foreign faculty;
- Mobility of outgoing faculty, as lecture offers from partners are usually received at the end of the academic year, and these lectures take place on specific dates, while RISEBA has very strict requirements as to any changes in the timing of lectures and classes;
- Limited financing for outgoing mobility: quite often, the number of faculty members that wish to use this opportunity is larger than the available financing, thus there is a set of criteria that prioritizes those members of the faculty that use mobility opportunities for the first time, have prepared quality course outlines for department heads, etc.

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

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

Study direction “Architecture and Construction” was accredited in 2013 for six years including the academic study programme “Architecture”.

Since 2016, RISEBA University of Applied Sciences has obtained the right to implement the professional Master’s programme “Architecture”.

In accordance with the Amendments to the Law on Higher Education Institutions of 1 January 2019, the accreditation of the study direction “Architecture and Construction” is in effect until 31 December 2022.

Currently, both programmes are successfully operating, and they are in demand and topical, as evidenced by the annual increase in the number of students.

The summary of the recommendations of experts provided during the previous study direction and respective study programme demonstrates that they are mainly associated with:

1. Increase in the number of leading positions for the provision of sustainability of the study programme;
2. Introduction of employee development policies;
3. Provision of more extensive mobility options;

4 Supplementation of library resources.

On the outlook of the sustainability of the “Architecture and Construction” study programme in the period from, 2016 to 2021, 2 lecturers, 2 assistant professors, 1 researcher and 2 leading researchers were elected, as well as 1 lecturer, 1 assistant professor and 1 leading researcher were re-elected. The total number of leading positions at the Faculty of Architecture and Design has increased by 7 positions. At present, the number of management positions has increased to 10 (see Annex Development of academic staff).

The university regularly conducts personnel training and develops methodological materials to assist in daily work and work with students. (see Annex Methodical seminars). Training on the methodology and tools of remote work became especially topical over the last two years when the pandemic caused by COVID-19 forced the transfer of training at the university to a remote form of studies. The use of online tools and MOODLE environment during the provision of studies was especially emphasised.

RISEBA University of Applied Sciences organises student conferences on scientific research and artistic creativity works of the students to demonstrate research and artistic creative work results of students in the study directions of RISEBA by raising student interest in the performance of scientific work. Student conferences of RISEBA University of Applied Sciences (see Annex RISEBA conferences). The international conference “Architecture of Migration” was conducted in 2019 with the support of RISEBA. Dina Suhanova, the lecturer in the Department of Architecture and Design

and Director of the Bachelor's programme participated in the conference.

The mobility of the architecture and construction study direction is variable (see Annex No. 18), because the most active arrival of foreign lecturers to RISEBA occurs within the framework of international weeks, which, in turn, are dedicated to different topics every year. This, in turn, influences the changes in the dynamics of arriving lecturers. Since RISEBA is the only higher educational institution in Latvia that has received international EPAS accreditation over recent years, the lists of partner universities have been significantly reviewed over the last years - cooperation with higher education institutions that have received equivalent accreditations is being developed, while co-operation with higher educational institutions that have failed to develop their operations to comply with international standards has been terminated.

The number of arriving lecturers and experts is higher, which is associated with tier participation in the jury commissions for the defence of Bachelor's and Master's theses. Over the 2020/2021 academic year, a considerable decrease in lecturer mobility was observed due to the pandemic caused by Covid-19, when the study process was completely conducted remotely.

To improve the quality of studies, the offer of the RISEBA library has been enriched during the reporting period (see Annex Book order 2021) – the number of book orders in English is increasing rapidly, as well as the students and lecturers were provided with an opportunity to use different databases of international level. Every year, the programme directors of RISEBA order the latest scientific literature, considering the topicalities of the science sector, professional sector and the formulated study outcomes within the limits of the available budget.

The library of RISEBA University of Applied Sciences has expanded the access to the study direction by information, study and research objectives, scientific activities, by offering the information resources available in the stock of the library, as well as by ordering information resources from other libraries for a certain period (Inter-library subscription). The opportunity for students to use the academic literature was significantly expanded after the connection of the library to the integrated library information system ALEPH 500. All collections of the RISEBA library have been digitalised and entered into the joint catalogue of libraries of national importance. This provides the students of RISEBA with considerably wider access to the information related to their study field, databases and press publications from the collections of other libraries included in the joint catalogue. For instance, currently, the students of RISEBA can use the databases of the National Library of Latvia and databases offered by the libraries of other educational institutions (LU, RTU, RSU, etc.).

The library of RISEBA completed the process of accreditation and was accredited by the Ministry of Culture on 17 June 2016, obtaining the status of a library of local significance.

EBSCO Academic Search Complete full-text publications in humanities and social sciences), Web of Science full-text publications in natural sciences, social sciences, humanities, art, etc.), Emerald (business management information, 4,116 full-text publications for download), Greenleaf Publishing PRMEC (e-books covering a variety of topics: corporate liability, business ethics, environmental policy and management), Leta.lv, Nozare.lv, databases are being subscribed to and used every year. These databases are available remotely for use beyond the premises of the higher educational institutions. The managers of the subscribed databases forward the statistical review of e-collection use to the library, the programme directors of the university are surveyed and the review of information resources (cases, online courses, simulations, videos, etc.) required for the acquisition of the programme is performed at the end of the year. The library maintains subscriptions to DienasBiznesss, Kapitāls, Ir nauda, Harvard Business Review, Blumberg Business Week, The Economist, DETAIL, A10 etc., to satisfy the needs of students and lecturers.

Information on the library links to the library catalogue and subscribed databases, as well as library By-law and terms of use thereof, are available on the website of RISEBA University of Applied Sciences.

The lecturers provide opinions on the quality of the resources offered by the subscribed databases, as a result of which the decisions regarding further subscription to the respective databases are made. The students and lecturers are being informed of the free-access resources that are useful for studies - databases, e-magazines, e-books, as well as e-libraries and trial access to foreign full-text databases that are available for a certain period. The trial access to such databases is provided via the proxy of the Culture Information Systems Centre. Free trial access to Taylor&Francis Group eBooks was ensured in 2018.

Direct access to subscribed databases, as well as free-access resources and free trial databases, is made possible on the website of university. The university has concluded a cooperation contract with Harvard

Business Publishing. The lecturers may order and use, as well as copy and multiply the materials required for study needs.

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

During the reporting period, a new programme was licensed within the Architecture and Construction study direction – a professional Master's programme "Architecture" to provide the students with the opportunity to acquire general knowledge and skills in the sector of architecture and associated sectors, to acquire basic skills and competencies required for work in the profession of an architect and planner to commence practical work under the leadership of a certified architect, and to prepare for further doctoral studies of architecture or other studies related to the environmental development arts.

Since the 2017/2018 academic year, the professional Master's programme has demonstrated itself as a stable and demanded one. The average number of students in a group is 8. There have been 3 graduations during the reporting period with only one dropout student.

The performance of the plan for the implementation of recommendations provided by preliminary accreditation or licensing experts is enclosed in Annex 19.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1.annex. Galvenie iekšējie normatīvie akti un regulējumi_ENG_31.03.XLS	1.pielik. Galvenie iekšējie normatīvie akti un regulējumi_LV_31.03(2).XLS
The management structure of the higher education institution/ college	2.pielik. RISEBA struktūra_EN_14.04.2021_apstipr. Senātā.pdf	2.pielik. RISEBA struktūra_LV_14.04.2021_apstipr. Senātā.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 3_The development direction of the study field.docx	3.pielik. Studiju virziena attīstības plans_L.docx
The management structure of the study field	4.annex. Studiju virziena pārvaldības struktūra_EN.docx	4.pielik. Studiju virziena pārvaldības struktūra LV.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	5.annex. līguma tulkojums_EN.docx	5.pielik._Sadarbības līgums_LV.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	6 annex_ Student's loss guaranty_ENG (Apliecinājums par kompensācijas garantiju).pdf	6.pielik._ Apliecinājums par kompensācijas garantiju_LV.pdf
Standard sample of study agreement	7 annex_Study contract_213.1-3065ENG.pdf	7.pielikums_Studiju līgums LV.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	8. annex. Summary of RISEBA Employers' Survey Results of the Faculty of Architecture _ENG.docx	8.pielik.Arhitekti darba devēju aptauja _LV.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	9. annex. Mācībspēki_ENG.xlsx	9. pielik. Mācībspēki_LV.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Mācībspēka CV_EN.zip	Mācībspēka_CV_LV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	11 annex_Apliecinājums par valsts val._EN.pdf	11.pielik._Apliecinājums par valsts val._LV.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	12 annex_Apliecinājums par val. B2 līm._EN.pdf	12.pielik. Apliecinājum par val. B2 līm._LV.pdf
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	13. annex Compilation of quantitative data on scientific andor applied research and or artistic creation activities.docx	13.pielikums_Kvantitatīvo datu apkopojums_LV.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	14.annex. Akadēmiskā personāla zinātniskie darbi un publikācijas pārskata periodā- EN-4.docx	14.pielik. Akadēmiskā personāla zinātniskie darbi un publikācijas pārskata periodā-4_LV.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	15.annex. Sadarbības līgumu saraksts_EN.docx	15.pielik. Sadarbības līgumu saraksts_LV.docx
Statistical data on the teaching staff and the students from abroad	16. annex_Statistics on foreign students and teaching staff_ENG.zip	16.pielik_Statistikas dati par ārvalstu studējošajiem un mācībspēkiem_LV.zip
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	17.annex. Statistikas dati par studējošo izejošo un ienākošo mobilitāti-EN.docx	17.pielik. Statistikas dati par studējošo izejošo un ienākošo mobilitāti_LV (2).docx
Statistical data on the incoming and outgoing mobility of the teaching staff	18.annex. Statistikas dati par mācībspēku ienākošo un izejošo mobilitāti_EN.docx	18.pielik. Statistikas dati par mācībspēku ienākošo un izejošo mobilitāti.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	19. annex Recommendation implementation report.docx	19.pielik. Rekomendāciju izpildes pārskats_LABOTS.docx
An application for the evaluation of the study field signed with a secure electronic signature	RISEBA_Iesniegums_Arhitekti_14.06.2022_22_1.1-15_161.edoc	RISEBA_Iesniegums_Arhitekti_14.06.2022_22_1.1-15_161.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx	5.pielik. Statistikas dati par studējošajiem studiju programmā _ENG.docx
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6. annex_Table of "Architecture" study program compliance with state education standards_MA_EN.docx	6. pielikums_Tabula par studiju programmas Arhitektūra atbilstību valsts izglītības standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9.piel.st.pr.Arhitektūra plāns pilna laika studijām_MA_EN r3.docx	9. piel.st.pr. Arhitektūra plāns pilna laika_ MA_LV r3.docx
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Metodiskie semināri	6.1._Metodiskie semināri.docx
RISEBA organised methodological seminars during the reporting period	6.1.RISEBA organised methodological seminars during the reporting period.docx
Grāmatu pasūtījums	Grāmatu pasūtījums.docx
List of books	List of books.docx
RISEBA konferences	RISEBA konferences.docx
RISEBA conferences	RISEBA conferences_ENG.docx
1.1.1.Studentu skaits virzienā.docx	1.1.1.Studentu skaits virzienā.docx
1.1.1Studentu skaits virzienā EN.docx	1.1.1Studentu skaits virzienā EN.docx
1.1.3_ESG 1.docx	1.1.3_ESG 1.docx
1.1.3.Assessment of standards of ESG Part 1.docx	1.1.3.Assessment of standards of ESG Part 1.docx
5.1. ERASMUS+ Partneruniversitātes.docx	5.1. ERASMUS+ Partneruniversitātes.docx
5.1. ERASMUS+ Partneruniversities.docx	5.1. ERASMUS+ Partneruniversities.docx
Ievēlētie mācībspēki_LV.docx	Ievēlētie mācībspēki_LV.docx
Elected Faculty member.docx	Elected Faculty member.docx
13.v pielik. RISEBA augstākā vadība un lēmējinstitūcijas	_pielikums_riseba lēmējinstitūcijas_LV.doc
13.v Annex. Senior Management and Decision-making Bodies	_Annex_Senior Management and Decision-making Bodies_ENG.doc
14.v Annex "Introductory Week Program"	Introductory Week Program.pdf
14.v pielik. Ievadnedēļas programma	14.v pielik. Ievadnedēļas programma_LV.docx

7.pielikums.Tabula par Studiju programma Arhitektura iegustamas kvalifikacijas atbilstibu profesijas standartam.LV.docx	7.pielikums.Tabula par Studiju programma Arhitektura iegustamas kvalifikacijas atbilstibu profesijas standartam.LV.docx

Architecture (43581)

Study field	*Architecture and Construction*
ProcedureStudyProgram.Name	*Architecture*
Education classification code	*43581*
Type of the study programme	*Academic bachelor study programme*
Name of the study programme director	*Zane*
Surname of the study programme director	*Vēja*
E-mail of the study programme director	*zane.veja@riseba.lv*
Title of the study programme director	*Mg.Arch.*
Phone of the study programme director	*28308485*
Goal of the study programme	*Provide full-fledged, innovative, high-quality and European Union-compliant architecture education at the bachelor's program level, with the possibility to obtain a professional architect's qualification, as well as to prepare for further architectural studies or studies of other sectors related to the development of the environment.*
Tasks of the study programme	*General tasks refer to the provision of acquisition of knowledge, skills and competences;* *To prepare students for independent architectural practice as well as further studies of architecture or other sectors related to environmental planning arts.*

Results of the study programme	*Z1: Demonstrates general and specialised theoretical knowledge, knows the history of architecture and urban planning, as well as understands contemporary processes of architectural and environmental development, social impacts, links thereof with the public and residential space.* *Z2: Knows the latest methods of architectural design, urban planning and construction, as well as is able to practically use them in accordance with the obtained qualification.* *Z3: Understands the basic principles and uses of physical properties of materials, basics of design of building structures, construction of buildings and use of technical installations in the buildings.* *Skills* *P4: Demonstrates basic knowledge in research work and understanding of the area of scientific competences, as well as is able to cite and critically process scientific literature and documents, to conduct research work in the sector of architecture and urban planning.* *P5: Is able to independently use theoretical knowledge, the latest methods and obtained problem solving skills to perform qualified work in the areas of architecture and planning.* *P6: Is able to organise simple design processes, use the acquired theoretical and practical knowledge in design work and evaluate decisions made during the work.* *Competences* *K7: Demonstrates understanding of the areas of collaboration and communication - is able to use the specific terminology of the scientific and professional area, as well as is able to work in a design team, is able to draft and present the design solution orally, graphically and in writing by using support sciences and technologies (fine arts, statistics, CAD, etc.) in a purposeful and creative way.* *K8: Understands the importance of the social competence area in the architectural design process – demonstrates understanding of social aspects, life cycle of buildings and constructed physical urban environment and influences thereof on the surrounding environment, as well as awareness of sustainability, safety and environmental accessibility of the constructed environment.*
Final examination upon the completion of the study programme	*Bachelor's Thesis*

Study programme forms

Full time studies - 3 years, 6 months - english

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*6*
Language	*english*
Amount (CP)	*140*

Admission requirements (in English)	*Secondary education, admission examination in drawing and a document that confirms the knowledge of English (conforming with CE English examination level, or IELTS, or TOEFL certificate)*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor diploma of Engineering Sciences in Architecture*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

3.1. Indicators Describing the Study Programme

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

In comparison to the moment of issuing the previous accreditation sheet, the study programme "Architecture" has been supplemented with several study courses. The supplements were made based on the topicalities of the sector in the area of science and the ideas of students (results of a student questionnaire, see annexe No. 11) and are implemented in the elective part (Part C). In the 2018/2019 academic year, the "Virtual Reality" course was introduced, and, in the 2020/2021 academic year, the "Modern Technologies for Architects" course was introduced.

More lecturers were attracted to the academic staff - A. Dolmate, E. Markuss, E. Duyan, S. Brorson, F. Martinez, and others.

The content of the "Fundamental of Design I" course has been supplemented over the last four years – the leading lecturer of this course Rudolfs Dainis Smits has introduced changes to the first year Basics of Design I and II courses. These implemented changes are based on education concepts, processes, and methodology developed by John Hejduk (1929-2000), architect and educator. This approach focuses on spatial, literary, and conceptual ideas essential to architecture's role and participation in cultural production which address issues beyond architectures' pragmatic requirements or technical demands. Assignments have been augmented and supplemented by incorporating a reiterative process with these essential steps: imagine, draw, make and test. This process requires that students test their manifest ideas and return to the previous steps, as often as required, until the final outcome (product) reflects the imagined. Imagination is are dependent on reality. The exchange between these two conditions occurs through drawing, model making and testing which results in a fabricated idea which Hejduk referred to as the 'artefact of thought'. This methodology is supplemented by lectures, research, precedents studies and assigned literature that investigate theoretical and contemporary issues related to the given problem. The outcome here is to introduce early students to a process that considers both spatial and conceptual aspects and discover architecture's poetic potential to communicate ideas that differentiates architecture from mere building.

The 2020 academic year brought changes to the courses "Architectural Theory and Criticism" I and II in terms of content and form – initially, this course was presented in the form of seminars – the content was presented in concentrated form by presenting the entire course within a week; now the form of the course was extended over two semesters consisting of theoretical lectures, reading, essay writing and writing research works. This course presents the importance of architecture words and the significance of selected influential texts, manifestos and treatises starting from; Vitruvius to Parametricism and unpacking how these written texts have impacted the development of architecture and the ideas it communicates. Students introduced to these texts are assigned to: read and write critically, to reflect, describe and formulate their arguments in writing and orally by stating a thesis, antithesis and synthesis.

Furthermore, a consecutive extension of the academic Bachelor's programme "Architecture" was

developed in the form of a professional Master's programme. One of the development points of the study direction provided for the drafting and submission of the licensing application of the Master's study programme to the authorised institution (Academic Information Centre - AIC) in 2016, thus ensuring the development and upgrading of the study direction. The development of the respective programme was performed over the following two years and, in 2018, the first winter admission for the programme was announced. Meanwhile, in February 2019, the first academic year of the professional Master's study programme was commenced.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The duration and scope of the "Architecture" academic Bachelor's study programme have been designed by Cabinet Regulation No. 240 (13 May 2014 (minutes. No. 28 18§, "Regulations on the State Academic Education Standard". The total duration of studies is 3.5 years, with 140 credit points (210 ECTS). and the studies are implemented as full-time intramural studies. The Bachelor's study programme consists of the compulsory part (95 credit points), a choice from a limited selection (39 credit points) and a choice from an open selection (6 credit points). For a detailed review of programme parameters, see Annex 6 The academic degree obtained will be a Bachelor of engineering science in architecture and urban planning.

The strategic objective of the "Architecture" academic Bachelor's programme is to provide students with the opportunity to acquire general knowledge in the sector of architecture and associated disciplines, to acquire the basic skills and competencies required for work in the profession of an architect and planner, as well as preparing them for further architectural studies or studies of other sectors related to the development of the environment. The completed bachelor of engineering science degree in architecture and urban planning is equivalent to the 6th level of LQF. The duration and scope of the study programme cover most of the basic tasks set for the architect's profession ("Regulations Regarding the Classification of Occupations, Basic Tasks Corresponding to the Occupation, Basic Qualification Requirements" Cabinet Regulation No. 264. Riga, 23 May 2017 (Minutes No. 27 11. §), thus ensuring an appropriate and competitive Bachelor's study programme. The usefulness of the Bachelor's study programme has been evaluated as high, it comprehensively ensures graduates will have the required skills to be enrolled and to study in a Master's study programme, and later, by the certification procedure of the Latvian Union of Architects, to apply for an architect's certificate.

Since February 2019, the professional Master's programme "Architecture" of RISEBA was developed as a logical extension of the study programme. It was designed in a manner that ensures practical skills and competencies for students after graduation, as well as the theoretical knowledge required for grasping the conceptual hypotheses. Professional Master's education together with the three years of internship at an architectural office as provided for by the licensing requirements for architects enables the graduates to apply for an independent architectural practice certificate and to assume full responsibility for an architectural project.

Since the objective of the academic Bachelor's programme "Architecture" is to acquire general knowledge and basic skills and competencies required for work in the sector of architecture, as well as to prepare for further architectural studies or studies of other sectors related to the development of the environment. These set targets are closely related to the established admission conditions, because, in addition to a secondary education document, an admission test in painting needs to be passed, a portfolio must be submitted and documents that confirm the knowledge of English must be submitted (CE compliant English proficiency level, or IELTS, or TOEFL certificate) to qualify for admission on this programme. The additional admission conditions set out in the Council of Higher Education Notification have been issued and are attached in the *Other Annexes section*.

The education in architecture is increasingly acquiring the status of a trans-border project – RISEBA management perceives this fact as a development opportunity for both the content of architectural studies programmes, as well as methodology. The studies of foreign languages as a part of higher education have strong historical roots as well, since Riga, as a growing industrial city has always been characterised by cosmopolitan and multicultural nature due to the co-existence and interaction of several cultures - in the late 19th century and early 20th century, architectural studies in Riga were conducted in German and Russian. Latvian has been the language of instruction for Architecture for the last 95 years, but now, for 10 years already, studies at RISEBA School of Architecture are conducted in English, which enables the involvement of foreign students in the study process and attraction of foreign lecturers and experts of the sector. Collaboration of people from different regions and cultures while implementing the study programme creates the environment of a creative study laboratory, which enables students to implement their professional and research intentions. The management of RISEBA, together with the management of the School of Architecture, recognises the efficiency of this learning method and believes that it needs to be maintained and developed within the framework of the professional Master's programme as well.

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

Under the influence of the global economic crisis, the domestic demand for architectural services significantly declined in Latvia in the period from 2010 to 2012. The number of architects at architectural bureaus consequently declined (a drop of 23%), however, starting from 2013, the demand for architectural services in the country has been increasing. The sector of architecture is a part of the national creative industries sector of Latvia. The overall turnover of the sector averages one billion euros per year. In terms of turnover, the largest sectors of the creative industry in Latvia are the operation of advertising agencies, computer programming, manufacturing of furniture and architectural services; the total of the aforementioned sectors amount to approximately 64% of the total annual turnover of creative industries.

Until 2011, Latvia was the only country in the region with only one architectural school. For reference – currently, there are three architectural schools in Estonia and four in Lithuania. It is important to emphasise that the architectural school of RISEBA University of Applied Sciences is the only private school of architecture in the Baltic region, where studies of architecture are financed

from the funds of individuals.

It should be emphasised that the competitive tuition fee of the study programme has been set for citizens of Latvia and the European Union, as well as for permanent residents the tuition fee is determined at a 20% discount from the standard price of EUR 4200/EUR 6000. One RISEBA University subsidized place is available for students with excellent achievements. Various discounts on the tuition fee are available, including, among others, for sports achievements and diligence in studies, as well as social support grants.

Assessment of employment of the study programme graduates.

Until the Register of Students and Graduates of the State Education, Information System is established and while the higher education institution does not receive information from it, RISEBA has concluded a direct cooperation agreement with the Central Statistical Bureau on receiving information free of charge on RISEBA graduates according to the higher education programme structure and student profiles. From 2016 to 2020, the University used these statistical data, while from 2017 to 2019 the monitoring data of the Ministry of Education and Science were publicly available as well. Later data - for the 2021 academic year are not available yet.

Every year RISEBA receives data on the employment, professions, industries, etc. of the graduates and uses it in the development of programmes.
According to CSB data, as of January 2019, the employment of graduates is 76.47%, which proves the high quality of studies and the demand for such skills in the labour market. In 2020, the employment of graduates also did not fall below the 70% threshold, it was 72.73%.

The table shows the CSB data for the reporting period from 2016 to 2020.

Table 2

Employed graduates of the respective year, Architecture	2016	2017	2018	2019	2020
	78.60%	66.67%	70.00%	76.47%	72.73%

The students mostly find and choose internships independently. In the process of study field implementation, there is a close relationship with the employers in the field of architecture. The teaching staff of the architecture programme represent leading Latvian and foreign architecture offices – “Arhis”, “Sarma&Norde”, “DJ arhitekti”, “Kvites”, etc. Thus it is not only possible to provide internships for the students, but also to establish closer cooperation in the development of the students’ skills. The potential employers are involved as the teaching staff of the programme (I.Menģelis, D.Jaunzems, A.Kronbergs, R.D.Šmits, etc.). Practising architects are invited to participate in the review and juries of the semester projects of Architecture Department students or as supervisors and reviewers of Bachelor’s or Master’s Theses.

In 2020, the graduates of the Architecture programme also took part in the Career Days Event in the Panel Discussion “Architecture and Design”, participating in the discussion and talking about industry standards and the future.

Since 2019, the Ministry of Education and Science monitoring data of graduates has been available to RISEBA. According to these data, in the Bachelor’s and Master’s study programme “Architecture”:

- In the tax year 2019, 100% of the graduates of the 2017 study programme “Architecture”

were employed.
- In the tax year 2018, 76.9% of the graduates of the 2017 study programme “Architecture” were employed.
- In the tax year 2019, 60% of the graduates of the 2018 study programme “Architecture” were employed.

Based on CSB data and the Ministry of Education and Science monitoring of graduates in the reporting period, an average of 70% of graduates of study programme “Architecture” are employed every year, which proves that the knowledge and skills acquired during studies meet the market requirements, which is considered a very good indicator.

Prospects of employment of study programme graduates

The study programme “Architecture” promotes cooperation with employers and professional organisations both during studies and after graduation.

The director of the study field programme coordinates cooperation with specialists of the respective fields and professional associations, involving professionals in the study programme councils. The programme councils have the following tasks:

- to assess the respective study programme, according to the current situation in the market and industry;
- to approve the annual characteristics of the study programmes;
- to provide recommendations for the improvement of the programme or changes in the programme;
- to review cooperation with the business environment and to recommend new cooperation projects.

The management of the study programme maintains a relationship with the employers in providing student internships. Several companies are also involved in practical research of the students, offering them topics and locations for research. RISEBA architecture study programmes are designed so that the graduates acquire the necessary skills to work in architectural companies in accordance with the best standards.

RISEBA also cooperates with national professional associations and organisations. In order to ensure the cooperation of the study process and provide the teaching staff with a professional environment, RISEBA teaching staff participate as experts in the commissions, working groups and advisory councils of the state, local government and non-governmental organisations:

- J.Dripe, Adviser to the Ministry of Culture of the Republic of Latvia, Member of the National Council of Architecture, Member of the Council of the Latvian Association of Architects, Member of the Board of the Latvian National Library Support Society, Head of the International Jury of the European Railway Riga Station and Area.
- A.Kronbergs, Member of the Council of the Latvian Association of Architects, Head of the National Council of Architecture and the Council of Riga Historical Centre
- D.Suhanova, participation in the accreditation commission of Riga Construction College.
- I.Paklone, participant of the action committee of the Latvian Association of Architects annual award and event moderator.
- J.Lejnieks, Member of the Scientific Council of the National Heritage Board of Cultural Monuments.
- D.R.Šmits, member of the Latvian Association of Architects, member of the National Council of Architecture established by the Ministry of Culture.

The prospects of study programme graduates in accordance with the development tendencies of

the architecture field and the medium and long-term labour market can be assessed with a positive upward curve. Compared to other European countries (Italy 2.6; Germany 1.3; Estonia 0.6; Spain 1.2), the proportion of architects in Latvia per 1000 inhabitants is 0.4, which indicates a relatively free and open labour market. According to the results of the graduate survey, most employers are well-known industry professionals and lecturers of the study programme. The companies that employed the most graduates of the study programme "Architecture" during the reporting period are: "Arhis", "Sarma&Norde", "DJ arhitekti", "Kvites", "Procel", "Base form architects", Diānas Zalānes arhitektu birojs, "Vincents", Zaigas Gailes arhitektu birojs, "UPB", "Open AD" and others.

The diversity of study courses and the adaptation of the practical tasks of the study courses according to the current topics provide graduates with the appropriate knowledge to enter the labour market after studies and to be ready for the skills and competencies required in the future.

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

The study programme only began its operation in study year 2011/2012, the total number of students has almost tripled during this period (see Annex 5). The increase in the number of students is related to the development of the programme, quality maintenance and feedback from the graduates. As studies are conducted in English, there is an increase of international students.

Number of matriculated students

In the study year 2017/2018 there were 54 students, 7 of which were international students. In the study year 2018/2019 there were 65 students, 12 of which were international students. In the study year 2019/2020, the number of students remained the same – 65 students, of whom 17 were already international students. In the study year 2020/2021 there were 80 students in the programme, of which 12 were international students (see Figure 5 for student dynamics in the Annex).

International student flows came from different countries: Russia, Uzbekistan, Kyrgyzstan, Kazakhstan, the United States of America, Lithuania, Belarus, Moldova, Sweden.

Number of graduates

In the study year 2017/2018, the total number of matriculated students in the programme "Architecture" reached 10, of which 2 were international students. In the study year 2018/2019 for the first time, students graduated from both – the Bachelor's and Master's study programmes. The number of matriculated students in the Bachelor's study programme was 18, of which 1 was an international student. In study year 2019/2020 the number of matriculated students was 6, of which 1 was an international student. In study year 2020/2021 the number of matriculated students was 13, of which 3 were international students.

Dropout students

In school year 2017/2018 the total number of students that dropped out of the programme "Architecture" reached 10 students (3 students in the first year, 5 students in the second year and 2 students in the third year). The main reasons for dropping out – academic debts and financial problems. In study year 2018/2019 the number of students that dropped out decreased to

6 students (2 students in the first, second and fourth year). The main reasons for dropping out – academic debts, financial problems, as well as poor quality of the final paper. In study year 2019/2020 the total number of students that dropped out decreased to 4 students (2 students in the first year, 1 student in the third year and 1 student in the fourth year). The main reasons for dropping out – academic debts and financial problems. In the study year 2020/2021 the total number of students that dropped out slightly increased as in the previous year, reaching 6 students (2 students in the first year, 3 students in the second year, 1 student in the fourth year). The main reasons for dropping out – academic debts and financial problems.

In total, in the reporting period, the highest student drop-out rate is observed in the first and second years, which can be explained by the extensive set of theoretical and practical skills to be acquired in the study programme. As the strategic objective of the study programme is to provide the students with the opportunity to acquire general knowledge in the sector of architecture and associated disciplines, to acquire basic skills and competencies required for work in the profession of an architect and planner, as well as to prepare for further architectural studies or studies of other sectors related to the development of the environment – a relatively large additional amount consists of independent work outside the contact hours of the study courses.

Full-time studies in English, one place in each course – subsidised by the University.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The content of the study courses is based on the goal, tasks and results of the study programme “Architecture”.

The goal of the academic Bachelor’s study programme is to acquire extensive and comprehensive knowledge in the field of architecture, as well as to ensure the set of knowledge, skills and competencies in accordance with the knowledge, skills and competencies provided by the 6th level of the Latvian Education Qualifications Framework. The content of the Bachelor’s study programme provides the achievement of scientifically substantiated, wide-profile study results.

Knowledge

ARH-Z1: Demonstrates general and specialised theoretical knowledge, knows the history of architecture and urban planning, as well as understands contemporary processes of architectural and environmental development, social impacts, links thereof with the public and residential space.

ARH-Z2: Knows the latest methods of architectural design, urban planning and construction, as well as is able to practically use them in accordance with the obtained qualification.

ARH-Z3: Understands the basic principles and uses of physical properties of materials, basics of design of building structures, construction of buildings and use of technical installations in the buildings.

Skills

ARH-P4: Demonstrates basic knowledge in research work and understanding of the area of scientific competencies, as well as is the ability to cite and critically process scientific literature and documents, to conduct research work in the sector of architecture and urban planning.

ARH-P5: Is able to independently use theoretical knowledge, the latest methods and obtained problem-solving skills to perform qualified work in the areas of architecture and planning.

ARH-P6: Is able to organise simple design processes, use the acquired theoretical and practical knowledge in design work and evaluate decisions made during the work.

Competences

ARH-K7: Demonstrates understanding of the areas of collaboration and communication - is able to use the specific terminology of the scientific and professional area, as well as is able to work in a design team, is able to draft and present the design solution orally, graphically and in writing by using support sciences and technologies (fine arts, statistics, CAD, etc.) in a purposeful and creative way.

ARH-K8: Understands the importance of the social competence area in the architectural design process – demonstrates an understanding of social aspects, the life cycle of buildings and constructed physical urban environment and influences thereof on the surrounding environment, as well as awareness of sustainability, safety and environmental accessibility of the constructed environment.

Each study course ensures 2 to 4 achievable results of the programme. It can be seen in a clear way in the programme mapping (see Annex 8). RISEBA has developed the “Study Mapping Methodological Material”, which defines the principles, models, stages and methods of programme mapping.

The methodological material indicates the need to link the results of each programme with the requirements of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF),
which are also provided in the mapping materials of the study programme “Architecture”.

Before creating the description of the study course, each lecturer receives
a summary of the programme mapping from the programme director in order to define appropriate study results for the study course, to include the relevant skills and attitudes, professional knowledge and competencies in the content.
In the study year, 2018/2019 the forms of study course descriptions were improved, thus providing each lecturer
with a transparent link between the study programme and the course results. All descriptions of the

study courses are enclosed in Annex 10. Based on the results of the study course, the teaching staff plans appropriate testing methods for knowledge, skills and competencies. Descriptions of the study courses are posted on the e. riseba platform, thus ensuring their availability to all lecturers in order to avoid the overlapping of topics.

The study programme is based on the compulsory knowledge block, which provides general knowledge and a basic understanding of the field of architecture. Study courses are divided into 9 modules:

- Architectural design,
- Fine arts,
- Building Technologies,
- Project Management, Economics and Law,
- Urban Planning,
- Architecture History and Theory,
- Humanitarian and Social Subjects,
- Internship,
- Bachelor's Thesis.

The methodological structure of the Bachelor's study programme includes a logically sequential complex of study tasks:

- At the study programme level;
- At the particular study module level;
- At the level of a certain study course (subject).

Thus, the implementation of each study course contributes to the implementation of each individual study module and, accordingly, to the achievement of the overall goal of the study programme.

The mentioned courses are evenly distributed throughout the study period, i.e., 3.5 years. The study programme is designed so that the knowledge acquired in each study year ensures the obtaining of the study material for the next study year at a high-quality level, gaining increasingly deeper and more profound knowledge in the field of architecture, such as architectural design, building construction, structures, technology and building, history of architecture, theory and critics. The study programme includes knowledge of all these different, but complementary fields, as well as provides students with analytical thinking and problem-solving skills, providing knowledge and practical skills that allow them to work successfully in the field of architecture. The study process is organised in modules, where each subsequent stage of the subject follows the previously acquired subject.

The programme fully complies with Cabinet Regulation of the Republic of Latvia No. 240, adopted on 13 May 2014, *Regulations on the State Academic Education Standard* (minutes No. 28 18. §), which governs the mandatory content of academic higher education Bachelor's study programmes, namely, courses and modules constitute the mandatory, limited elective and elective parts of the programme.

- Mandatory part (no less than 50 CP) – 95 CP (the Mandatory part includes the development and defence of the Bachelor's thesis, 10 CP),
- Limited elective part – 39 CP (limited elective part also includes training and research internship, 6 CP),
- Elective part – 6 CP.

The academic Bachelor's study programme "Architecture" consists of compulsory study courses (part A), study courses of limited choice (part B), elective courses (part C), teaching/research

practice, state examination – the development and defending of the Bachelor's Thesis. See the plan of the Full-Time Study Programme "Architecture" in Annex 9.

The final examination is the Bachelor's Thesis (10 CP), which consists of the theoretical and practical parts:

- The theoretical part (Part A) is a written research and scientific Bachelor's research paper on one of the topics in the field of architecture or urban development.
- The practical part (part B) or creative work is a fully developed proposal of the architectural or urban development project. Creative work is justified and related to the research of Part A.

The Bachelor's Thesis for obtaining the Bachelor's degree in engineering sciences in architecture is an analytical study with elements of scientific work in the art of creating an environment on a topic individually assigned to a student and approved at the meeting of the Department of Architecture.

In accordance with Cabinet Regulation of the Republic of Latvia No. 240, adopted on 13 May 2014, *Regulations on the State Academic Education Standard* (minutes No. 28 § 18), which regulates the compulsory content of the academic higher education Bachelor's study programme, does not provide for mandatory inclusion of an internship in the study programme, but taking into account the fact that most students will continue their studies in second level professional higher education study programmes and/or in the professional Master's study programmes, which are stipulated by Cabinet Regulation of the Republic of Latvia No. 512 adopted on 26 August 2014 O*n the state standard of second-level professional higher education*, which provides an internship in the amount of 26 CP, in the academic Bachelor's study programme "Architecture" implemented by RISEBA part of the total required internship has been introduced in the amount of 6 credit points.

The Bachelor's study programme consists of several modules. Each module consists of several study courses designed to acquire a specific subject and develop understanding and analytical thinking. A description of the study course has been prepared for each study course, which the student is introduced to before attending the study course. The description of the study course includes information about its purpose, tasks, amount of contact hours, the expected results of attending the study course, lesson topics, types of examinations, recommended literature, etc.

The study programme implements the acquisition of the latest technologies in the field and their practical application and ensures the acquisition of the necessary abilities, skills and knowledge in accordance with the standard of the profession of an Architect at the Bachelor's level, which would allow successful competition in the labour market.

The study programme is originally based on the compulsory knowledge block, which provides general knowledge and a basic understanding of the field of architecture.

- The compulsory content of the Bachelor's study programme includes the basic guidelines, principles, structure and methodology of engineering science, the branch and the architecture sub-branch – 56 CP.
- History of the development of the science branch or sub-branch and current problems – 15 CP.
- Characteristics and problems of the branch or sub-branch of science in the interdisciplinary aspect – 24 CP.

The content of the study programme modules is updated before each academic year, planning the study tasks in the study modules "Architectural Design" and "Urban Planning", which are selected together with the teaching staff of the respective course, the industry experts and the programme director. The study task in the course "Basics of Design II", in which students design a single-family residential building, a topical, actual location is chosen, which is visited during the study process

and the most realistic design offer possible is created. Respectively, the students of the study course “Architectural Design I”, “Architectural Design II”, “Architectural Design III” and “Architectural Design IV” annually design the respective object in a current location of the specific location/area and the function it requires. For example, in 2017, the students prepared offers for the extension of the Latvian National Theatre, in 2019 for the design of *Putnu Sala* apartment building, in 2020 for the floating concert hall, as well as many other projects that are important to the city of Riga.

The development of science in the fields of architecture and construction is evolving both in design technologies of the design environment and in construction technologies in practice. Such tendencies are updated and presented to the students every year in the study course “Construction Technology” and in the practice of Construction Technologies and Practice I-III of study module “Construction Technology” by visiting and analysing the current construction objects in the respective study year. As well as in the module “Fine Arts” in the study course “Computer Media in Architecture”, “Application of Computer Programs I”, “Application of Computer Programs II” learning the latest design auxiliary equipment – computer programs.

In addition, the topicality of the module content is provided by offering new, up-to-date optional subjects. Such as, for example, in 2018/2019 the elective (C) course “Virtual Reality” was introduced and in 2020/2021 the elective (C) course “Modern Technologies for Architects” was introduced.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

In the implementation of the study process, the principles of student-centred education are taken into account and implemented as follows:
1) Lecturers of study courses take into account and respect the diversity of students and the diversity of their needs, using different ways of implementing the programme, according to the abilities of the students.
2) Study courses are acquired in the process of cooperation between students and lecturers, where

different teaching methods are used according to the situation: monologue – lectures and practical demonstrations; dialogical – constructive conversations, discussions, creative methods; research methods – literature studies, study tours, seminars, live projects, layout design, acquisition of material knowledge through practical training, etc. Students use qualitative, quantitative and mathematical data processing methods in their research. Different forms of work are used – group work, individual work, independent work.
3) Students' independence is encouraged by offering students such teaching methods that allow them to prepare and demonstrate their knowledge, skills and attitudes individually or in a group. At the same time guidance and support to the lecturers is provided by inspiring, motivating and encouraging oral or written feedback.
4) In the mutual relations of the teaching staff and students, the students and the teaching staff are encouraged to mutually respect each other, creating a positive emotional background and creative cooperation. The University has an operational Ethics Commission, where ethical complaints are considered, if necessary.
5) Appropriate procedures for resolving student complaints exist at the University. The process of handling complaints is led by the Quality Manager, by inviting the programme director and the Head of the Department,
and if necessary – the Head of the Study Department or the Vice-Rector of studies.
6) Pedagogical methods, teaching, learning and assessment methods are regularly assessed.
Topical issues are discussed at the meetings of the Department, at the meetings of the Methodological Council, as well as methodological seminars, excursions, tours and various training sessions are organised for the teaching staff.

When implementing a student-centred approach, special attention is paid to the assessment of the study results:
1) The lecturers are familiar with testing and examination methods, and they receive support for the improvement of their skills in this area. It takes place in the methodological seminars, department meetings, working on projects, as well as by learning from each other and by attending classes with each other.
2) Tests, evaluation criteria and methods, as well as criteria for grading are pre-published. Together with the description of the study course, they are placed in the MOODLE environment and discussed in the first lesson. If necessary, they are sent individually by e-mail or discussed in a consultation.
3) The assessment provides the students with the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes – in knowledge, skills and attitudes.
4) Students receive feedback and, if necessary, the teaching staff provides advice and support to improve the learning process.
5) The diversity of students is taken into account and in certain cases, there are favourable circumstances for students, e.g., an extension of the submission deadline.
6) The assessment is carried out in accordance with approved procedures, it is consistent, fair and applicable to all students.
7) The assessment of the achieved study results is performed by the teaching staff, the student himself/herself (self-evaluation), and by other students (peer review). If the study course is taught by several lecturers, the examination paper is evaluated by several lecturers.
8) A procedure for reviewing student appeals is in operation at the higher educational institution.

At the Faculty of Architecture and Design, where students study from all over the world, the learning environment is international – adherence to the principles of student-centred learning is extremely important. The following principles of student-centred teaching and learning are taken into account in the implementation of the study process:

1. The contingent of students and the diversity of their needs are respected, creating appropriate learning pathways, using different ways of implementing the programme according to the possibilities and using different pedagogical methods according to the circumstances.
2. During the study process, the tendency of the student to be independent is being promoted, at the same time ensuring the guidance and support of the teaching staff.
3. Mutual respect, cooperation and continuous interaction between the lecturers and the students are encouraged.

The study programme "Architecture" uses various study methods, both lectures and practical classes. In the study process, great importance is placed on practical training, which is characteristic of this study programme. Practical or creative classes are implemented for six semesters, in Architecture Design courses – Basics of Design I, II, Architecture Design I, II, III, IV.Acquisition of professional skills and competencies takes place in these study courses, which is provided in the form of lectures, modelling, discussions, consultations, study tours. In addition to these courses, since 2011, open lectures are being organised with the involvement of independent industry experts – the "Slice of Architecture" lecture series, where a public lecture is organised on average once per month throughout the semester. The topics and authors of the open lectures are provided in Table 3.

Table 3

The topics of lectures and the lecturers

From 2016/2017 to 2020/2021 the following open guest lectures were organised:

1. On 3 November 2017 SLICE OF ARCHITECTURE – architect **Andres Alver (EE)** with the lecture "Water dependent architecture –case of Estonia".
2. On 17 November 2017 SLICE OF ARCHITECTURE – architect and professor **Matti Rautiola (FI) with the lecture** "Water dependent architecture – case of Finland".
3. On 1 March 2018 SLICE OF ARCHITECTURE open lecture – Professor and Founder of the Bauhaus Center in Tel Aviv **Micha Gross** on the topic "The architectural development of Tel Aviv from the beginning to the White City".
4. On 19 April 2018 SLICE OF ARCHITECTURE open lecture – Doctor of Architecture at CEU UCH University, Valencia Professor **Andres Ros Campos (ES)** with the lecture "Analogies in Architecture".
5. On 5 April 2018 SLICE OF ARCHITECTURE open lecture – theatre director, set designer Reinis Suhanovs, creative director of Valmiera Theatre Festival with the lecture "Urban space as a source for theatre performance".
6. On 8 March 2018 SLICE OF ARCHITECTURE opened a lecture – by architect **Francisco Martinez (ES)** with the lecture "Under Construction".
7. On 21 December 2017 SLICE OF ARCHITECTURE open lecture – architect **Niklāvs Paegle** with the lecture "Ideas in Architecture. Venice Biennale" shared the experience of working and creating the exposition of the Venice Biennale.
8. On 16 November 2017 SLICE OF ARCHITECTURE open lecture – architect **Dainis Rūdolfs Šmits** shared his experience of working at the impressive Giza Museum in Egypt with the lecture "Grand Egyptian Museum – Giza to Eternity".
9. Architect and designer **Elīna Dobele** with the open lecture "Architecture a shoe" on 2 October.
10. On 23 October a joint lecture of three important architects, writers and editors in Latvia, **Ieva Zībārte, Jānis Lejnieks and Jānis Dripe** "Writing, publishing & curating for architecture" took place.

11. On 18 October 2018 SLICE OF ARCHITECTURE opened the lecture by the NGO **(BE) Communa.**
12. PhD candidate, researcher of the University of New York **Da Hyungs Jeong** with the guest lecture “National Question: Postmodern Tendencies in Late Soviet Architecture” on 29 November.
13. On 14 November 2019 the Head of *Edge Architects*, **Ivar Krasinski (UAE)**, talked about his experience in the Middle East and the Dubai-based company.
14. Architect, teacher and PhD candidate **Elena Maltceva (RU)** on 17 October gave an open lecture reviewing the following topics and issues: Industrial areas in an urban environment. Ways of renovation. Liquidation or modernisation of industrial areas? (architectural and town planning aspect).
15. On 24 October 2019 Basics of Design guest lecturer **Harijs Alsiņš (LV)** gave a lecture on “What is architecture”.
16. On 12 December 2019 architect and urban planner **Aleksandrs Feļtins (LV)** gave the guest lecture “Climate Change Adaptation of Urban Blocks”.
17. On 13 February 2020 **Kadri Kaljurand (EE)** from the Finnish Institute in Estonia introduces students to the “(Re)configuring Territories” interdisciplinary research programme in NARVA.
18. On 13 February 2020 SLICE OF ARCHITECTURE open lecture – EASA 2020 afternoon of stories.
19. On 17 September 2021 **Karlīna Mežecka** (graduate of the Latvian Academy of Arts/Ceramics Department) presented her work of art/conceptual object MEDITERRANEAN BASIN, which is being created within the Sculpture Quadrennial, Riga 2020.
20. **On 1 October 2021 Slice of Architecture** lecture given by the architect, lecturer and researcher **Ramon Cordova (MEX)** took place. Ramon spoke about his work experience in architecture in Mexico and the different approaches used in the creative process.
21. On 18 March 2021 the open lecture led by a Turkish architect and lecturer **Efe Duyan (TR)** addressed the coexistence of the concepts of architecture and art. The author asks questions to stimulate discussion about critical architectural thinking.
22. On 15 April 2021 the open online lecture cycle continued with the lecture by **Dr Arch., Susanne Brorson (DE)** on her work in an architecture studio in Berlin, and her experience in testing different methods and approaches, with a special focus on landscape architecture.
23. On 7 May 2021 guest lecturer and architect **Ramon Kordova** together with other members of the public benefit organisation FREE Riga continued the cycle of online lectures “Slice of Architecture”. Lecture “V36: Potentials and Opportunities for Reimagining the city”.

In addition to guest lectures organised by the RISEBA Department of Architecture, students are also invited to attend the lectures and seminars of the Latvian Union of Architects, the Museum of Architecture and other institutions intended for lifelong learning.

RISEBA Career Development Centre and Art Studio organises specialised courses (drawing and painting, history of art and architecture), seminars and open lectures in various formats.

For students it is important to have the opportunity in each study year, in the spring semester, to go on internships to countries, where topical architectural processes are taking place – in the reporting period it was Finland, Italy and Spain. In previous years, students visited cities such as Brussels, Stockholm, Copenhagen, Barcelona, Rotterdam, and Berlin. Unfortunately, due to the COVID-19 pandemic in 2020, the planned trip to Venice was cancelled, and students were invited to view and analyse the latest examples of public buildings here in Riga.

During studies, RISEBA students have the opportunity to ask questions that they are interested in and to discuss them with lecturers, consultants, the invited experts and study members. Problem-orientated teaching strategies are used in the studies. All study and support materials for students are freely available during studies in the e-learning environment. www.e.riseba.lv also contains

instructions on additional sources of information, scientific articles and research, obtaining the studies and specific issues, as well as materials to promote self-managed learning (for example, homework, additional topics with self-tests). If necessary, additional remote (via *Zoom*) and in-person consultations are organised, students are given tasks to search for information on the internet and in scientific databases, as well as to work in groups – to prepare a joint project or presentation materials.

At the end of each study course, students are asked to fill in an assessment questionnaire electronically, in which they have the opportunity to express their views and suggestions on the content of the study course, its implementation methods, and the competencies and work style of the teaching staff. Thus the study courses are updated annually according to the assessment provided by the students. The representatives of the students are also involved in programme councils and constitutional meetings, ensuring that their views are taken into account in the decision-making process.

Regular communication with the director of the study programme is organised (at least twice per semester – officially and daily – unofficially), discussing the unclear issues, providing additional counselling and supporting the students. “Lecturer’s Handbook” has been developed for the teaching staff, which provides an explanation of the process of planning, preparing, conducting and assessing the lessons.

The evaluation system used at RISEBA is based on the following principles:

- mandatory nature of evaluation - the need to receive a positive assessment for each study course;

- accumulation - the knowledge acquired by a student is evaluated by summing up all positive assessments received during the studies;

- transparency and clarity of requirements - upon the commencement of the studies, the student shall be informed of the content, requirements and evaluation of the study course.

The methods of RISEBA for the evaluation of studies and knowledge are objective and are consistently observed. The scope of any test complies with the content of the programme of the respective study course and the requirements for skills and knowledge determined in the Professional Standard.

The quality of student knowledge at RISEBA is evaluated on the basis of the order issued by the Ministry of Education and Science of the Republic of Latvia, in accordance with the European Credit Transfer System standards adopted in the Republic of Latvia and the respective evaluation criteria that are in effect at the higher educational institution.

Two types of tests are in effect at the higher educational institution - mandatory and other tests. The performance of mandatory tests (for instance, tests, examinations) is mandatory for students. If these tests are not passed, the final evaluation mark of the study course shall not be granted. The number of mandatory tests within the study course is determined by the order of a rector and depends on the number of credit points collected during the study course. In addition to mandatory tests, the lecturer, at their own discretion, may include, for instance, home tasks, tests, independent assignments, seminars, etc. into the study course. They are - other tests. The number and type of these tests are determined by the lecturers themselves, as well as the lecturers shall indicate the weight of the tests in the final evaluation of the student in the description of the study course (and, during the final evaluation).

Each lecturer shall regularly test the knowledge of the student during the study course, by using the mandatory and other testing methods indicated in the course programme and course description (tests, home tasks, reports, presentations, independent work, etc.). The requirements

depend on the specific nature of the study course and the organisation of the study process within the course. Regular work during the semester affects the final assessment of the study course.
The mandatory type of tests shall be determined by the lecturer, considering the requirements for the acquisition of the course and the weight of each evaluation. The results of exams, tests, individual works, research papers and internship results are evaluated with a mark in a 10-point system. The sum of obtained credits is indicated in the study plan. To evaluate the conformity of the work performed by the students to the plan, the quantitative evaluation of the plan in credits is performed every semester and every academic year - 1 credit point conforms to 40 academic hours.
Exams are organised at RISEBA both in writing and orally, as well as in the form of tests at e.riseba.lv.
The final evaluation after the acquisition of the study course includes the evaluation of students' work during the entire period of course acquisition, including participation and quality of work during sessions, results of tests and independent works, as well as the evaluation of the examination. The acquisition of the course shall be deemed successful, if the requirements provided for by the programme have been met by the end of the examination period, except for the cases, where an extension of the testing period has been granted.

Table 4

Acquisition level	**Rating %**	**Mark**	**Explanation**	**Approximate ECTS mark**	**Assessment criteria: knowledge, skills and competences**
very high	96-100	10	Izcili **With distinction**	A	Exceeds the requirements of the study programme, bears evidence of independent research and a deep understanding of the problems.
	90-95	9	Teicami **Excellent**	A	The requirements of the study programme have been mastered in full, an ability to independently use the mastered knowledge has been obtained.

high	80-89	8	Ļoti labi **Very good**	B	The requirements of the study programme have been mastered in full, however, deeper awareness, as well as the ability to independently apply the mastered knowledge in a more complex setting is sometimes lacking.
	70-79	7	Labi **Good**	C	The requirements of the study programme have been mastered, however, individual minor drawbacks in the acquisition of the knowledge can be detected.
medium	60-69	6	Gandrīz labi **Almost good**	D	The requirements of the study programme have been mastered, but at the same time, an insufficiently deep understanding of certain more complex problems can be observed.
	50-59	5	Viduvēji **Satisfactory**	E	The requirements of the study programme have been mastered, although an insufficiently deep awareness of several important problems can be observed.
	40-49	4	Gandrīz viduvēji **Almost satisfactory**	E/FX	The requirements of the study programme have been mastered, an insufficient understanding of several important problems and difficulty in practically applying the mastered knowledge can be observed.

low	26-39	3	Vāji **Bad**	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student does not possess the ability to put the knowledge to practical use.
	10-25	2	Ļoti vāji **Very bad**	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student completely lacks orientation in other important problems.
	1-9	1	Ļoti ļoti vāji **Very, very bad**	Fail	The student lacks awareness of the basic problems of the study course.

The lowest positive evaluation of the Bachelor's study programme is four points (almost satisfactory). The sum of obtained credits is indicated in the study plan.

Architectural Design Courses – Basics of Design I, II, Architectural Design I, II, III, IV and Bachelor's Practical Part B, report content and quality, as well as the presentation skills of the students are evaluated by a commission appointed by RISEBA order, by summing in a 10-grade system, the obtained evaluation in five categories:

- originality (ideas and project intentions – concept quality);

- stability and consistency with which the idea is turned and developed into a complete architecture project, the conformity of the methods used for the task;

- the aesthetic qualities of the presentation material (technical drawings, drawings, sketches, diagrams, installations, sculptures, texts, images, collages, video materials or other presentation techniques);

- continuity of work process (continuity of design work, presence in the design studio in architectural design courses, the ability to take into account and to use the received criticism and comments - willingness to experiment, readiness to use the trial and error method;

- the official criteria (observance of deadlines, observance of requirements, fulfilment of the task programme).

In each of the categories it is possible to receive a maximum of 2 points, and a minimum of 0 points. 2 points are awarded for outstanding performance, 0 points are awarded for poor performance, 1 point is awarded for average performance. By combining the result obtained in all five categories a percentage mark is acquired in a 10-grade system.

Bachelor's Thesis

At the end of the Bachelor's studies, Bachelor's Thesis must be developed, written and defended. In order to successfully complete all courses and obtain a Bachelor's degree, the bachelor must demonstrate in their final thesis both the academic knowledge acquired during the study process and the practical work skills acquired in accordance with the qualification they have chosen. At the

end of the third study year, students have to choose the topic of their Bachelor's Thesis and the task of the practical part. Bachelor's Thesis – 10 CP, consists of two interrelated parts.

- Part A (Theoretical part) written research and scientific Bachelor's research paper;
- Part B (Practical part) creative work – developed architecture project, design proposal. Creative work is justified and related to the research of Part A.

The theoretical part is a study of Bachelor's degree level on one of the topics in the field of architecture or urban development. The practical part – is a complete architecture or urban development project. The Bachelor's Thesis for obtaining the Bachelor's degree in engineering sciences in architecture is an analytical study with elements of scientific work in the art of creating an environment on a topic individually assigned to the student and approved at the meeting of the Department of Architecture. The goal of the Bachelor's Thesis is to confirm the student's readiness to conduct the research independently:

- by demonstrating spatial and analytical thinking skills;

- by choosing adequate research tools and methods;

- by purposefully developing the structural plan of the theoretical work and identifying the researched problems;

- the specific aspects;

- by strengthening the skills of independent work and the ability to defend one's work in public;

- by proving readiness to continue studies in the next stage of architectural education.

The development of the Bachelor's Thesis is led by a lecturer of the RISEBA structural unit with an academic or scientific degree that is not lower than a Master's degree in architecture. A consultant may also be invited for certain specific issues. The Bachelor's Thesis is reviewed. The supervisor of the Bachelor's Thesis and the reviewer are approved by the Director of the study programme and the Dean of the Department. A person with an academic or scientific degree that is not lower than a Master's degree in architecture, maybe the reviewer. The review should reflect the topicality of the topic, the quality of the project implementation, the positive indicators and shortcomings of the work, as well as provide an opinion on whether it is possible to award a Bachelor's degree. The commencement of the study programme, studies, the possible sequence of courses, as well as the successful acquisition of the study programme is stipulated by the normative documents approved by the RISEBA Senate and RISEBA regulations on the development and defending of the Bachelor's Thesis.

If the study programme is successfully mastered and a positive evaluation is received in the final examinations (the lowest evaluation is 4), students are awarded a Bachelor's degree in engineering sciences in architecture. See a sample of the study programme Bachelor's diploma and its appendix in Annexes 1 and 2.

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

outcomes of the study programme (if applicable).

The Bachelor's study programme includes a study and research internship, such as architecture and planning field trips abroad, meetings with the heads of architectural and urban planning offices of these countries, visits and co-operation with universities of other countries; research internship – research work in libraries and archives before the study trip, analysis while on the trip and report and submission after the trip. During the COVID-19 pandemic, the task of teaching and research practice was adapted to the possibilities, it was realized in an equivalent format, being here on the spot - in Latvia. The tasks, goals and results of the practice remained unchanged.

Study and research internship – 6 CP (9 ECTS)

At the beginning of the study process, students are given the task of independently finding and summarising a certain amount of information, which provides experience in the process of information acquisition, compilation and processing, and solving some certain research or professional task. Students are given tasks of an organisational nature, which require not only individual work but also the ability to organise various necessary resources to complete the task.

The study and research internship is related to the professional specifics of the field of architecture, concluding the first three years of training, according to the level of the acquired knowledge and skills. The internship must be defended on time, according to the study schedule.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students, as a result involving the most successful students in the projects of architectural design and artistic creation. The research and creative process are mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided with the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad. The study internship takes place in the study language –English.

During the reporting period, students visited countries such as Finland, Italy and Spain. In the previous years, students visited cities such as Brussels, Stockholm, Copenhagen, Barcelona, Rotterdam, and Berlin. Unfortunately, due to the COVID-19 pandemic in 2020, the planned trip to Venice was cancelled, and students were invited to view and analyse the latest examples of public buildings here in Riga. Examples of field trips are provided in Table 5. A description of the organization and planning of teaching and research practice is Annex 11b.

Table No. 5

List of field trips from 2017 to 2020

No.	Date	Place of internship	Student group	University organiser

1	4-9 June 2017	Helsinki, Finland	1st and 2nd year	D. Suhanova, I. Menģelis
2	5-9 June 2017	Milan, Italy	3rd year	V. Celmiņš
3	4-8 June 2018	Venice, Italy	1st, 2nd, 3rd year	D. Suhanova, I. Menģelis
4	4-8 February 2019	Valencia, Spain	1st, 2nd, 3rd year	D. Suhanova and I. Menģelis, F.Martinez
5	May 2020	Riga	1st, 2nd, 3rd year	J. Dripe, Z. Vēja
6	May 2021	Rēzekne	3rd year	Z. Vēja

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

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

The topics of the Bachelor's Theses are closely related to current research in Latvia and the world. Each year, the programme directors of the Faculty of Architecture and Design, together with the Advisory Board, review the current events and propose a common leading topic. The choice of the topics for the final thesis and scientific supervisors takes place both individually and in the form of recommendations from the faculty management. At the same time, annual cooperation with the municipalities of the largest cities has already stabilised, identifying regional issues and potential projects offered to the students, thus ensuring both interdisciplinary cooperation and the topicality of the chosen topics for the final thesis. Next, a list of the leading topics during recent years is provided as well as the topics for students' final theses. Since the end of 2016, the final theses of the year are published in the form of a catalogue.

In January 2016, the second group of graduates of the RISEBA Faculty of Architecture and Design already presented their projects to receive a Bachelor's degree in engineering sciences in architecture. In the first publication of the faculty yearbook, all Bachelor's thesis projects are summarised; each of them is accompanied by a description and a short biography of the author. Almost half of the students' projects are related to different typologies of cultural buildings – a unique project was created for the Baltic Culture, Education and Science Centre at Esplanade, Riga (A. Alksniņš), the potential for transforming an unused water tower in Valmiera into a historical exposition and a modern exhibition centre was sought (S. Krastiņa), and students worked on the possibilities of the reconstruction and expansion of existing cultural buildings in Liepāja. The city of Liepāja is represented in three student projects. The programme of Liepāja Museum was reviewed and the potential was found to turn it into a cultural and educational centre of local significance through functional restructuring and a new extension (M. Zavicka). The construction project of Liepāja port terminal was used as a tool for the revitalisation and deindustrialisation of the degraded former Soviet army base area (K. Pickaine). In search of a modern performance space, a project was developed for the reconstruction and extension of the Liepāja Theatre building (P. Cars).

In the structure of the quarters of the historical centre of Riga, a place for the Media Library as a space of social interaction was found (K. Kleinbergs), a former brewery block was opened on Valdemāra Street (K. Skujiņa) and Riga Music Theatre project was developed instead of the current Skonto Hall (J. Vaicis). Two of the projects focused on housing issues: by interacting with architecture and its context, a purposeful hybrid project combined the need for living space of three different generations (R. Ginters) and the possibilities of developing unoccupied buildings in Riga by creating a municipal housing foundation were sought (L. Treija). Temporary use and temporary architectural objects were applied as a regeneration strategy for the development of the neglected territory in Torņakalns (E. Šveisbergs).

The spatial development proposal for Jēkabpils Old Town Square studied approaches to retraining the historically formed and complex public urban space (Z. Teseļska). A development proposal for the development of the port of Engure and its surrounding area (J. Bērziņš) was developed taking into account "the shrinking city" phenomenon and applying it to port villages. The development of Saulkrasti was planned in connection with the seasonal decline, seeking attractive public entertainment and recreation functions for the reconstruction of the former fish processing plant (R. Žeigure).

All 15 Bachelor's Theses of 2017 were developed with confidence and a definite claim for the originality of the solution – surprisingly diverse in terms of variety and geographical scope. From Liepāja to Ludza, also not forgetting Riga. The international orientation of the university is emphasised by the pedestrian street project in Samarkand and the involvement of professionals from different countries in the management of the Bachelor's Thesis. The diversity of content and the topicality of Bachelor's Theses is ensured by the traditional cooperation with construction boards of various regions and architects of cities. A serious and extensive theoretical study of Bachelor's Theses has also become a tradition, which includes references to world architectural trends and forms the basis for profound urban planning solutions or detailed volume design. The best Bachelor's Theses are characterised by the historical, spatial, social and functional context of the urban and industrial heritage of different periods from Liepāja of the 19th century and Paul M. Bertschy architecture to the typical Soviet-era schools and neighbourhoods of blockhouses in Riga. See the topics of the 2017 Bachelor's Theses in Annex 12.

In 2018 the students of the Faculty of Architecture worked on the leading subject – Projects for Areas of Knowledge. The overarching theme for this year's bachelor thesis projects grew out of the architectural design studio titled "Knowledge Mile" at the RISEBA Faculty of Architecture and

Design, Riga in 2017. In the course of five months, ten students and three tutors explored the future of academic campuses by researching global, regional and local case studies as they pertain to education, research and innovation.

The chosen territory fell within the geographical scope of the Live Baltic Campus project activities in Riga and that of the prospective development of the main national academic campuses. Imaginative spatial scenarios in the proposal were meant to be reflexive and alternative rather than in line with formal planning policies. The proposal redesigned the development plans of existing academic campuses – the University of Latvia, Riga Technical University, RISEBA and Riga Stradins University – into a more coherent, dynamic knowledge network.

The Knowledge Mile was designed around values that correlate to the emerging trends in the cities and campus design around the Baltic Sea and beyond: pedestrian access, liveability, green territories and attractive public spaces. The design made the most of the geographical proximity of the different universities by suggesting new pedestrian, cyclist passages as well as activity hotspots in the public green spaces. The focus on accessibility and openness should not only lead to improved cooperation among the administrative and academic bodies of the four universities but also ameliorate the quality of life among the current and future residents of the area.

If the Knowledge Mile in Riga is to be a hotspot of creativity and innovation, and transform the city so as to meet the needs of the city's different inhabitants, novel urban qualities such as those defined by the RISEBA students need to be included and prioritized in the planning and development phase already from the beginning. The design of the proposed Riga Knowledge Mile attempted to turn abstract and closed Knowledge Spaces into open and accessible Knowledge Places, and make the area beneficial not only for students and businesses but also for the wider public and local community; indeed, for the city at large. See the topics of the 2018 Bachelor's Theses in Annex 12.

In 2019 the first ten students obtained the professional Master's degree graduating from the study programme "Architecture", thus the title of the final thesis booklet acquired the slogan – A stepping stone.

The professional architecture studies at RISEBA are organized in two cycles. Project assignments include principles of imagination, professional and social responsibility, the concept of social benefit, and the path to spatial perfection and genuine sustainability. We are proud to realize the student-centred learning approach, which includes students' close participation in the development of the study process. In architecture studies, we aim to shape critically thinking, creative personalities that make our school particular.
A first degree in architecture is just a stepping stone in the further development of young architects. Even after the postgraduate studies you have an exciting way ahead in order to pursue your career, work globally, continue research, develop practical skills or broaden your knowledge connecting architecture and urban planning with other disciplines. See the topics of 2019 Bachelor's Theses in Annex 12.

In 2020 the leading topic of the graduates of the Bachelor's and Master's degree programmes in architecture was Borders and Boundaries. Our Architecture school has always found the students' understanding of global issues, involvement in the professional discourse of current issues in their country and city, and a socially active position important. It was also an indirect response of students to the UIA (*The International Union of Architects*) regional conference *Architecture of Migration* held at RISEBA University premises in November 2019, which looked at migration as an ancient societal phenomenon, where flows of people are linked to urbanisation and the mobility of mankind.

Our students created actual models of cross-border cooperation with architectural means, analysed the border situations of cities and nature territories, the fragile intersections of modern architecture and heritage, and objects directly intended for the good functionality of borders. See the topics of the 2020 Bachelor's Theses in Annex 12.

The unifying topic of the graduates of the 2021 Bachelor's and Master's degree programmes was Borders and Boundaries, inspired by the regional conference Architecture of Migration organised by LAS-UIA, and in the spring semester of 2020 RISEBA Faculty of Architecture and the INTERREG international cooperation project "Augmented Urbans" was completed, which asked whether, by augmenting reality, is it possible to identify and to increase the value of existing cities and geographic conditions? By stating that "Creating or changing an existing context, as well as imposing new functional requirements on existing circumstances, can contribute to situations that add value to the local context." These interrelated, delicate urban contexts and geographical locations, which are deliberately and unequivocally subject to political, social and economic forces, are being delayed, can terminate delicate social exchanges, devalue urban conditions and even jeopardise certain cultural traditions and practices.

When such dynamic flows and forces, which are essential for the development of the urban environment and culture, run out, architects are invited to help find mechanisms and ideas that can create a scenario within these new constraints. Can architecture offer opportunities or improve conditions to offer its citizens "transition rituals" in this limited structure to overcome these current uncertainties and conditions of disorientation?

Graduates of RISEBA FAD, who defended and obtained academic Bachelor's and professional Master's degrees in architecture at the end of January 2021, captured the answers to these changing circumstances and influences in their final theses or alternatively tried to maintain creative anonymity without being affected. Taking the various obstacles and difficulties in welcoming both the international jury and the implementation of the final projects through limited access to faculty consultations into account, the students successfully completed and defended the projects, while the jury members from five different countries made diverse and dynamic comments, finding common ground and emphasising those projects, which stood out with remarkable architectural solutions. Here some current topics of the final theses are provided:

- Educational institution project design based on the program "Skola 2030"
- Revitalization of historical piers of river Lielupe, from Dubulti to Sloka. Water transport and piers as spatial attractors of Jurmala city
- Analysis of sustainable architecture and construction principles in the context of the territory development strategy and territory development plan of Mārupe
- Apathy dimension. Apathetic cultural hub in Agenskalns.
- The tension between the concepts of Beauty and Sustainability in architecture. Revive of industrial heritage.
- New building of the Baloži secondary school extension by using a modular system
- The revitalization of the Botanical Garden of the University of Latvia
- Design criteria for developing a modern environment in kindergartens in Sigulda. Kindergarten project in Sigulda.
- Building operating cost minimization within the design process
- Reconciling with death through funerary architecture and landscape. Proposal for a crematorium in Jurmala. Multifunctional building, uniting crematorium with memorial/ mourning and ceremonial space.
- Post-pandemic (r)evolution on workspace typology. Design proposal for post-pandemic live-work typology development in downtown Riga.
- Small-scale Structural Strategies for Defragmented Environments: Re-envisioning Green and

During the reporting period, the Bachelor's Theses of the students were evaluated on a scale of 6-10, which differs in each study year. In the study year 2016/2017, most (36%) of the students received grades 7 (good) and 8 (very good), and in the study year, 2017/2018 most (33%) of the students received grades 7 (good) and 8 (very good). In the study year 2018/2019 40% of students received grades 7 (good), 20% – 8 (very good) and 30% – 9 (excellent). In the last 2 years grade 10 (excellent) has been given to 1 student. In the study year 2019/2020, most (28%) of the Bachelor's Theses received grades 7 (good) and 8 (very good), and in the study year 2020/2021 33% of the Bachelor's Theses received grades 7 (good) and 8 (very good). In the study year, 2021 most (46%) of the students received grade 7 (good). See Table 6.

Table 6

Distribution of final theses evaluations

Grade	2016	2017	2018	2019	2020	2021
6	7%	13%	10%	17%	17%	15%
7	36%	33%	40%	28%	33%	46%
8	36%	33%	20%	28%	33%	15%
9	14%	20%	30%	22%	-	15%
10	7%	-	-	5%	17%	8%

If the study programme is successfully mastered and a positive evaluation is received in the final examinations (the lowest pass evaluation is 4), students are awarded an academic degree in engineering sciences in architecture. The Bachelor's Theses are evaluated by a State Examination Commission of five members, which includes representatives of RISEBA, other scientific institutions and the professional environment.

It should be noted that each year the evaluation is also influenced by the number of students in the group, whose Bachelor's Theses are of high quality, with a high scientific or practical contribution.

The State Examination Commission has the right and opportunity to recognise such Bachelor's Theses that are of very high quality. In total, 1 Bachelor's Thesis is nominated for this award in each defence.

3.3. Resources and Provision of the Study Programme

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

For a detailed description of the abovementioned programme resources and provisions, see the information contained in criteria 2.3.1-2.3.3 of Section II Chapter 3 of this self-assessment report.

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

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

For a detailed description of the abovementioned programme resources and provision, see the information contained in criteria 2.3.1-2.3.3 of Section II Chapter 3 of this self-assessment report.

3.4. Teaching Staff

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

Lecturers, guest lecturers and scientific supervisors from Latvian and foreign universities participate in the study process. One or two lecturers are planned for each study course (in some study courses also three). The involvement of several lecturers in the study course enables better use of each individual's specialization, and by inviting several lecturers-experts to the study course, the quality of the studies increases. An important policy for the implementation of the study programme is to attract increasingly more foreign teaching staff.

In 2020./2021 academic year the statistics of the teaching staff **of the academic bachelor study programme "Architecture"** are as follows: in total 48 lecturers are involved in the programme

with different workloads (and small changes throughout the reporting period, including semesters) – incl. 6 foreign lecturers (12.5%) and 7 lecturers elected by the Department of Architecture (14.5%).

Among the members of the teaching staff elected by the Department of Architecture 5 have a PhD (I. Paklone, Ģ. Frolovs, J. Lejnieks, J. Dripe, J.Jākobsone), which is 10.4% of the total number of teaching staff or 71.4% of the total number of the elected teaching staff.

In the reporting period the statistics of the elected teachers are as follows:

- 5 with a PhD,
- 2 with a Master's degree,

One of the goals for the next five years is to increase the number of elected teaching staff, including those with a PhD. It can be implemented in the following ways:

1) by attracting newly elected lecturers to the programme with PhD,

2) by raising the qualification of the existing teaching staff,

3) by attracting increasingly more foreign teaching staff.

It should be noted that in the field of architecture, growth and professional quality must also be viewed in terms of important publications and professional excellence – books, publications, awards in competitions and prestigious architectural exhibitions are definitely an indicator of teaching staff quality.

All teaching staff members, who do not have Sc.D. or PhD have sufficient practical experience relevant to the subject being taught. Each member of the teaching staff complies with Section 39 of the Law on Higher Education Institutions and has five years of practical work experience in their field (see the CVs of the teaching staff attached).

In summer 2021, the science group of the study programme "Architecture" was established, led by lecturer Dr Efe Duyan (TR). The science group has been established for both study programmes, with the goal of creating a basic scientific basis for the development of a doctoral study programme.

The research activities of the RISEBA teaching staff are planned in accordance with the goals of the university. In turn, the research interests of the teaching staff are mainly related to the study courses they teach. At the department level, research groups of the teaching staff have been established at the university, to which students are attracted. The teaching staff together with the students, as well as individually, participate in research projects, carry out research work, report on its results at international conferences and prepare publications.

Within the study field, the teaching staff professionally works in three directions: scientific research, pedagogical and organisational. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to the pedagogical and organisational field, thus increasing the quality of studies. The science development policy of the university envisages that the research work of the teaching staff is included in the annual evaluation of the teaching staff of the university, where each member of the teaching staff is evaluated taking into account all three directions of professional activity.

The list of scientific research topics and their supervisors are compiled and approved for 2 study years and will be reviewed and updated at the beginning of the study year 2018/2019 at the meeting of the RISEBA Scientific Council.

List of research topics and their supervisors in the study field "Architecture and Construction":

1. Ilze Paklone – “Urban Architecture and Urban Regeneration”.
2. Senior Researcher Dr. arch. Jānis Lejnieks and lecturer Dr.arch.h.c. Jānis Dripe – “Aspects of Liepāja Urban Development 1918-2018”.

In general, the unifying research direction developed in the study field “Architecture and Construction” is *Urban design*with the analysis of individual objects, urban design or technological processes developed within it. Within the study field, the teaching staff basically works in two directions in their professional activities – in scientific research and architectural design and artistic creation. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to creativity and vice versa.

The teaching staff of RISEBA has extensive experience in involving young scientists (Bachelor, Master and Doctoral students) in scientific work, by conducting research within projects, conducting individual research within the course, within the Bachelor’s and Master’s thesis, preparing scientific articles, presenting research results at scientific conferences and business forums.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in the projects of architectural design and artistic creation. The research and creative process are mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided with the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad.

Jānis Lejnieks, the Senior Researcher of RISEBA Architecture and Design Department, is also editor-in-chief of the only professional architecture magazine in Latvia “Latvijas architektūra”. Members of the teaching staff in the architecture programme (Ilze Paklone, Dina Suhanova, Jānis Dripe, Zane Vēja, Rudolfs Dainis Šmits, Atis Kampars, Efe Duyan, Zane Tetere-Šulce, Didzis Jaunzems) regularly publish articles in the professional media, are authors of books and catalogues, as well as curators of exhibition projects.

Table No. 8

Scientific works and publications of the teaching staff during the reporting period

Dr.arch. J. Lejnieks	J. Lejnieks (2019) - Magazine “Latvijas Architektūra” – *column Process*, No. 138–143. J. Lejnieks (2018) - *“Juris Monvids Skalbergs Divkāršais kūlenis. Modernisms - Postmodernisms”.* J. Lejnieks, J. Dripe (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Dr.h.c.arch. J. Dripe	J. Dripe, U. Bratuškins, V. Holcmane and others. (2019) - Brochure *Architectural Policies of Latvia*, LAS, p. 71. J. Dripe, J. Lejnieks, *Domājot par Rīgu.* J. Dripe, (2015)-*Gunnar Birkerts National Library of Latvia, Riga.* J. Dripe,(2020) - Magazine *Enerģijas pasaule* – guest of the edition, *par Rīgu runājot*, No. 4. J. Dripe. J. Lejnieks (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Mg. art D. Suhanova	A. Klimek, I. Ziogou, A. Michopoulos, T. Zachariadis, S. Gulma, D. Suhanova, M. Agbonlahor, S. Jung-Waclik. (2019) - *Green roofs dissemination regarding their potential contribution in addressing the UHI effect.* Acta Innovations. pp. 71-85. 10.32933/ActaInnovations. 31.8
J. Jākobsone	(2018).*Practical guide. Measures for heat loss prevention in historical buildings, using the experience of the Baltic and Scandinavian States* and article *The Pearls of Kuldiga town – historic wooden-frame log buildings – measures for heat loss prevention* pp. 10-25. Available online: http://www.llbm.lt/wp-content/uploads/2018/05/PRACTICAL_GUIDE.pdf (2017) *Latvijas Zinātņu Akadēmijas Vēstis -Iedzīvotāju un pārvaldes iesaiste Kuldīgas vēsturiskās pilsētvides apdzīvošanā un kopšanā*: Part A, No. 2, pp. 37-59. Available online: http://www.lza.lv/index.php?option=com_content&task=view&id=3924&Itemid=400http://www.lza.lv/LZA_VestisA/71_2/4_Jana_Jakobsone.pdf

Mg. art Atis Kampars	A. Kampars, (2020) - Magazine 'Latvijas Architektūra" - "*Aktuāla dilemma — ziedot vai neziedot LKP CK jeb Pasaules tirdzniecības centra ēku koncertzāles būvniecībai* No. 149.
Barch R.D. Šmits	R.D. Šmits, (2020) - Magazine "Latvijas Architektūra" – *column*, No. 139. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *theory*, No. 150. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *education*, No. 153.
Dr Arch E. Duyan	E. Duyan, (2021) Design & Theory Journal - *Tame Modernism: The Manifestos of Sedad Hakki Eldem and Orhan Veli Kanik,* 1302-2636. E. Duyan, (2021) Megaron Journal - *Architectural Space as Metaphor: Hikmet's Narrative Spaces.* E. Duyan, (2020) HRPUB Linguistics and Language Journal - *The Architectural Experience and the Configuration of Narrative Spaces in Hikmet's Poetry,* ISSN: 2331-6438. E. Duyan, (2020) - HRPUB Linguistics and Language Journal, *The Poetics of Space: Nazim Hikmet's Straw-Blon*d ISSN: 2331-6438. E. Duyan, (2020) - Design & Theory Journal, *Le Corbusier's Museum as a Critical Attitude*, ISSN: 1302-2636,N 201, 15, 28, pp. 122-137. E. Ceylan & E. Duyan, Architecture and Autonomy (2018) - *The Possibility of Autonomy of Architecture and Problematics of Daily Life*, Türkiye: Dakam Publishers, ISBN: 978-605-5120-73-3, pp. 134-147. E. Duyan, (2018) - MSFAU Social Sciences Journal - *The Textual Role of Space: The Spatial Expression of Death in Radu Vancu's Poetry*, ISSN: 1309-4815, 15, 276-284. E. Duyan, (2017) - AZ ITU Journal of the Faculty of Architecture - *Le Corbusier's Exhibition Pavilion: The Heterogeneous Character of His Modernism Between Representation and Functionalism,* ISSN: 1302-8324, 14, 3, 181-194.
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Mg. arch. Z. Vēja	Z. Vēja, (2016) - Magazine "Latvijas Architektūra" – *jauns vārds, Jēkabpils Vecpilsētas laukums*, No. 124. Z. Vēja, (2019) - Magazine "Latvijas Architektūra", No. 142. J. Dripe, Z. Vēja, (2020) - Magazine "Latvijas Architektūra" – *izglītība, Robežsituācijas*, No. 147. R.D. Šmits, Z. Vēja, (2021) - Magazine "Latvijas Architektūra" – *izglītība, nospiedumi uz pārmaiņu sliekšņa*, No. 153.
Dr.arch. I. Paklone	Japanese magazine "a+u" dedicates an issue to Latvian architecture No. 555 *Feature: Latvia — Architecture Unfolding.* The guest editor of the issue is Dr. Arch. Ilze Paklone (PhD work in Tokyo University)

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

Statistical situation of the teaching staff of the study programme "Architecture" in the academic period from 2016-2020.

The development issues of the teaching staff within the architectural programmes should be

considered with the following exceptions (remarks):

Time factor – Architecture programmes are a relatively new (10 years) phenomenon in the 25 years of experience in providing higher education services of RISEBA.

Scale factor – The architecture programme as a whole and the teaching staff involved in it in numbers is so small (7 people) that any changes in the staff lead to significant changes in the ratio of numbers (%).

The factor of changes – there are only the first six products of the Bachelor's programmes and three of the Master's programmes (graduations, graduates) and conclusions on quality; only in February 2017, was the implementation of the Master's programme began with a physically different circle of persons from the point of view of academic requirements.

1. The following elected **lecturers** are involved **in teaching** the programme: Jānis Dripe, Rudolfs Dainis Šmits, Frolovs Ģirts, Jākobsone Jana, Jaunzems Didzis, Ilze Paklone.
2. The following **guest lecturers are involved** in teaching the programme: Helēna Gūtmane, Harijs Alsiņš, Ramon Cordova (MX), Susanne Brorson (DE), Māris Bārdiņš, Andris Kronbergs, Solveiga Lauva-Brice, Inguna Romanova, Edgars Mucenieks, Toms Trigubs, Agris Dzilna, Jānis Kreicburgs, Zane Tetere-Šulce, Dace Kalvāne, Zane Vēja, Uldis Jaunzems-Pētersons, Rudolf Bekič (AT), Jūlija Žakemo, Egīls Markuss, Lauris Goldbergs, Viesturs Celmiņš, Jānis Rušenieks, Efe Duyan (TR), Francisco Martinez (ES) and others.
3. The study courses are no longer **taught** by the following **elected lecturers**, or lecturers with expired election terms: Dina Suhanova (cooperation continued in the organisation of summer schools).
4. Study courses are no longer **taught** by the following **guest lecturers**: Dina Suhanova, Ints Menģelis, Sven Verbruggen (BE), Roberts Riekstiņš, Malgorzata M. Olchowska (BE), Tommas Stellmach (DE), Udo Garitzmann, Manten Devriendt, Liene Jākobsone, Linda Krūmiņa, Austris Mailītis, Inga Karlštrēma and others.

In general, the changes in the composition of the teaching staff made in the study programme "Architecture" during the reporting period can be assessed positively, because successful implementation of the study programme requires the presence of specialists working in the field. As all the visiting lecturers are professionals in the field, they are recruited on a rotating basis, depending on the workload of their main job. The factor of changes in the teaching staff should be noted as a positive feature in the course of architectural design courses. On average, one guest lecturer teaches 2-4 semesters in the study programme. See the CVs of the teaching staff attached.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

The cooperation of the teaching staff is formed in the meetings of the joint programme council, development of publications, participation in study projects, participation in conferences. In separate cases, meetings of various lecturers are organised, incl. at the request of the students. It should be noted that the lecturers are regularly visited at their lessons. All these activities ensure the improvement of the quality of studies and support the latest trends in the field and science. In general, the director of the study programme is the main contact person for cooperation with the students and the teaching staff for solving problem situations (understanding the reasons, finding solutions) or working together on the development of the study programme, by supporting each useful initiative as far as possible. The programme director always tries to get involved and solve various problem situations and to communicate in a timely manner with the students and the teaching staff on various issues that are unclear.

The cooperation of the teaching staff and the exchange of experience are essential in the development of the content of the study course and in planning of the study courses.

For example:

- The lectures of the study course “Basics of Design I, II” are given by 3 different lecturers – R. Dainis Šmits, Ramon Cordova and Harijs Alsiņš. All three lecturers, together with the programme director, agree at the beginning of each semester on the current task, goals and the expected results of the semester. The same type of cooperation takes place within other design study courses, “Architectural Design I-IV”.
- The lecturers of study courses “Basics of Design I” and “Basics and Composition of Visual Structures Theory” agreed on coordinating the study courses. Atis Kampars, the lecturer of the study course “Basics and Composition of Visual Structures Theory”, provides the theoretical knowledge base that is practically applied in the study course “Basics of Design”.
- A link has been created between the study courses “Urban Planning” and “Basics of Design IV”. Lecturers Zane Vēja and Ilze Paklone agreed on the coordination of the task of the specific design course, thus giving the students the opportunity to obtain the theory and analysis of urban planning in parallel with the design studies.

Lecturers from various fields collaborate by publishing articles in scientific journals, as well as by speaking at scientific conferences both locally and internationally. Cooperation in projects, where teachers use the experience gained in the study process, should also be noted, for example:

- in July 2018 – the issue of the first academic journal “ADAMarts” with scientific research articles by the Faculty students (Līga Treija, Andis Alksniņš) and lecturers (Atis Kampars, Dina Suhanova). Editor-in-chief: Dr.arch., RISEBA Senior Researcher Jānis Lejnieks, editor of the edition: Mg.art. Dina Suhanova.
- Publication of May 2018 – study work in 5 volumes on the project of 3rd-year students on the development opportunities of Cēsis City in the context of declining regional cities. Lecturers, supervisors: Ilze Paklone, Viesturs Celmiņš, Thomas Stellmach.
- Lecturers I. Paklone, D. Suhanova, R.D. Šmits, and guest lecturers V. Celmiņš, I. Menģelis involved in the implementation of Cēsis District Municipality procurement “Organisation of Spatial Research and Planning Study Course Project “Augmented Urbans”” from 10 June 2019 to 10 October 2020.
- In February 2019, FAD lecturer D. Suhanova, guest lecturers I. Menģelis and F. Martinez participate in the international architecture workshop Connecta at the cooperation university CEU Cardinal Herrera University in Valencia.
- Architects’ workshop in Aizpute from 9 to 12 May 2019 - *Wooden architecture heritage of Aizpute*. Project manager and programme coordinator J. Dripe. Lecturers: J. Dripe, J. Jākobsone, M. Belfrage Klimek and others
- The cooperation of the teaching staff takes place at the International Summer School “FestivaLand” organised by the study course in the period from 2018 to 2021. The summer school is held in cooperation with Valmiera Municipality and Valmiera Summer Theatre Festival. Participants, led by design professionals, generated their ideas, as well as learnt the basics of building wooden structures to create a temporary spatial installation for audiovisual adventures in the centre of the theatre festival. The students were led by an international team of lecturers and architects – Reinis Suhanovs, guest lecturer Rūdolfs Bekičs (LV/AU), Kārlis and Arnita Melzobi (Gaiss Arhitekti), Sille Pihlak (EE), Aigars Lauzis, lecturer R. Dainis Šmits, curator Dina Suhanova.

The number of students in each course varies from 16 to 24 students. In the study courses “Basics of Design”, “Architectural Design I-IV” there is one lecturer for every 8 students, who is a field professional. Both local and international lecturers are involved in each course, thus ensuring an individual approach for each student and, in general, also high-quality education focused on the international industrial market.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploms - B ARH - LV + ENG (1).zip	Diploms_Diploma pielikums_LV_21.01.20.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	AIP_lēmums_tulkot-en_gb_ZV.docx	AIP lēmums_LV.zip
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	5 Annex Statistical data on students of the Architecture programme _ENG.docx	5.pielik. Statistikas dati par studējošajiem studiju programmā "Arhitektūra_13.06.22.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6 Annex The table on the Compliance of the Programme "Architecture" to State Education Stand_ENG.docx	6. pielikums_Tabula par studiju programmas Arhitektūra atbilstību valsts izglītības standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	7 Annex A table on the compliance of the qualification obtained within the study programme of "Architecture" to a professional standard.t_ENG.docx	7. pielik.Tabula par Studiju programmā "Arhitektūra" iegūstamās kvalifikācijas atbilstību profesijas standartam_LV.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	8.pielik. Studiju programmas "Arhitektūra" studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_EN.docx	8.pielik. Studiju programmas "Arhitektūra" studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_LV.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9.pielik. Studiju programmas „Arhitektūra" plāns pilna laika studijām_EN.docx	9.pielik. Studiju programmas „Arhitektūra" plāns pilna laika studijām_LV.docx
Descriptions of the study courses/ modules	BAR_ARH_kursa apraksti.zip	BAR_ARH_kursa apraksti.zip
Description of the organisation of the internship of the students (if applicable)	11.B pielik._Macību_un_petnieciska_prakse_study_practice_I_II_III.docx	11.B pielik._Macību_un_petnieciska_prakse_study_practice_I_II_III.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	ATTESTATION_55.p._RISEBA_EN.zip	Nr_41_Riseba Bak arhitekti 250_Atzinums.zip

Architecture (47581)

Study field	*Architecture and Construction*
ProcedureStudyProgram.Name	*Architecture*
Education classification code	*47581*
Type of the study programme	*Professional master study programme*
Name of the study programme director	*Rudolfs Dainis*
Surname of the study programme director	*Šmits*
E-mail of the study programme director	*rudolfsdainissmits@riseba.lv*
Title of the study programme director	*MATS Dipl. Arh.*
Phone of the study programme director	*29515554*
Goal of the study programme	*The strategic objective of the professional Master's programme "Architecture" is to provide the students with the opportunity to acquire general knowledge and skills in the sector of architecture and associated sectors, to acquire basic skills and competencies required for work in the profession of an architect and planner in order to commence practical work under the leadership of a certified architect, as well as to prepare for further doctoral architectural studies or studies of other sectors related to the development of the environment. The student of ARH-K1 knows different urban planning and architectural concepts, types, forms and models and the options for using such in the private and public sector. Ability to independently formulate, determine and communicate the objectives of their professional activities to enable creativity in the area of architecture, design or interdisciplinary areas.*
Tasks of the study programme	*The general objectives of the professional Master's programme in architecture refer to the provision of the acquisition of knowledge, skills and competencies that prepare students for independent practice in architecture, as well as further studies in architecture or other sectors related to environmental planning arts.*

Results of the study programme	*ARH-Z1 The student understands the importance of the historical evolution of architecture in relation to the development of technologies, scientific ideas and art. Is well orientated in the processes of architecture and planning in Latvia and the international environment.* *ARH-Z2 The student understands the interaction of specific knowledge of the architect with other areas of knowledge or professions. The student is well orientated in socio-economic processes (demographics, quality of life, ecology, culture, etc.) and is able to explain them in Europe and worldwide. The student is able to describe and explain the principles of architecture and urban planning, as well as social, economic and environmental impacts thereof individually, in a group, team or in an institution.* *AEH-Z3 The student knows and is well orientated in the psychology of business management and leadership, is able to compare theories, the application thereof and integrate them into the environment of the organization. Defines and critically assesses the theoretical formulations of scientific and research work methodology and performs the synthesis and reflection thereof in architectural processes.* *ARH-P1 The student is able to develop architectural and urban planning projects that are directed towards innovative solutions and the development of a structured environment by developing the skills of professional self-assessment and analytical thinking. The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyze data by implementing all phases of the research individually, or in cooperation with colleagues.* *ARH-P2 The student is able to conduct targeted research work in the sector or intersectoral areas independently, select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in cooperation with colleagues.* *ARH-P3 The student is able to use entrepreneurial skills to perform the professional and social functions of an architect. The student is able to demonstrate an analytical understanding of the content of architectural studies and profession, as well as to professionally substantiate their opinion through communication with the professionals of the sector or representatives of other sectors.* *ARH-K1 The student knows different urban planning and architectural concepts, types, forms and models and the options of using such in the private and public sector. Ability to independently formulate, determine and communicate the objectives of their professional activities to enable creativity in the area of architecture, design or interdisciplinary areas.* *ARH-K2 the student works in company projects and organization management, if required, by developing cooperation with professionals of other sectors and integrating the knowledge of different areas in solving research problems.* *ARH-K3 the student conducts research activities in the areas of architecture, urban planning and landscape architecture in order to develop theory and practices by applying their knowledge of management psychology and management science and modern information technologies.*
Final examination upon the completion of the study programme	*Master's thesis.*

Study programme forms

Full time studies - 2 years - english

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*
Language	*english*
Amount (CP)	*80*
Admission requirements (in English)	*An engineering sciences Bachelor's degree in architecture or equivalent education has been obtained, and a document that confirms the knowledge of English (conforming with the CE English examination level, or IELTS, or TOEFL certificate)*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Master degree Architecture*
Qualification to be obtained (in english)	*Architect*

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

3.1. Indicators Describing the Study Programme

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

In comparison with the moment of submission of the previous study direction accreditation sheet, the professional Master's study programme "Architecture" has been supplemented with several courses. The supplements were made based on the topicalities of the sector in the area of science, as well as the ideas of students (results of student questionnaire) and are implemented in the elective part (Part C). In 2018/2019 a master's study course "Design Process and Project Management" was introduced.

Design Process and Project Management courses were added to the master's program to provide students with a professional practice course that looks closer at the architect's role in the client, contractor and employer relationship. This course looks at the role of the architect as the design process manager and administrator inforcing the importance of quality drawings and documentation that define the project, quality requirements and costs. The management of the design process controls these project aspects and reduces project risks for all stakeholders.

Additional lecturers have been attracted as participants of the academic staff – R. D. Šmits, E. Duyan, S. Brorson, F. Martinez, M. Bārdiņš, H. Alsiņš, R. Cordova, and others, who are reading lectures or conducting the diploma papers of the Master's programme.

The planned specialisation of the programme "Landscape Architecture and Urbanism"

Additional changes have been planned in comparison with the moment of issue of the previous accreditation sheet of the study direction. The expansion of the Master's study programme "Architecture" by adding a specialisation "Landscape architecture and Urbanism". During the spring semester of 2023, an opportunity for selecting the specialisation that suits the interests of the students will be introduced in the programme.

The students of the "Architecture" programme can select the specialisation area that suits them best and obtain the appropriate professional qualification. The students that select the specialisation "Landscape architecture and urbanism" (Hereinafter - Landscape Architecture), shall receive the professional qualification of an architect. The specialisation is implemented within the framework of the previously developed modular system by providing an opportunity for the interested students to replace certain basic courses with specialisation courses. The planned 9 new elective subjects, the internship in the area of Landscape Architecture and outdoor space design workshops, are directed towards the in-depth acquisition of study content in the areas of landscape architecture and urban planning. To implement the specialisation, the existing course descriptions were supplemented and 17 new ones were developed, as well as 7 lecturers were attracted into the composition of academic staff – S. Skudra, A. Ušča, I. Vircavs, M. Sprudzāne, I. Rukšāne, M. Geldof, H. Gūtmane.

In addition to the change of professional qualification granted within the programme, in comparison with the previous accreditation, several changes in the study courses have been developed; these

changes are principally associated with the introduction of planned specialisations into the programme.

The adapted courses of the 2nd module of architectural studies (Part A) in the Master's programme are intended for all students, including students, who are specialising in landscape architecture.

The scope of the following courses is being changed by reducing the number of credits and/or course content, by adapting it to the specialisation of Landscape Architecture:

1. Theoretical Approaches to Urban planning and Design 2 CP (the content is reduced and supplemented appropriately);
    1. Modernity & The Architecture of The City 1 CP;
    2. History of ideas and theoretical approaches to landscape architecture 1 CP;
2. First-semester Internship at an architectural management institution - Designing, Research, Creativity/specialisation LA & urbanism) 4 CP (the content of 4th module internship adapted for the specialisation of Landscape Architecture);
3. "Heritage in contemporary Urban Environment": 2 CP are reduced to 1 CP and supplemented with "Landscape heritage in modern urban environment 1 CP.

The following courses of the 2nd module of Architectural Studies (Part A) of the study direction are replaced with new Landscape Architecture specialisation courses:

1. "Design Process and Project Management" 2 CP - the course is replaced with a new subject "Internship at Architectural Management Institution/Designing/Specialisation in Landscape Architecture" 2 CP;
2. "International Project Management – National and International Aspects" 2 CP - Course of Part A of the 2nd Module is replaced with Legal Framework of Landscape in Design and Construction" 2 CP;
3. "Cultural Heritage in Modern Urban Environment" 2 CP - is replaced with the new course "Landscape heritage in the modern urban environment" 2 CP;
4. "Management Psychology" 2 CP - is replaced with the new course "Psychology of Landscape Design" 2 CP;
5. "Master's Thesis Project in Architecture" 4 CP - is replaced with the specialisation "Master's Thesis Project Development in landscape Architecture and Urbanism" 4 CP;
6. Second-semester Internship at an architectural management institution - Designing, Research, Creativity 6 CP is replaced with Internship at an architectural management institution/specialisation in Landscape Architecture and Urbanism" 6 CP.

RISEBA University Faculty of Architecture (FAD) master's program focuses on architecture, urban planning and professional practice. Providing this new specialization in landscape architecture and urbanism is a relevant and needed focus of study combining both professional masters in architecture with knowledge, practical skills and competency in landscape and urbanism currently not offered at other local Universities.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme

implementation) and evaluation of its usefulness.

RISEBA University of Applied Sciences positions itself as a higher education institution, where *"business meets art"*. A strength of RISEBA University of Applied Sciences lies in these study programmes, which develop competencies in the area of business and management science (Business management, Business psychology, E-business, European business studies, Management psychology and supervision, Project management, Personnel management, etc.) because the university has 30 years of experience and achievement in this area of training.

RISEBA University of Applied Sciences, by Annex 4 to Cabinet Regulation No. 668 Adopted on 25 September 2012 "Regulations Regarding Opening and Accreditation of University and College Study Fields" implements the **study direction "Architecture and Construction"**.

Study programmes that are included within the study direction "Architecture and Construction":

1. **Academic Bachelor's Study Programme "Architecture"**, accredited until 3 December 2019 (Accreditation Commission Decision No. 3751 of 10 September 2012). The accreditation is again extended until 31 December 2022.
2. **Professional Master's Study Programme "Architecture"** (licensed by Licensing Committee decision No. 32-L of 14 December 2016 for the commencement of a 2-year and 80 credit Master's programme in February 2017).

"The **Academic Bachelor's Study Programme "Architecture"** and the **Professional Master's Study Programme "Architecture"** of the "Architecture and Construction" study direction is logically incorporated within the overall strategic objective of RISEBA University of Applied Sciences - to become an internationally recognised university of business, arts and technologies. For the successful implementation of the university strategy, by the common European higher education system establishment and reformation procedure (within the framework of the objectives of the Bologna process), the following strategic development priorities have been defined:

1. Consolidation of the range of study programmes by contemporary trends and future challenges;
2. Development of science;
3. Internationalisation;
4. Development of academic personnel;
5. Development of relations with alumni;
6. Development of lifelong education;
7. Technically developed, multidisciplinary teaching and study-supportive environment;
8. Strengthening of the university brand;
9. Promotion of social responsibility.

One of the development points of the study direction provided for the drafting and submission of the licensing application of the Master's study programme to the authorised institution (Academic Information Centre - AIC) in 2016, thus ensuring the development and upgrading of the study direction. By Decision No. 32 -L of Study Programme Licensing Committee of LIC, adopted on 14 December 2016, a licence for the commencement of implementation of the 2-year and 80 CP Professional Master's Study Programme "Architecture" as of 10 January 2017 was granted.

Since February 2019, the professional Master's programme "Architecture" of RISEBA was developed as a logical extension of the study programme. It was designed in a manner that ensures practical skills and competencies for students after graduation, as well as the theoretical knowledge required

for grasping the conceptual hypotheses. Professional Master's education together with the three years of internship at an architectural office as provided for by the licensing requirements for architects will enable the graduates to apply for an independent architectural practice certificate and to assume full responsibility for an architectural project.

In 2019, the first ten students graduated from the new professional Master's study programme.

The duration of studies on the **Professional** Master's programme "Architecture" is 2 years, the scope – is 80 credit points (120 ECTS), and the programme is implemented in the form of full-time regular studies. The classes are scheduled on business days - Thursday and Friday evenings, and Saturdays. There are 2 semesters in an academic year and one semester lasts for 20 weeks. The Professional Master's degree in architecture shall be obtained. This amount of credits incorporates and practically meets all professional requirements defined by the Professional Standard for the Architect Profession of the Republic of Latvia (Cabinet of Ministers Regulation No. 512 of 26 August 2014).

The strategic objective of the Academic Master's Study Programme "Architecture" is

- To ensure the opportunity for the students to learn general knowledge and skills in the area of architecture and associated sectors;
- To achieve basic abilities and skills for work in the profession of an architect and planner to commence practical work under the leadership of a certified architect;
- To prepare students for further doctoral studies in architecture or other sectors related to environmental planning arts.

The Professional Master's degree in architecture shall be obtained, which ensures LQF 7 level.

The objective of the professional Master's Study Programme "Architecture" is to ensure professional studies that comply with the recommendations of ACE (*Architects Council of Europe*) and UIA (International Union of Architects) and professional standards, as well as to prepare highly qualified and competitive specialists for work in Latvia and abroad.

The institutional objective of the RISEBA Professional Master's programme in architecture is to ensure full-scale architectural studies offer to the students of the RISEBA architectural discipline, by strengthening the interaction of architectural study direction with other study areas at RISEBA.

The academically-professional objectives of the RISEBA Professional Master's programme are as follows:

1. To implement a professional master's programme that provides educational content and methods, which conform to the requirements of the architectural sector and is competitive in the labour market (domestic and international).
2. To promote the development of individual professional design, research, creativity and social skills of every person studying in the master of architecture programme.
3. To offer diverse education content in the sector of architecture focusing on more extensive research in the sector and promoting the interaction of architectural processes with the economic environment.
4. To actively and constantly participate in the network of architecture, design and art education institutions of Europe and, especially, the Nordic Countries.

The strategic objective of the professional Master's programme "Architecture" is to provide the students with the opportunity to acquire general knowledge and skills in the sector of architecture and associated sectors, to acquire basic skills and competencies required for work in the profession of an architect and planner to commence practical work under the leadership of a certified architect, as well as to prepare for further doctoral architectural studies or studies of other sectors

related to the development of the environment. Professional Master's education together with the two years of internship at an architectural office as provided for by the licensing requirements for architects enables the graduates to apply for an independent architectural practice certificate and to assume full responsibility for an architectural project. These set targets are closely related to the established admission conditions, because, in addition to the academic Bachelor's degree in engineering and a portfolio of creative and internship works must be submitted, as well as documents that confirm the knowledge of English must be submitted (CE compliant English proficiency level, or IELTS, or TOEFL certificate) to qualify for admission on this programme.

The education of an architect is more pronouncedly acquiring the status of a trans-border project. The management of RISEBA University of Applied Sciences perceives this fact as a development opportunity for both the content of architectural studies programmes, as well as methodology. The use of foreign languages as a part of higher education has strong historical roots as well, since Riga, as a growing industrial city has always been characterised by cosmopolitan and multicultural nature due to the co-existence and interaction of several cultures. In the late 19th century and early 20th century, the study of architecture in Riga was conducted in German and Russian. Latvian has been the language of instruction for Architecture for the last 95 years, but now, for 10 years already, bachelor's studies at the Faculty of Architecture and Design (FAD) of RISEBA are conducted in English and professional Master's studies have also been conducted in English for four years, which enables the involvement of foreign students in the study process, as well as the attraction of foreign lecturers and experts of the sector. Graduates of bachelor's study programmes from Latvia are attracted to studies in the Master's study programme (including graduates of Riga Technical University), as well as the graduates from other countries. Collaboration of people from different regions and cultures while implementing the study programme creates the environment of a creative study laboratory, which enables students to implement their professional and research intentions. The management of RISEBA, together with the management of the School of Architecture, recognises the efficiency of this learning method and believes that it needs to be maintained and developed within the framework of the professional Master's programme as well.

A specialisation of the programme in Landscape Architecture and Urban Planning

Starting from the spring semester of 2023, the master's programme will offer a specialisation in "Landscape Architecture and Urban Planning". The objective of the specialisation "Landscape Architecture and Urban Planning" is to provide the students with an opportunity to learn theoretical knowledge, skills and required competencies in landscape architecture to enable work with outdoor transformation projects and for parties involved in these projects, to be aware of the interactions of outdoor structures, to perform the management of surveillance, design and upgrading projects of green infrastructure in public and private outdoor spaces. The specialisation provides the promotion of analytical thinking and research skills, which promotes the interest and develops the ability to perform interdisciplinary research on the interface of architecture, landscape architecture and urban planning. The specialisation "Landscape Architecture and Urban Planning" will enable, in addition to the permanent certificate of architectural practice, after complying with the requirement of three years of internship in landscape architecture design, one to apply for a certificate of a landscape architect and to assume full responsibility for the development and management of transformation projects. The specialisation is a logical continuation of the Landscape Architecture course at the Bachelor's level by giving the students, who are interested in landscape architecture, an opportunity to receive in-depth knowledge within the framework of the Master's study programme. The study programme **title** "Landscape Architecture and Urban Planning" is based on the basic principles of the European Landscape Convention, international descriptions of the sector, as well as Latvian standards of the Landscape Architect profession.

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

Under the influence of the global economic crisis, the domestic demand for architectural services significantly declined in Latvia in the period from 2010 to 2012. The number of architects at architectural bureaus has declined accordingly (a drop of 23%). However, starting from 2013, the demand for architectural services in the country has been on the rise. The sector of architecture is a part of the national creative industries sector of Latvia. The overall turnover of the sector averages one billion euros per year. The largest sectors of creative industries in terms of turnover include the operation of advertising agencies, computer programming, production of furniture and architectural services. The total of their turnover amounts to 64% of the total annual turnover of the creative industries sector.

Until 2011, Latvia was the only country in the region with only one *architectural* school. For reference – currently, there are three architectural schools in Estonia and four in Lithuania. It is important to emphasise that the architectural school of RISEBA University of Applied Sciences is the only private *school of architectur*e in the Baltic region, where studies of architecture are financed from the funds of natural persons.

Professional Master's study programme "Architecture"

It should be emphasised that the competitive tuition fee of the study programme has been set for citizens of Latvia and the European Union, as well as for permanent residents the tuition fee is determined at a 20% discount. Full-time studies (2 years): EUR 6,000 per year Full-time tuition fee with a discount for the citizens of Latvia and permanent residents (2 years): **EUR 4,800 per year** Upon the opening of the professional master's programme "Architecture" in 2017, all students were granted an additional "New Programme" discount of EUR 720 during the first academic year. One state budget funded place is available for students for excellent achievements. Various discounts on the tuition fee are available, including, among others, for sports achievements and diligence in studies, as well as social support grants.

Assessment of employment of the study programme graduates.

Until the Register of Students and Graduates of the State Education, Information System is established and while the higher education institution does not receive information from it, RISEBA has concluded a direct cooperation agreement with the Central Statistical Bureau on receiving information free of charge on RISEBA graduates according to the higher education programme structure and student profiles. Every year RISEBA receives data on the employment, professions, industries, etc. of the graduates and uses it in the development of programmes.

By CSB data, as of January 2019, the employment of the Master's programme graduates of the study direction "Architecture" is 90.00%, which proves the high quality of studies and the demand for skills in the labour market.

The table represents the CSB data for the reporting period from 2019 to 2020.

Table 2

Employed graduates of the respective year, Architecture	2019	2020
	90.00%	N/A

Internship opportunities

The students mostly find and choose internships independently. In the process of study field implementation, there is a close relationship with employers in the field of architecture. The teaching staff of the architecture programme represent leading Latvian and foreign architecture offices – “Arhis”, “Sarma&Norde”, “DJ arhitekti”, “UPB”, “Kvites”, etc. It not only offers a possibility to provide internships for the students but also to establish closer cooperation in the development of the students’ skills. The potential employers are involved as the teaching staff of the programme (Ints Menģelis, Didzis Jaunzems, Andris Kronbergs, Rudolfs Dainis Šmits, etc.). Practising architects are invited to participate in the review and juries of the semester projects of Department of Architecture and Design students or as supervisors and reviewers of Bachelor’s or Master’s Theses.

In 2020, the graduates of the Architecture programme also took part in the Career Days Event by participating in the Panel Discussion “Architecture and Design” and talking about industry standards and the future.

Since 2019, the Ministry of Education and Science monitoring data of graduates are available to RISEBA University of Applied Sciences. According to these data, in the Bachelor’s and Master’s study programme “Architecture”:

- In the tax year 2019, 100% of the graduates of the 2017 study programme “Architecture” were employed.
- In the tax year 2019, 60% of the graduates of the 2018 study programme “Architecture” were employed.
- In the tax year 2018, 76.9% of the graduates of the 2017 study programme “Architecture” were employed.

Based on CSB data and the Ministry of Education and Science monitoring of graduates in the reporting period, an average of 70% of graduates of the study programme “Architecture” are employed every year, which proves that the knowledge and skills acquired during studies meet the market requirements, which is considered a very good indicator.

Prospects of employment of study programme graduates

The study programme “Architecture” promotes cooperation with employers and professional organisations both during studies and after graduation.

The director of the study field programme coordinates cooperation with specialists of the respective fields and professional associations, involving professionals in the study programme councils. The programme councils have the following tasks:

- to assess the respective study programme, according to the current situation in the market and industry;
- to approve the annual characteristics of the study programmes;
- to provide recommendations for the improvement of the programme or changes in the programme;
- to review cooperation with the business environment and to recommend new cooperation

projects.

The management of the study programme maintains a relationship with the employers in providing student internships. Several companies are also involved in practical research of the students, offering them topics and locations for research. RISEBA architecture study programmes are designed so that the graduates acquire the necessary skills to work in architectural companies by the best standards.

Co-operation with national professional associations and organisations

RISEBA also cooperates with national professional associations and organisations. To ensure the cooperation of the study process and provide the teaching staff with a professional environment, RISEBA teaching staff participate as experts in the commissions, working groups and advisory councils of the state, local government and non-governmental organisations:

- Jānis Dripe, Architect of National Library of Latvia and Board Member of the Latvian National Library Support Society, Adviser to the Ministry of Culture of the Republic of Latvia, Member of the National Council of Architecture, Member of the Council of the Latvian Association of Architects, Head of the International Jury of the European Railway Riga Station and Area.
- Andris Kronbergs, Member of the Council of the Latvian Association of Architects, Head of the National Council of Architecture and the Council of Riga Historical Centre.
- Dina Suhanova, participation in the accreditation commission of Riga Construction College.
- Ilze Paklone, participant of the action committee of the Latvian Association of Architects annual award and event moderator.
- Jānis Lejnieks, Member of the Scientific Council of the National Heritage Board of Cultural Monuments.
- Rudolfs Dainis Šmits, member of the Latvian Association of Architects, Member of the National Council of Architecture established by the Ministry of Culture and member of Latvian Architectural Standard Developer.
- Helēne Gūtmane, landscape architect, member of Latvian Association of Landscape Architects. Board Chairwoman / 2019; Member of the Russian National Prize for Landscape Architecture, Moscow, Russia / 2012 -2018; IFLA WORLD workgroup IFLA/UIA manager /2015-currently; Member of Riga City Architect's office / 2013 – currently; Co-founder, board member of Riga Urban Institute / 2011-2018;

The prospects of study programme graduates by the development tendencies of the architecture field and the medium and long-term labour market can be assessed with a positive upward curve. Compared to other European countries (Italy 2.6; Germany 1.3; Estonia 0.6; Spain 1.2), the proportion of architects in Latvia per 1000 inhabitants is 0.4, which indicates a relatively free and open labour market. According to the results of the graduate survey, most employers are well-known industry professionals and lecturers of the study programme. The companies that employed the most graduates of the study programme “Architecture” during the reporting period are: “Arhis”, “Sarma & Norde”, “UPB”, “DJ arhitekti”, “Mailītis Architects” “Kvites Architects”, “Procel”, “Base form architects”, Diānas Zalānes arhitektu birojs, “Vincents”, Zaigas Gailes arhitektu birojs, “Open AD” and others.

Since 2019 Master’s study program has offered graduates internship opportunities at leading architecture offices with practising architects that teach at the RISEBA faculty of architecture. This close relationship between students and professional architects provides an excellent network for internship possibilities with leading architecture offices in Latvia for example:

1. DJ Arhitekti is an emergent architecture practise in Latvia that has received many awards and honourable mentions. Since 2017 Didzis Jaunzems faculty lecturer and tutor has received

numerous professional awards for architecture, scenography and landscape design. Several of our students and recent bachelor's and master's program graduates currently work as interns at this practice.

2. UPB one of the leading architecture, construction and manufacturing companies in Latvija and Scandanavia has successfully employed FAD bachelor and professional master's program, graduates
3. Andris Kronbergs, partner at Arhis (and RISEBA FAD honorary professor) leads an award-winning architecture practice in Latvia and has provided internship opportunities to several bachelor's and master's program graduates.

The launching of the professional architecture master's program in 2017 has attracted local and international students and has increased the overall value of the architecture program. Master's program graduates have not only found successful employment opportunities in Latvia but internationally, as well. Erasmus Students after graduating from the master's program have also gained internship opportunities in architecture offices in various countries including Norway, Spain and elsewhere.

The diversity of study courses and the adaptation of the practical tasks of the study courses according to the current topics provide graduates with the appropriate knowledge to enter the labour market after studies and to be ready for the skills and competencies required in the future.

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

The operation of the Professional Master's study programme was commenced during the 2017/2018 academic year. During this period, the total number of students has not changed (see Annex No. 5). The number of students has not increased yet, but the study programme has been constantly attracting an average of 9 students per year during the four last years. This is because the studies can be combined with practice, the constant development of the programme and maintenance of programme quality, as well as feedback from the graduates. Since the language of instruction is English, the attraction of international students is being observed, as well as local students, who have received their Bachelor's degree abroad or have graduated with a Bachelor of architecture from Riga Technical University.

Number of matriculated master's programme students

During the reporting period of the 2017/2018 academic year, there were 10 students, 4 of whom were international students. In the 2018/2019 academic year, the number of students reached 19, and 2 of them were international students. Meanwhile, in the 2019/2020 academic year, the number of students remained the same – 19 students, of whom 2 were international students. In the 2020/2021 academic year, the number of students in the Master's programme was 16 and none of them was international students. The number of students from 2019 to 2021 declined from 19 to 16 students. 28 master's students graduated from the programme since its introduction of the master's programme until 2021.

Statistics show that most FAD bachelor's programme graduates do not immediately opt to continue their studies on a master's programme. Despite the fact that the number of master's programme

students is stable. Since 2019 only four (4) graduate students out of ten (10) master students have obtained their bachelor degree in architecture from FAD. All other master program students have obtained their bachelor degree from another university.

Though it would be advantageous for RISEBA University to have bachelor program graduates immediately continue their master's program studies at FAD the school fully supports students that decide to first obtain work experience or continue their studies internationally.

The graduates of the Bachelor's study programme mostly opt to work at practice first and/or continue their master's studies abroad. For instance, in 2021 several of our recent graduates were accepted to very competitive international architecture programmes:

- FAD bachelor program graduate received a full scholarship to Miami University, Florida, the U.S.A. highly ranked architecture program.
- FAD bachelor program graduate was accepted to two leading competitive Scandanavian architecture schools: Oslo School of Architecture (AHO) and Umea School of Architecture, Sweden.

Both above mention schools are very reputable with high entry demands and testify to RISEBA FAD overall architecture program quality, faculty contribution and student performance.

Number of graduates

In the 2019/2020 academic year, students graduated from both – the Bachelor's and Master's "Architecture" study programmes for the first time. The number of matriculated students in the Master's study programme was 10, including 1 international student. In the study year 2020/2021, the number of matriculated students was 8, including 2 international students.

Dropout students

In the 2018/2019 academic year, the number of students that dropped out decreased to 9 students, 1 student during the first year. The main reasons for dropping out – academic debts, financial problems, as well as poor quality of the final paper.

In the 2019/2020 and 2020/2021 academic years - there were no dropout students.

The Master's study programme is designed to enable the students to combine their studies with practice. Full-time studies are organised on the evening of business days and on Saturdays to enable the students to combine their studies with practice. The studies are conducted in English. One budget place is subsidised by the university on every course.

International student flows in Master's programmes came from different countries: Kazakhstan, Croatia and Moldova.

The table below indicates enrolled students count, country of origin and graduates of the master programme, which includes international and graduates from Latvia. Students already working are attracted to this program because of its individual approach and flexibility. We expect stable growth since this program permits students to study and work on a full-time basis, while interfacing with their internship requirements.

The professional masters program in Architecture was launched in 2017 and first RISEBA FAD professional master programm students graduated in 2019.

Annex 5

Statistical data on students of the "Architecture" Master's study programme

Academic year	*Number of students in the study programme*	*Foreign Number of students*	*Country of residence*	*Course*		*Number of graduates*	*Expelled*	
				1st year	*2nd year*		*2nd year*	*2nd year*
2017/2018	*10*	*0*	*Latvija, Kazahstāna, Moldova, Horvātija*	*10*	*0*			
2018/2019	*18*	*2*		*9*	*10*	*10*	*1*	
2019/2020	*17*	*2*		*9*	*8*	*8*		
2020/2021	*16*	*1*		*7*	*9*	*10*		

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Refer to Section 2.5.2 “Partnerships and Internationalization”.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The Master’s programme module of RISEBA University of Applied Sciences complies with the professional standard of an architect profession of the Republic of Latvia in terms of determining the basic knowledge, skills and competences that a specialist requires for successful implementation of professional and social tasks. Professional Master’s study programme “Architecture” provides that, as a result of successful graduation of the programme, the graduate shall have reached the following **study outcomes**:

Objectives, Tasks and Planned Results of the Programme

The objective of the professional Master’s Study Programme „Architecture” is to ensure professional

studies that comply with the recommendations of ACE (*Architects Council of Europe*) and UIA (International Union of Architects) and professional standard, as well as to prepare highly qualified and competitive specialists for work in Latvia and abroad.

Objectives of the Programme

The institutional objective of RISEBA Professional Master's programme in architecture is to ensure full scale architectural studies offer to the students of RISEBA architectural discipline, by strengthening the interaction of architectural study direction with other study areas at RISEBA.

The academically-professional objectives of RISEBA Professional Master's programme are as follows:

1. To implement professional master's programme that provides education content and methods, which conform to the requirements of the architectural sector and is competitive on the labour market (domestic and international).
2. To promote the development of individual professional design, research, creativity and social skills of every person studying on the master of architecture programme.
3. To offer diverse education content in the sector of architecture focusing on more extensive research in the sector and to promote the interaction of architectural processes with economic environment.
4. To actively and constantly participate in the network of architecture, design and art education institutions of Europe and, especially, Nordic Countries.

Tasks of the programme

The general tasks of RISEBA professional Master's programme in architecture refer to, firstly, provision of the acquisition of knowledge, skills and competences and, secondly, the development of the study culture of the university:

1. To independently work in the sector by comprehensibly implementing the professional requirements set for an architect.
2. To independently upgrade their competences in traditional or non-traditional directions of learning.
3. To practically and theoretically develop and communicate innovative ideas together with the specialists of the sector of architecture or inter-sectoral specialists.
4. To critically evaluate and analytically argument the topical and historical processes of the sector and wider social and cultural importance of the sector.
5. To equally communicate with professionals in the area of architecture, intellectuals and experts in English.
6. To independently formulate and develop theoretical concepts and to be able to continue education at doctoral level in Latvia or abroad.
7. To ensure and constantly improve the environment that is beneficial for studies and promotes academic and democratic co-operation of students and lecturers.

The direct tasks of RISEBA professional Master's programme in architecture refer to the provision of certain type of content and methods in the programme:

1. To provide the opportunity of obtaining in-depth theoretical knowledge and professional awareness, skills and competences in architecture and urban planning that comply with Master's level. To prepare an architect for practice.
2. To prepare competitive specialists, who are able to effectively provide high quality services to the public in general, to state, municipal institutions and private sector.
3. To promote theoretical and practical knowledge of students in architecture and urban

planning in conjunction with the resources provided by RISEBA – direct approach to business related competences (management science, management psychology, advertising management, research methods, language acquisition, etc.).

4. To ensure the acquisition of in-depth knowledge in research methodology by developing the abilities and skills of students to develop and implement research projects and to present them qualitatively.

Description of planned results

The Master's programme module of RISEBA University of Applied Sciences complies with the professional standard of an architect profession of the Republic of Latvia in terms of determining the basic knowledge, skills and competences that a specialist requires for successful implementation of professional and social tasks. Professional Master's study programme "Architecture" provides that, as a result of successful graduation of the programme, the graduate shall have reached the following **study outcomes**:

Knowledge

ARH-Z1 The student understands the importance of historical evolution of architecture in relation to the development of technologies, scientific ideas and art. Is well orientated in the processes of architecture and planning in Latvia and the international environment.

ARH-Z2 The student understands the interaction of specific knowledge of the architect with other areas of knowledge or professions. The student is well orientated in socio-economic processes (demographics, quality of life, ecology, culture, etc.) and is able to explain them in Europe and worldwide. The student is able to describe and explain the principles of architecture and urban planning, as well as social, economic and environmental impacts thereof individually, in a group, team or in an institution.

AEH-Z3 The student knows and is well orientated in the psychology of business management and leadership, is able to compare theories, the application thereof and to integrate them into the environment of the organisation. Defines and critically assesses the theoretical formulations of scientific and research work methodology and performs the synthesis and reflection thereof in architectural processes.

Skills

ARH-P1 The student is able to develop architectural and urban planning projects that are directed towards innovative solutions and the development of a structured environment by developing the skills of professional self-assessment and analytical thinking. The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in co-operation with colleagues.

ARH-P2 The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in co-operation with the colleagues.

ARH-P3 The student is able to use entrepreneurial skills to perform the professional and social functions of an architect. The student is able to demonstrate an analytical understanding of the content of architectural studies and profession, as well as to professionally substantiate their opinion through communication with the professionals of the sector or representatives of other sectors.

Competences

ARH-K1 The student knows different urban planning and architectural concepts, types, forms and models and the options of using such in the private and public sector. Ability to independently formulate, determine and communicate the objectives of their professional activities to enable creativity in the area of architecture, design or interdisciplinary areas.

ARH-K2 the student works in company projects and organisation management, if required, by developing co-operation with professionals of other sectors and integrating the knowledge of different areas in solving research problems.

ARH-K3 the student conducts research activities in the areas of architecture, urban planning and landscape architecture in order to develop theory and practices by applying their knowledge of management psychology and management science and modern information technologies.

General Description of Study Programme Constituents

In accordance with Section 56.2 of the Law on Higher Education Institutions, the study programme has been structured in accordance with study module principle, which ensures the transparency of content and study methods, as well as an opportunity of prudent planning and purposeful development of the programme. Module principle enables to develop flexible links between groups of practical and theoretical subjects and promotes orientation of the students in the environment of professional work. The programme has been developed with the consideration of such internationally recognised principles of Master's study cycle as orientation to the observation of student interests (*student centred learning*), respecting of individual plans (*independent studies)* and development of sector specific competences.

The description of each master's programme study course is developed in accordance with the form developed and approved by RISEBA. Course description defines the requirements for the commencement of study course acquisition, indicates the objectives of stud course implementation and the planned study outcomes, describes the requirements required for the acquisition of study results and general evaluation criteria, the content of study course that is required for the reaching of study outcomes has been described, the calendar of the study course is indicated, mandatory literature and additional literature is listed, the organisation of student independent work has been described.

In accordance with the amendments to the Law on Higher Education Institutions adopted on 1 August 2011, where Section 56.1 of the law defines the requirements for study course descriptions, they are prepared and confirmed in accordance with the procedures determined by RISEBA and published in MOODLE environment. The methodology for study module description has been developed in accordance with Section 56.2 of the Law on Higher Education Institutions and describes the objectives linked to the study module, study outcomes to be reached, defines the planning within the framework of the programme, lists the study courses included into the study module. The structure of professional Master's study programme „Architecture" consists of 5 study modules, the description of which determines:

- The objective of the study module and study results to be achieved
- Study courses that are included in the study module
- Amount of the module and credits of the courses within the module
- Time schedule of the studies
- Description of the content of the module and study methods

The core of the Master's study programme in Architecture consists of consistent development of the Master's thesis during the entire duration of the programme. The basic principle of programme structure is the time grouping of the programme into united programme amounts in terms of content and methodology - study modules, by defining the function and content proportion of the

module within the process of Master's studies. The condition regarding the Master's thesis as the central object of the studies (Module No. 1. „Master's Thesis") allows to focus the study content onto the implementation of the talent, experience and interests of the student in the Master's Thesis in the first place, and, on the main specialisation determined for the programme – urban planning and BIM (*Building Information Modelling*). Both indicated components balance the content of the programme, because the function and meaning of all other modules is understood in relation to the development requirements of the Masters thesis and conditions of architect's specialisation.

Each study course ensures 2 to 4 achievable results defined within the programme. It can be seen in a clear way in the programme mapping (see Annex 8). RISEBA has developed the "Study Mapping Methodological Material", which defines the principles, models, stages and methods of programme mapping.

The methodological material indicates the need to link the results of each programme with the requirements of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF),
which are also provided in the mapping materials of the study programme "Architecture".

Before creating the description of the study course, each lecturer receives from the programme director
a summary of the programme mapping in order to define appropriate study results for the study course, to include the relevant skills and attitudes, professional knowledge and competencies in the content.
In 2020, the description forms of study courses have been upgraded, thus enabling every lecturer to ensure transparent link of the study programme and course outcomes. All descriptions of the study courses are enclosed in Annex No. 10. Based on the results of the study course, the teaching staff plans appropriate testing methods for knowledge, skills and competencies. Descriptions of the study courses are posted on the e.riseba platform, thus ensuring their availability to all lecturers in order to avoid the overlapping of topics.

The study programme is based on the compulsory knowledge block, which provides general knowledge and basic understanding of the field of architecture. Study courses are divided into 5 modules :

- Module No. 1: Master's Project & Master's Thesis
- Module No. 2: Architectural studies: most recent achievements and problems of sectoral practice and theory Fine Arts,
- Module No. 3: Internship Work: internship at institutions, design organisations, research or creativity
- Module No. 4: Management science, entrepreneurship, social relations studies
- Module No. 5: Studies of individual choice (elective courses)

Table No. 1.1.

The study module plan of Professional Master's Study Programme "Architecture"

No.	Title of Programme Module	Semesters				CP	CP of the Module	Percent
		1	2	3	4			

1.	Master’s Project & Master’s Thesis						**26**	32.5%
1.1.	Development of Master’s thesis project	4	4	4		12		
1.2.	The development of the master’s thesis				14	14		
2.	Architectural studies: most recent achievements and problems of sectoral practice and theory	4	4	4		12	**12**	15%
3.	Traineeship.						**26**	32.5%
3.1.	Internship I, Operation at sectoral institutions	2	4	2		8		
3.2.	Internship II. Project internship: individual work on design, research or creativity	6	6	6		18		
4.	Management science, entrepreneurship, social relations studies	2	2	2	4	10	**10**	12.5%
5	Studies of individual choice	2		2	2	6	**6**	7.5%
Credit points total:		20	20	20	20	80	**80**	100%

Description of Study Module Objectives, Content and Reachable Outcomes

Module No.1 “Master’s Thesis”: 26 CP (39 ECTS)

The distribution of credits in the four semesters of the programme is as follows: 4 + 4 + 4 + 14 = 26 CP.

Module “*Master’s Thesis*” is the main (core) element of the programme, and the main objective of the module is **to ensure continuous development of Master’s thesis idea and practical solutions thereof over the entire duration of the programme studies.**

The planned results that conform to the content and study methods of module “*Master’s Thesis*” are as follows:

- The student is able to independently formulate and communicate the creative and social objectives of their operation in architectural, design or intersectoral environment.
- The student demonstrates analytically-critical attitudes and is able to evaluate the relations of contemporary creativity with cultural and business environment.
- The student is able to independently synthesise information and develop preconditions for the creation of new knowledge, in the context of intersectoral knowledge or professional activity related sectors.
- The student understands the more extensive importance of research and social role of architectural processes.
- The student freely communicates their ideas in at least one foreign language.

During each of the fist three semesters of master’s studies, 4 CP are scheduled for the development of the idea and concept of Master’s thesis, for the identification and learning of the information

required for the work and for consultations with the supervisor of the paper. During the fourth semester, 14 CP are earmarked for the development of the theoretically-practical and/or theoretical part of the final Master's thesis.

Since the objective of RISEBA master of architecture programme is the development of individual talents and interests of students, the task of the module is to achieve independent work on the development of the concepts of the Master's thesis under the supervision of the lecturer. At the end of each (of the first three) study semesters, a test is conducted, during which a Master's programme student uses a project/report to report on their progress on the Masters's thesis development by indicating the studied sources of information, by explaining the reasons and importance for the development of the concepts, and by making the corrections in the plan for the development of the Master's thesis. In the conclusion of the third semester, the Master's student submits a developed content of the Master's thesis, introduction with the proposal of hypothesis and full list of the sources of information used.

The fourth semester is scheduled for the final development of the Master's thesis in three main formally oriented directions:

1. Theoretical and practical development of individual architectural project, which consists of the graphical composition of the project (plans, cross-sections, facades, models, visualisation) together with topically and content-related analytical text in the amount of 45 pages.
2. Theoretical analysis of architectural problems, as thematically and content-related analytical text in the amount of 65 pages, which is supplemented with explanatory schemes, plans, images or diagrams developed by the author of the paper.
3. Theoretically described and analysed individual work or participation in architectural or planning project as an analytically-theoretical review in the amount of 65 pages on the participation of the author of the Master's thesis in the implementation of the architectural project, where the work performed by the author, duties entrusted to them are explained and investment in project implementation are demonstrated. Information on project author or, if required, project supervisor and/or a reference of a professional architect on the external evaluation of the performed works must be enclosed with the papers of this direction.

To promote the development of Master's thesis and to ensure compliance with quality requirements, during the last (fourth) semester of the programme 6 CP are earmarked for the courses that are not included into the content of "*Master's Thesis*" module, but are divided between Module No. 4 "*Entrepreneurship, business management, language studies*" (4 CP) and module No. 5 "*Elective Courses or Individual Studies*" (2CP). The use of these 6 CP shall be dedicated to the resolution of problems topical for the development of Master's thesis of a studying person, for instance, for consultations on academic writing in English, thus they are methodologically or in terms of content related to the Master's thesis.

During the 1st, 2nd and 3rd semester of the Master's thesis development module, theoretical lectures of concentrated content or practical sessions are scheduled (workshops), with the aim of promoting the development of Master's Thesis in all components thereof. The courses of the module may include series of brief academic readings given by invited lecturers or architects to elaborate on specific issues on architectural topics or scientific discoveries. The selection of invited specialists is determined by the topical interests of Master's programme students that are related to the development of Master's project. The lectures of the module or academic activities are evaluated by means of a test, while in the conclusion of the semester, each Master's student passes an examination in the form of a report/ presentation on the effect of the topics acquired during the semester on the project of Master's thesis.

The meaning of the module "*Master's Thesis*" is demonstrated in the admission conditions as the

requirement for the applicants to submit the approximate proposal of the master's thesis - project these that are discussed during the discussion of examination. The existence of the project of the theses enables planning of the content of the current study semester, because information on the directions of student interest is found out, which will allow to attract appropriate lecturers that would promote the implementation of these directions, therefore the functions of the module are extended from the moment of admission to the defence of the final paper of the programme.

Module No.2 "Architectural Studies": 12 CP (18 ECTS)

The distribution of credits in the three semesters of the programme is as follows: 4 + 4 + 4 = 12 CP.

The objective of "*Architectural Studies*" module is **to ensure the explanation of current trends and meaning of contemporary architecture sector in the context of exact and humanitarian science ideas.**

The planned results that conform to the content and study methods of module "*Architectural Studies*" are as follows:

- The student is able to generalise and use the verified or innovative ideas and methods of engineering sciences and humanitarian sciences.
- The student demonstrates analytical fundamental awareness of the content of architectural sector and is able to explain the importance of the processes in the sector.
- The student is able to independently research the sector by developing ideas of interdisciplinary direction.
- Is able to demonstrate professionalism and academic clarity in argumentative discussion of their ideas in communication with the specialists of the sector, or professionally attracted specialists.

The role of "*Architectural Studies*" module in the content of the Master's programme lies in the provision of knowledge, skills and competences in architectural design and urban planning as the main specialisation area of the programme. Special importance is dedicated to the development of student personality and development of professional skills of the architect.

The content of each semester of "*Architecture Studies*" module includes lectures on topical trends in the sector of architecture and the development of new materials and technologies. The content of courses in the module may be expanded by adding short guest lectures on the–directions of scientific thought in mathematics, philosophy, psychology, art, etc. The content of these courses is planned and oriented towards the supplementation of the development of Master's thesis and enrichment of its content, and each individual course shall be concluded in the form of a test.

Implementation of the following courses is planned within the framework of "*Architectural Studies*" module:

1. Psychology in the context of architectural business activity and labour market (Ph.D. Greg McDonald): 2 CP
2. Theoretical concepts of urban planning and urban environment design (Dr. Arch. Ilze Paklone): 2 CP
3. History of architectural ideas – professional, political, demographic and social aspects (M. Arch. Visvaldis Sarma): 2 CP
4. Heritage in contemporary Urban Environment (Dr. Arch. Jana Jākobsone): 2 CP
5. Methodology of development of urban planning documents, professional and social aspects (Ph. D. Geogr. Andis Kublačovs): 2 CP
6. Aquatecture (water bank architecture) in the context of Riga and Northern European

metropolitan cities (M. Arch. Egons Bērziņš): 2 CP

Module No.3 „Internship": 26 CP (39 ECTS)

The distribution of credits in the first three semesters: 8 + 10 + 8 = 26 CP.

„*Internship*" module is a part of mandatory study programme content of the professional Master's degree in architecture and scope thereof in the professional architecture study programme is determined by the requirement of Cabinet Regulation No. 512 regarding the scope of internship determined in the second level professional higher educational institution state standard for professional master's study programme. The role of internship as the constituent of the study process in architectural Master's programme is to provide the students with the opportunity to check their knowledge, skills and competences in the environment of professional operations of the architect, including object and environmental design, research of sector, creativity, project management and office work. Therefore, within the framework of RISEBA Master's programme in Architecture, two main tasks have been determined for the "*Internship*" module:

- **To provide the student with direct experience of professional activity in the area of architecture or a related sector** (8CP),
- **To develop design and research skills of the students, as well as expand their understanding about visualisation culture** (18 CP).

In accordance with this position, the practice is divided into two directions:

1. „Internship I. Work at the Institutions of the sector" (8CP), where the student, in accordance with internship contract, practices at the design bureau under the supervision of an architect (4CP) or at an institution related to management of architectural processes (4CP). This form of internship directly prepares the graduate of Master's programme for work under the supervision of a licensed architect within three years after the obtaining of the Master of architecture diploma and constitutes 31% of the total time of internship. Along with that, internship allows to establish professional work relations with the potential employer at the office during studies, to develop predictable professional growth process until the receipt of architect's license and to create pre-requisites for collegial relations with specialists and experts of the sector.

The planned results that conform to the content and study methods of the Direction "*Internship I*" are as follows:

- Is capable of academically clear communication and professional co-operation with the specialists of the industry or the specialists of supervisory institutions of the sector.
- Is aware of the functional principles of the professional operations sector.

2. „Internship II. Project internship: individual work in design, research or creativity" (18CP) is individually oriented practice, which can manifest in various ways as constant participation of the student in design, research or creative activities beyond the higher educational institution, as well as management or participation in social, cultural or entrepreneurship projects. Within the framework of project internships the theoretical preparation in project management is performed and short study courses may be offered within the framework of the internship - from the offer of elective courses or specific courses prepared for this particular task, if they comply with the task of practice. This form of internship is developed in accordance with the objective of Master's studies in architecture defined by RISEBA - promotion of individual development of the students and respecting of plans and constitutes 69% of the total duration of the internship. The tasks of the internship are planned individually and approved by programme management.

The planned results that conform to the content and study methods of the Direction "*Internship II*" are as follows:

- The student is able to formulate and develop sets of theoretically-practical ideas.
- The student is able to independently improve their professional knowledge and skills in traditional or non-conventional areas of creativity or research.
- The student knows the principles of designing of architectural objects, and is able to successfully apply their knowledge in practical designing.

Results of internships conducted beyond university shall be counted as scheduled and recognised by programme management as the work or practice of the student on contractual basis at the architectural bureau or practicing the administration of architectural processes at state administration or municipal institutions or in other form recognised and documented by RISEBA. The objective of both types of internship lies in the approbation of both types of practice, development of the knowledge and skills required for an architect and an urban planner in order to resolve practical problems by implementing the individual internship tasks. Each student shall have an internship supervisor during the internship. At the end of internship, the student must draw up a report on their internship work and defend it.

The organisation of internship, objectives and tasks thereof shall be determined by the requirements of study programme and Internship By-law, which has been approved in accordance with the procedures established by RISEBA. The potential internship sites offered by RISEBA are confirmed by memoranda of intent regarding provision of student internships.

Module No. 4 "Management science, entrepreneurship, social relations studies":

10 CP (15 ECTS)

The distribution of credits in the four semesters of the programme is as follows: 2 + 2 + 2 + 4 = 10 CP

The objective of the module is to **provide the knowledge required for the professional work of an architect regarding the development of dialogue with the public, business, project management, research methods and acquisition of languages.**

The planned results that conform to the content and study methods of module "*Management science, entrepreneurship, social relations studies*" are as follows:

- The student understands mutual relations of cultural and business processes and genealogy.
- The student understands the relations of special knowledge of architecture with the knowledge of other sectors.
- The student is well oriented in the basic principles of legal regulation of professional operations.
- Knows high quality research methods and forms of expressing academic thought.
- The student commands English at the level that is required to receive an internationally recognised language certificate for studies on 3rd cycle of higher education (doctoral programme).

The content of courses included into module *"Management science, entrepreneurship, social relations studies*" reviews situations that conform to the specific nature of work at an architect bureau and communication with customers. Special attention is paid to professional project management, because significant part of architect's work is associated with object and environmental planning, as well as responsibility for the incorporation of environmental and ecological concepts into the development plans. Qualified acquisition of foreign languages that conforms to Master of architecture level studies is ensured by RISEBA lecturers - language

specialists, who are using internationally tested training methods and test systems.

The content of the module is ensured by the lecturers of the Architecture and Design Department, Faculty of Business and Economics, as well as faculties of the Media and Communication Department of RISEBA, with the involvement of the students of Master's programme of architecture in co-operation with students of other study directions, thus directly implementing the motto "*Business meets art*".

Within the framework of Module No. 4 "*Management science, entrepreneurship, social relations studies*" the implementation of the following courses is planned:

1. Establishment and management of companies (M. Soc. Iveta Cīrule) 2 CP
2. Legal framework in planning and construction (Dr. Iur. Jānis Rušenieks) 2CP
3. Project management of the sector – national and international aspects (M. Sc. Administr., Ivars Ruņģis) 2 CP
4. Intersectoral and social dialogue (M. Soc. Iveta Cīrule) 2 CP
5. Problems of sustainable environment (Dr. Psych. Greg McDonald) 2 CP
6. Language studies (M. Paed. Inguna Romanova) 2 CP
7. Methods of Academic Writing (Dr. Art. Doc. Astra Spalvēna): 2 CP
8. Principles of research methodology (Dr. Sc. Administr., Assoc. Prof. Iveta Ludviga): 2 CP

Module No.5 "Studies of individual choice": 6 CP (9 ECTS).

The distribution of elective or individual study credit points in the first, third and fourth semesters is as follows: 2 + 2 + 2 = 6 CP.

The objective of the module is **to stimulate student initiatives and creative activities,** by integrating the individual achievements of the students and the selection of professional interests in the content of the study programme.

The planned results that conform to the content and study methods of module "*Studies of individual choice*" are as follows:

- The student is able to implement individually developed creative of research projects individually or together in a group of professionals or researchers.
- The student is able to demonstrate initiative and assume professional duties.

The selection of elective courses is a principally free decision of the student with the condition that the student receives the approval and substantiates their choice of activities in the context of the development of master's thesis. Individual studies mean all types of activities that the student implements during the acquisition of the programme in the professional field (designs) or creativity field (prepares exhibitions), or research (publications), provided that these studies are supervised by RISEBA lecturer and, if required, consultations are provided.

Master's programme council is the body that decides on the granting of the number of credits. The programme does not provide for the offer of certain courses or activities within the "*Studies of Individual Choice*" module, assuming that the free choice of the student is determined by the need to develop the topic of Master's thesis and developments. The credit points of the module are evenly distributed over the first, third and fourth semesters of the programme. The 2 elective credit points scheduled during the fourth – semester for the development of final paper of the programme provide an opportunity to select a subject that promotes the procedure and quality of the development of Master's thesis.

Within the framework of "*Studies of individual choice"* module, the offering of the study courses provided by RISEBA is scheduled primarily, however, within the framework of the free choice, the

students may select an elective course offered by any higher educational establishment. The offer of the elective courses of the module is as follows.

1. Form creation studies (M.A. Aigars Bikše, guest professor).
2. Methods for visualisation of object space. (M.A. Atis Kampars)
3. Painting: Space and colour. (M.A. Ieva Taranda, guest lecturer)

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Achievements of Science and Creativity of Master's Study Programme

Faculty of Architecture and Design of RISEBA has commenced international positioning programme by emphasizing the specific historical, social and spatial characteristics and qualities of Riga, Latvia and the Baltic region. The information indicated below is the confirmation thereof. The course papers of Bachelor's and Master's programme students, whose works are directly related to these projects by using "design by research" approach and the results of the projects have received local and international approval.

In 2016, the special edition No. 555 of ***„a+u" („Architecture & Urbanism")*** journal was published in Japan, „Feature: Latvia – Architecture Unfolding". The guest editor of the publication is the associate professor of the Faculty of Architecture and Design of RISEBA and researcher of architecture, Dr. Arch. I. Paklone.

2017, publication in 2 volumes **– "Beyond Education: Knowledge Mile Pardaugava" and "Part 2: Spatial Plan"**, lecturers: T. Stellmach, Doc. I. Paklone, V. Celmiņš, Third year students

In 2017 the collection of RISEBA scientific articles **"Business Meets Art: Beyond the Traditional Approach to Education, Management and Business"** (scientific editors Dr. I. Senņikova, Dr. T. Vasiļjeva) was published. The collection, among others, includes he article by the Professor of the Department of Architecture and Design and a researcher J. Lejnieks "Built Heritage as a Financial Asset in Riga after 1991".

In 2018, the first number of RISEBA FAD and AVMM academic journal *ADAMarts* was published. The journal is published in English and contains double/anonymously edited research articles, with international editor's board and is dedicated to architectural and media art in the Baltic Sea Region.

In 2018 and 2019 an International Pleins Air of Architectural Students were held in Aizpute, Latvia. J. Jākobsone, together with her colleagues, is an expert and a lecturer at the plein air, where the students of Architectural programmes from RISEBA University of Applied Science, Klaipeda Faculty of Architecture and Design of Vilnius Academy of Arts, Faculty of Architecture of Riga Technical University, as well as students of landscape architecture from Latvia University of Life Sciences and technologies participate. Information is available here:

Dean of the Faculty of Architecture and Design and acting programme director Dr.h.c.Arch. J. Dripe has been a commissioner of the two last expositions of Latvia at the largest international architectural exhibition – Venice Biennale of Architecture (in 2016 and 2018).

In February 2019, at Soorim Art Centre and in May at Korea Foundation Gallery in Seoul, the exhibition dedicated to the architecture of Latvia "Latvia. Architecture at Convergence" was opened. Curators and graphic design authors of the exhibition – lecturer of the Faculty of Architecture and Design I. Paklone Phd., D. Penke, with the support of the Embassy of Latvia in Japan and Embassy of Latvia in Korea, as well as the journal "a+u" of Shinkenchiku-sha publishing house.

2020 Lecturers of the Faculty of Architecture and Design, associate professor of the Master's programme I. Paklone, D. Suhanova and lecturer R. D. Šmits, as well as guest lecturers V. Celmiņš, I. Menģelis involved in the implementation of Cēsis District Municipality procurement "Organisation of Spatial Research and Planning Study Course Project "Augmented Urbans"" from 10 June 2019 to 10 October 2020.

In 2020, the new dean of the Faculty of Architecture and Design and Master's programme director Rudolfs Dainis Šmits MATS Dipl. Arch. participated in several local and international exhibitions, including exhibitions in Latvia, Contemporary Art Museum of Estonia and a travelling exhibition in the USA. 2020. Re-publication of the project of John Hejduk in Riga and Act 2 is designed to introduce the students and professionals with the ideas and educational methods of Hejduk and for the promotion of architectural discussions, and it received the financial support of the State Culture Capital Foundation (SCCF) and the American Latvian Foundation Culture Fund (ALA KF). The graduates of the Faculty of Architecture and Design of RISEBA, guest lecturers, domestic and foreign lecturers, architects, artists and poets were involved in the publication of the book.

(See annex for additional information on the achievements)

Comparison of the scientific area and creativity of the Faculty of Architecture and Design of RISEBA with competitors

Faculty of Architecture and Design of RISEBA is directly comparable with the Faculty of Architecture of RTU, the beginnings of which in 2019 can dated 150 years in the past. In a wider context, the Faculty of Architecture and Design compares itself with the architectural studies programme of Aalto University in Finland, Architectural study programmes of Tallinn and Vilnius art academy in Estonia and Lithuania, respectively, regular publications thereof (annual publications), publications characterising programmes, academic and scientific work. The operations of the Faculty of Architecture and Design of RISEBA is directed towards the analysis of the level of the aforementioned institutions, as well as the development of its specific niche.

Scientific Sector and Creativity Potential

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in the projects of architectural design and artistic creation. The research and creative process is mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad.

Bases on 2020.g. Technopolis research evaluation report the following recomendation were given for implementation during the next period:

1. Hire full-time researcher to support FAD master program
2. Outline launch for future FAD Phd program

3. Increase the number of research publications and publish in indexed journals.
4. Develop practise led /artistic research based submissions
5. Develop incentives for exisiting staff to embark on doctoral research as protected time and increased salaries with these qualifications.

In 2021, based on Technopolis recommendations, E. Duyan assoc. professor was invited by FAD dean to join RISEBA FAD to establish and lead new research unit in coordination with RISEBA University exisiting research department. This newly established research unit shall serve as a platform to support existing masters study program student research and full-time PhD researchers with the intent to launch Riseba FAD PhD program within the next five years.

To technically support the new research unit RISEBA FAD is aiming, in parallel, to develop a research laboratory within the same period. The lab is planning to conduct research in architectural design, urban design, world heritage documentation **(Emergency Documentation & Diagnosis of exisitng threatened Cultural Heritage),** and theory in addition to practical collaborations and cross-disciplinary works integrating innovative technologies into architecture. The research lab is expected to accommodate several research projects in groups and individually and necessary office space, equipment, and administrative staff. RISEBA Audio Visual & Media faculty has agreed to shall their planned lab space. This Iitermediary lab environment is currently in the construction process, whereas there are initial plans for larger future lab space to serve as a research hub for Riseba university..

Since August 2021, the formation of a research team has been ongoing, and the department has appointed a half-time team leader to coordinate the process. The framework for research activities has been drafted, including concrete activity aims such as suggested journal and conference lists.

The research unit is expected to share and develop research ideas, conduct the agreed research activities and apply for various grants and funding, such as Erasmus +, ERC, Latvian Ministry of Education and Science Grants, and miscellaneous sources.

An international conference series, which the Faculty will kickstart in early 2023, is among the mid-term goals.

Establishing a Ph.D. program in close connection with research and alb activities is among the long-term goals.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

In the implementation of the study process, the principles of student-centred education are taken into account and implemented as follows:

1. Lecturers of study courses take into account and respect the diversity of students and the diversity of their needs, using different ways of implementing the programme, according to

the abilities of the students.

2. Study courses are acquired in the process of cooperation between students and lecturers, where different teaching methods are used according to the situation: monologue – lectures and practical demonstrations; dialogical – constructive conversations, discussions, creative methods; research methods – literature studies, study tours, seminars, live projects, layout design, acquisition of material knowledge through practical training, etc. Students use qualitative, quantitative and mathematical data processing methods in their research. Different forms of work are used – group work, individual work, independent work.
3. Students' independence is encouraged by offering students teaching methods where they can
   prepare and demonstrate their knowledge, skills and attitudes individually or in a group. At the same time guidance and support to the lecturers is provided by inspiring, motivating and encouraging oral or written feedback.
4. In the mutual relations between lecturers and students promote mutual respect of students and lecturers by developing positive emotional background and creative co-operation. The University has an operational Ethics Commission, where ethical complaints are considered, if necessary.
5. Appropriate procedures for resolving student complaints exist at the University. The procedure of complaint resolution
   is managed by the Quality Department Manager with attraction of the Programme Director and Department Manager,
   if required – Study Department Manager or Study Pro-rector.
6. Pedagogical methods, teaching, learning and assessment methods are regularly assessed. Topical issues are discussed at the meetings of the department, at the meetings of the Methodological Council, as well as
   methodological seminars for lecturers, excursions and different training events are being organised.

When implementing a student-centred approach, special attention is paid to the assessment of the study results:

1. The teaching staff is familiar with testing and examination methods, and they receive support for the improvement of their skills
   in this area. It takes place in the methodological seminars, department meetings, working on projects, as well as by learning from each other and by attending classes with each other.
2. Tests, evaluation criteria and methods, as well as criteria for grading are pre-published. Together with the description of the study course, they are placed in the MOODLE environment, and discussed in the first lesson. If necessary, they are sent individually by e-mail or discussed in a consultation.
3. The assessment provides the students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes – in knowledge, skills and attitudes.
4. Students receive feedback and, if necessary, the teaching staff provides advice and support to improve the learning process.
5. The diversity of students is taken into account and in certain cases there are favourable circumstances for students, e.g., extension of the submission deadline.
6. The assessment is carried out in accordance with approved procedures, it is consistent, fair and
   applicable to all students.
7. The assessment of the achieved study results is performed by the teaching staff, the student himself/herself (self-assessment), other
   students (peer assessment). If the study course is taught by several lecturers, the

examination paper is evaluated by several lecturers.
8. A procedure for reviewing student appeals is in operation at the higher educational institution.

At the Faculty of Architecture and Design, where students study from all over the world, the learning environment is international – adherence to the principles of student-centred learning is extremely important. The following learning and teaching principles are taken into consideration during the implementation of the study process: the contingent of students and the diversity of their needs are respected, creating appropriate learning pathways, using different ways of implementing the programme according to the possibilities and using different pedagogical methods according to the circumstances. During the study process, the tendency of the student to be independent is being promoted, at the same time ensuring the guidance and support of the teaching staff. Mutual respect, cooperation and continuous interaction between the lecturers and the students is encouraged.

Since 2011, open lectures are being organised with the involvement of independent industry experts – the "Slice of Architecture" lecture series, where a public lecture is organised on average once per month throughout the semester. The topics of open lectures and lecturers are listed in the annex.

In addition to guest lectures organised by RISEBA Department of Architecture (Slice of Architecture and others), students are also invited to attend the lectures and seminars of the Latvian Union of Architects, the Museum of Architecture and other institutions intended for lifelong learning.

During studies RISEBA students have the opportunity to ask questions that they are interested in and to discuss them with lecturers, consultants, the invited experts and study members. Problem-orientated teaching strategies are used in the studies. All study and support materials for students are freely available during studies in the e-learning environment. www.e.riseba.lv also contains instructions on additional sources of information, scientific articles and research, obtaining the studies and specific issues, as well as materials to promote self-managed learning (for example, homework, additional topics with self-tests). If necessary, additional remote (via *Zoom*) and in-person consultations are organised, students are given tasks to search for information on the internet and in scientific databases, as well as to work in groups – preparing a joint project or presentation materials.

At the end of each study course, students are asked to fill in an assessment questionnaire electronically, in which they have the opportunity to express their views and suggestions on the content of the study course, its implementation methods, and the competencies and work style of the teaching staff. Thus the study courses are updated annually according to the assessment provided by the students . The representatives of the students are also involved in programme councils and constitutional meetings, ensuring that their views are taken into account in the decision-making process.

Regular communication with the director of the study programme is organised (at least twice per semester – officially and daily – unofficially), discussing the unclear issues, providing additional counselling and supporting the students.
"Guest Lecturer's Handbook" has been developed for the teaching staff, which provides an explanation of the process of planning, preparing, conducting and assessing the lessons.

The evaluation system used at RISEBA is based on the following principles:

1. mandatory nature of evaluation - the need to receive a positive assessment for each study course;
2. accumulation - the knowledge acquired by a student is evaluated by summing up all positive

assessments received during the studies;
3. transparency and clarity of requirements - upon the commencement of the studies, the student shall be informed of the content, requirements and evaluation of the study course.

The methods of RISEBA for the evaluation of studies and knowledge are objective and are consistently observed. The scope of any test complies with the content of the programme of the respective study course and the requirements for skills and knowledge determined in the Professional Standard.

The quality of student knowledge at RISEBA is evaluated on the basis of the order issued by the Ministry of Education and Science of the Republic of Latvia, in accordance with the European Credit Transfer System standards adopted in the Republic of Latvia and the respective evaluation criteria that are in effect at the higher educational institution. Two types of tests are in effect at the higher educational institution - mandatory and other tests. The performance of mandatory tests (for instance, test, examination) is mandatory for students. If these tests are not passed, the final evaluation mark of the study course shall not be granted. The number of mandatory tests within the study course is determined by the order of a rector and depends on the number of credit points collected during the study course. In addition to mandatory tests, the lecturer, at their own discretion, may include, for instance, home tasks, tests, independent assignments, seminars, etc. into the study course. They are - other tests. The number and type of these tests is determined by the lecturers themselves, as well as the lecturers shall indicate the weight of the tests in the final evaluation of the student in the description of the study course (and, during the final evaluation).

Each lecturer shall regularly test the knowledge of the student during the study course, by using the mandatory and other testing methods indicated in the course programme and course description (tests, home tasks, reports, presentations, independent work, etc.). The requirements depend on the specific nature of study course and the organisation of the study process within the course. Regular work during the semester affects the final assessment of the study course.
The mandatory type of tests shall be determined by the lecturer, considering the requirements for the acquisition of the course and
the weight of each evaluation. The results of exams, tests, individual works, research paper and internship results are evaluated with a mark in a 10 point system. The sum of obtained credits is indicated in the study plan. To evaluate the conformity of the work performed by the students to the plan, the quantitative evaluation of the plan in credits is performed every semester and every academic year - 1 credit point conforms to 40 academic hours.
Exams are organised at RISEBA both in writing and orally, as well as in the form of tests at e.riseba.lv.
The final evaluation after the acquisition of the study course includes the evaluation of student's work during the entire period of course acquisition, including participation and quality of work during sessions, results of tests and independent works, as well as the evaluation of the examination. The acquisition of the course shall be deemed successful, if the requirements provided for by the programme have been met by the end of the examination period, except for the cases, where an extension of the testing period has been granted.

Parameters for the assessment of study outcomes

The quality of the knowledge of Master's students is evaluated on the basis of the 10 point system approved in the Republic of Latvia and in accordance with the evaluation criteria that are in effect at the university. RISEBA shall evaluate the results of the studies based on two parameters:

1. Qualitative evaluation - mark in 10 point system (See Table 3.2.) or a test (pass, fail);
2. Quantitative evaluation – number of credits in accordance with the scope and importance of the study course.

Table No.3

RISEBA study result evaluation system

Achieved level	Valuation %	Mark	Definition	ECTS Mark	Evaluation criteria: knowledge, skills and competance
very high	96-100	10	Izcili **With distinction**	A	Exceeds the requirements of the study programme, bears evidence of independent research and a deep understanding of the problems.
	90-95	9	Teicami **Excellent**	A	The requirements of the study programme have been mastered in full, an ability to independently use the mastered knowledge has been obtained.
high	80-89	8	Ļoti labi **Very good**	B	The requirements of the study programme have been mastered in full, however, deeper awareness, as well as the ability to independently apply the mastered knowledge in a more complex setting is sometimes lacking.
	70-79	7	Labi **Good**	C	The requirements of the study programme have been mastered, however, individual minor drawbacks in the acquisition of the knowledge can be detected.

medium	60-69	6	Gandrīz labi **Almost good**	D	The requirements of the study programme have been mastered, but at the same time, an insufficiently deep understanding of certain more complex problems can be observed.
	50-59	5	Viduvēji **Satisfactory**	E	The requirements of the study programme have been mastered, although an insufficiently deep awareness of several important problems can be observed.
	40-49	4	Gandrīz viduvēji **Almost satisfactory**	E/FX	The requirements of the study programme have been mastered, an insufficient understanding of several important problems and difficulty in practically applying the mastered knowledge can be observed.
low	26-39	3	Vāji **Bad**	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student does not possess the ability to put the knowledge to practical use.
	10-25	2	Ļoti vāji **Very bad**	Fail	Superficial knowledge of the most important problems of the study course has been mastered, however, the student completely lacks orientation in other important problems.
	1-9	1	Ļoti ļoti vāji **Very, very bad**	Fail	The student lacks awareness of the basic problems of the study course.

Master’s thesis.

Module “*Master’s Thesis*” is the main (core) element of the programme, and the main objective of the module is to ensure continuous development of Master’s thesis idea and practical solutions thereof over the entire duration of the programme studies.

Since the objective of RISEBA master of architecture programme is the development of individual

talents and interests of students, the task of the module is to achieve independent work on the development of the concepts of the Master's thesis under the supervision of the lecturer. At the end of each (of the first three) study semesters, a test is conducted, during which a Master's programme student uses a project/report to report on their progress on the Masters's thesis development by indicating the studied sources of information, by explaining the reasons and importance for the development of the concepts, and by making the corrections in the plan for the development of the Master's thesis. In the conclusion of the third semester, the Master's student submits a developed content of the Master's thesis, introduction with the proposal of hypothesis and full list of the sources of information used.

The development of the Master's Thesis is led by a lecturer of RISEBA structural unit with an academic or scientific degree that is not lower than a Master's degree in architecture. A consultant may also be invited for certain specific issues. The Master's Thesis is reviewed. The supervisor of the Master's Thesis and the reviewer are approved by the Director of the study programme and the Dean of the Department. A person with an academic or scientific degree that is not lower than a Master's degree in architecture, may be the reviewer. The review should reflect the topicality of the topic, the quality of the project implementation, the positive indicators and shortcomings of the work, as well as provide an opinion on whether it is possible to award a professional Master's degree. The commencement of the study programme, studies, the possible sequence of courses, as well as the successful acquisition of the study programme are stipulated by the normative documents approved by RISEBA Senate and RISEBA regulations on the development and defending of the Master's Thesis.

If the study programme is successfully mastered and a positive evaluation is received in the final examinations (the lowest evaluation is 4 points), students are awarded a professional Master's degree in architecture. See a sample of the study programme Master's diploma and its appendix Annex No. 1 and No. 2).

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

The Professional Master's study programme includes a study and research internship, such as architecture and planning field trips in Latvia or abroad as well, meetings with the heads of architectural and urban planning offices of these countries, visits and co-operation with universities of other countries; research internship – conducting research work in libraries, archives and research institutes of Latvia and other member states of the European Union and third countries outside the European Union.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in the projects of architectural design and artistic creation. The research and creative process is mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and

independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad. The study internship takes place in the study language – in English.

Module "Internship"

„*Internship*" module is a part of mandatory study programme content of the professional Master's degree in architecture and scope thereof in the professional architecture study programme is determined by the requirement of Cabinet Regulation No. 512 regarding the scope of internship determined in the second level professional higher educational institution state standard for professional master's study programme. The role of internship as the constituent of the study process in architectural Master's programme is to provide the students with the opportunity to check their knowledge, skills and competences in the environment of professional operations of the architect, including object and environmental design, research of sector, creativity, project management and office work. Therefore, within the framework of RISEBA Master's programme in Architecture, two main tasks have been determined for the "*Internship*" module:

1. **To provide the student with direct experience of professional activity in the area of architecture or a related sector** (8CP),
2. **To develop the design and research skills of the students, as well as to expand their awareness of the institutional promotion of architectural projects, presentation and visual culture thereof** (18CP).

In accordance with this position, the internship is divided into **two directions**:

„Internship I. Work at the Institutions of the sector" (8CP), where the student, in accordance with internship contract, practices at the design bureau under the supervision of an architect (4CP) or at an institution related to management of architectural processes (4CP). This form of internship directly prepares the graduate of Master's programme for work under the supervision of a licensed architect within three years after the obtaining of the Master of architecture diploma and constitutes 31% of the total time of internship. Along with that, internship allows to establish professional work relations with the potential employer at the office during studies, to develop predictable professional growth process until the receipt of architect's license and to create pre-requisites for collegial relations with specialists and experts of the sector.

The planned results that conform to the content and study methods of the Direction "*Internship I*" are as follows:

1. Is capable of academically clear communication and professional co-operation with the specialists of the industry or the specialists of supervisory institutions of the sector.
2. Is aware of the functional principles of the professional operations sector.

„Internship II. Project internship: individual work in design, research or creativity" (18CP) is individually oriented practice, which can manifest in various ways as constant participation of the student in design, research or creative activities beyond the higher educational institution, as well as management or participation in social, cultural or entrepreneurship projects. Within the framework of project internships the theoretical preparation in project management is performed and short study courses may be offered within the framework of the internship - from the offer of elective courses or specific courses prepared for this particular task, if they comply with the task of practice. This form of internship is developed in accordance with the objective of Master's studies in architecture defined by RISEBA - promotion of individual development of the students and

respecting of plans and constitutes 69% of the total duration of the internship. The tasks of the internship are planned individually and approved by programme management.

The planned results that conform to the content and study methods of the Direction "*Internship II*" are as follows:

1. The student is able to formulate and develop sets of theoretically-practical ideas.
2. The student is able to independently improve their professional knowledge and skills in traditional or non-conventional areas of creativity or research.
3. The student knows the principles of designing of architectural objects, and is able to successfully apply their knowledge in practical designing.

Results of internships conducted beyond university shall be counted as scheduled and recognised by programme management as the work or practice of the student on contractual basis at the architectural bureau or practicing the administration of architectural processes at state administration or municipal institutions or in other form recognised and documented by RISEBA. The objective of both types of internship lies in the approbation of both types of practice, development of the knowledge and skills required for an architect and an urban planner in order to resolve practical problems by implementing the individual internship tasks. Each student shall have an internship supervisor during the internship. At the end of internship, the student must draw up a report on their internship work and defend it.

The offered potential sites of internship are confirmed by the drawn up protocols of intent or contracts regarding the provision of student internships. A three party agreement is signed between RISEBA FAD intership supervisor, the student and the employer. Intership agreements and communication with local students and employers is prepared and organized in the Latvian language. Intership agreements and communication with international (foreign) students is prepared and organized in english. If masters students are not employed upon enrolement then the masters program director will provide employement recommendations or assist by providing potential employment opportunities with practising faculty members or guest lecturers.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

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

RISEBA School of Architecture is a new and ambitious school. And, as the only private school of architecture in the Baltic region, it strives to evaluate the best trends in architectural education in Northern Europe and to follow recent international trends at the same time. Riga, as a metropolitan city of the Baltic region with a dynamic port and airport, as well as the old town centre included on the UNESCO world heritage list with excellent art nouveau and wooden architecture heritage, and as a city that has always been characterised by a cosmopolitan and multicultural society, is an excellent background and laboratory for the studies of architecture and urbanism for a

geographically wide range of stakeholders. The topics of professional master's programme final papers are closely related to the research topicalities in the unique context of Riga, as well as national and international contexts. Each year, the programme directors of the Faculty of Architecture and Design, together with the Advisory Board, review the current events and propose a common leading topic. The choice of topics for the final thesis and scientific supervisors takes place both individually and in the form of recommendations from the faculty management. At the same time, annual cooperation with the municipalities of the largest cities has already stabilised, identifying regional issues and potential projects offered to the students, thus ensuring both interdisciplinary cooperation and the topicality of the chosen topics for the final thesis. Next, a list of the leading topics during recent years is provided, as well as the topics for students' final theses. Since February 2019, The final theses of the Master's programme, as well as Bachelor's theses are issued in the form of a catalogue.

In January 2019, at the Faculty of Architecture and Design of RISEBA, the presentation of projects of the first ten graduates striving to receive a Professional Master's degree in architecture, were presented: B. Bitaitis, V. Arestova, R. Rinkule, L. Treija, Z. Vēja, K. Tretjakova, J. Konokova, J. Grivkova, Z. Priedeslaipa and S. Kvite-Belte.

The master's thesis of the first graduation was evaluated by the commission chaired by Dr Arch. S. Verbruggen (BE), as well as an architect and an honourable professor of RISEBA A. Kronbergs (LV), architects and guest lecturers R. D. Šmits (LV/US), N. Paeglis (LV/AU), art theorist and lecturer A. Kamparu (LV) in the composition of the commission.

In 2019 the first ten students obtained a professional Master's degree graduating from the study programme "Architecture", thus the title of the final thesis booklet acquired the slogan – A stepping stone. In the first publication of the Faculty of Architecture and Design yearbook, all Master's and Bachelor's thesis projects are summarised; each of them is accompanied by a description and a short biography of the author. Almost one-half of student projects is dedicated to different typologies of cultural buildings. The following works were created.

We have provided an introductory statement from this inaugural booklet celebrating RISEBA FAD master`s program graduates: It is often being said that architecture is not a profession – it is a lifestyle. And once you get engaged there is no way to escape. Architecture surrounds us and we deeply depend on the enclosure it provides. We care about our cities and countryside: we move through the spaces we make; we want to design efficient cities based on human approaches, and we want to be efficient and innovative. Studying architecture is tough. Working in architecture is even harder. It requires patience, resistance, and constant intellectual growth. Architects learn to be architects for an entire lifetime. And there is no age you can stop being an architect. There is no age when is too early to care about the medium you are surrounded by: no matter be it in the front yard of your home or at the table where you do your high school homework.
The professional architecture studies at RISEBA are organized in two cycles. Project assignments include principles of imagination, professional and social responsibility, the concept of social benefit, and the path to spatial perfection and genuine sustainability. We are proud to realize the student-centred learning approach, which includes students' close participation in the development of the study process. In architecture studies, we aim to shape critical thinking, creative personalities that make our school particular.
A bachelor's degree in architecture is just a stepping stone in the further development of young architects. Even after completing the graduate master's studies program, you have an exciting path ahead in order to pursue various career opportunities: to work globally, continue research, develop practical skills or broaden your knowledge connecting architecture and urban planning with other disciplines.

- **In 2019, the first** developed topics of the professional Master's papers Opportunities for the Introduction of Collective Procurement in Latvia. Co-operation based model of living in Mūkusala.
- Development of industrial coastal areas in an urban environment. An example of Andrejsala. Urban design proposal in the territory of the former port and the southern part of Andrejsala.
- Determining urban planning criteria for re-planning of garden co-operative societies in sustainable suburban areas. Riga agglomeration, Saulkrasti Municipality. Local planning of "Silmala" area of Saulkrasti Municipality by changing the type of spatial planning from gardening to a residential area.
- Administrative procedures in the implementation of construction projects as a factor that affects the development of cities. Planning documents as a tool for the reduction of administrative load in Riga.
- Underbridge ace – revitalisation of the area under raised objects of infrastructure. A vision of the development of outdoor space under the railway infrastructure in the area from Krasta iela to Prāgas iela in Riga.
- The characteristics of basic values of Old Riga and importance thereof in the preservation of national cultural heritage. Scenarios for the regeneration of basic values of Old Riga in Dome square.
- Sustainable reconstruction of cultural heritage in the historical centre of the city. Triangula Bastion: Sustainable development proposal.
- Criteria of efficient learning environment design in a pre-school institution of the 21st century in Riga. Creation of a kindergarten and senior residence of Latvian Association of Occupational Therapists in Riga, Skanste district.
- Satellite towns in the context of the metropolitan city: Strengthening of the identity of Salaspils by improving the public external space of the town. Priority areas for the development in the public outdoor environment of Salaspils: Proposal for the revitalisation of Nometņu iela.
- Reduction of construction waste during the design process. Reduction of construction waste during the design process.

2019 the first master thesis project themes:

- Possibilities of implementing collective private commissioning in Latvia. Cooperative living model in Mukusala

- Development of urban post-industrial waterfront area. Andrejsala case. Urban design proposal for the former dockland area of Andrejsala's southern part

- Stipulating urban design criteria for the redevelopment of allotments as sustainable sub-urban areas. Riga agglomeration, Saulkrasti municipality. Local plan of territory Saulkrasti district area "Silmala" with the change of land use from allotments to residential use.

- Administrative procedure in the building project realization as an impact factor in city development. Planning documents as a tool for reducing the administrative burden in Riga

- Under the bridge-reviving unused space under elevated infrastructure. Public urban space development under railway infrastructure from Krasta street till Pragas street, Riga

- Characteristics of Riga Old Town core values and their significance in the preservation of national cultural heritage. Scenarios for regeneration of Riga Old Town core values in Dome square

- Sustainable retrofitting of heritage buildings in the historic city centre. Triangular Bastion: The proposal for sustainable redevelopment.

- Design criteria of the effective learning environment in Riga city preschools of the 21st century. LEA international kindergarten & senior residence design in Riga, Skanste neighbourhood

- Satellite towns in metropolitan context: Strengthening Salaspils identity through public space design. Territories with development priority in Salaspils public space: Revitalization proposal of Nometnu street.

- Construction waste minimization within the design phase. Construction waste minimization within the design process.

The evaluation of the final papers of 2019 can be characterised as good. The Master's theses were evaluated on a 10-point system: 6 points (2 graduates), 7 points (1 graduate), 8 points (5 graduates), 9 points (2 graduates).

In 2019, the award for new architects of the Baltic Architects Unions Association (BAUA) in the category of Master's theses was received by the graduate of RISEBA University of Applied Sciences **R. Rinkule**. 16 best works of Bachelor's and Master's programme students from seven architectural schools of the Baltic states were nominated for the award of architectural school graduates of BAUA, which included four works of young architects of Latvia. The first graduate of the Master's programme of the Faculty of Architecture and Design of RISEBA has already received international recognition.

In 2020, the leading topic of the graduates of the Bachelor's and Master's degree programmes in architecture was Borders and Boundaries. Our Architecture school has always found the students' understanding of global issues, involvement in the professional discourse of current issues in their country and city, and a socially active position important. It was also an indirect response of students to the UIA (*The International Union of Architects*) regional conference *Architecture of Migration* held at RISEBA University premises in November 2019, which looked at migration as an ancient societal phenomenon, where flows of people are linked to urbanisation and the mobility of mankind.

Our students created actual models of cross-border cooperation with architectural means, analysed the border situations of cities and nature territories, the fragile intersections of modern architecture and heritage, and objects directly intended for the good functionality of borders. For the topics of Master's theses and the aforementioned link with borders and boundaries, see Annex No. 12, Topical Themes of Final Master's Theses of 2020.

The evaluation of the final papers of 2020 can be characterised as good. The Master's theses were evaluated in a 10-point system: 6 points (1 graduate), 7 points (4 graduates), 8 points (2 graduates), 9 points (1 graduate).

The unifying topic of the graduates of the **2021** Bachelor's and Master's degree programmes was Borders and Boundaries, inspired by the regional conference Architecture of Migration organised by LAS-UIA, and in the spring semester of 2020 RISEBA Faculty of Architecture and the INTERREG international cooperation project "Augmented Urbans" was completed, which asked whether, by augmenting reality, is it possible to identify and to increase the value of existing cities and geographic conditions? By stating that "Creating or changing an existing context, as well as imposing new functional requirements on existing circumstances, can contribute to situations that add value to the local context." These interrelated, delicate urban contexts and geographical locations, which are deliberately and unequivocally subject to political, social and economic forces, are being delayed, can terminate delicate social exchanges, devalue urban conditions and even jeopardise certain cultural traditions and practices.

When such dynamic flows and forces, which are essential for the development of the urban

environment and culture, run out, architects are invited to help find mechanisms and ideas that can create a scenario within these new constraints. Can architecture offer opportunities or improve conditions to offer its citizens “transition rituals” in this limited structure to overcome these current uncertainties and conditions of disorientation?

Graduates of RISEBA FAD, who defended and obtained academic Bachelor’s and professional Master’s degrees in architecture at the end of January 2021, captured the answers to these changing circumstances and influences in their final theses or alternatively tried to maintain creative anonymity without being affected. Taking the various obstacles and difficulties in welcoming both the international jury and the implementation of the final projects through limited access to faculty consultations into account, the students successfully completed and defended the projects, while the jury members from five different countries made diverse and dynamic comments, finding common ground and emphasising those projects, which stood out with remarkable architectural solutions.

(See Annex No. 12, Topical Themes of Final Master’s Theses of 2021)

The overall evaluation of 2021 can be characterised as good. The Master’s theses were evaluated in a 10-point system: 6 points (1 graduate), 7 points (5 graduates), 8 points (2 graduates), 9 points (0 graduates), 10 points (2 graduates).

During the reporting period, the Master’s Theses of the students were evaluated on a scale of 5 to 10 points, which differs in each study year. During the 2019/2020 academic year, most Master’s theses – 10% received an evaluation of 7 (good) and 50% received an evaluation of 8 (very good). Average grade - 7.7/10 (77%). During the 2020/2021 academic year, the results of studies deteriorated with 50% having received an evaluation of 7 (good) and 25% - 8 (very good), and the average grade was 7.4/10 (74%). Meanwhile, in the 2021 academic year, the average results improved with 50% of the students having received an evaluation of 7 (good), 20% of students - 8 (very good) and two students - 10 (with distinction). The average grade was 7.7/10 (77%). See Table No. 5

The professional masters program in Architecture was launched in 2017 and first RISEBA FAD professional master program students graduated in 2019.

Table No. 5

Distribution of final theses evaluations

Grade	**2019**		**2020**		**2021**	
	Projects	**%**	**Projects**	**%**	**Projects**	**%**
6	2	20%	1	12.5%	1	10%
7	1	10%	4	50%	5	50%
8	5	50%	2	25%	2	20%

9	2	20%	1	12.5%	-	-
10	-	-	-	-	2	20%

If the study programme is successfully mastered and a positive evaluation is received in the final examinations (the lowest pass evaluation is 4), students are awarded an academic Master's degree of engineering sciences in architecture. The Master's Theses are evaluated by a State Examination Commission of five members, which includes representatives of RISEBA, other scientific institutions and the professional environment.

It should be noted that each year the evaluation is also influenced by the number of students in the group, whose Master's Theses are of high quality, with a high scientific or practical contribution. The State Examination Commission has the right and opportunity to recognise such Bachelor's and Master's theses that are of very high quality. In total, 1 Master's Thesis is nominated for this award in each defence.

The State Commission has evaluated master's diploma projects positively and of good quality. However, we have seen that a number of master's students, as well as bachelor's students, focus primarily on research or on technical innovations rather than on design ideas and projective architecture. This topic has been discussed with the faculty members, diploma project supervisors and examination commission.

In conclusion, master's students could benefit from additional support and additional milestone reviews that can help ensure that thesis topics selected by students are relevant with regards to the discipline of architecture and ensure that the literature studies, research methodology, case studies and conclusions will actually serve the student in discovering and producing a better architectural solution. The elements of architecture and the two primary components being space and light differentiate the discipline of architecture from engineering and construction. Therefore, careful supervision and monitoring of master's student progress to ensure that research and theoretical investigations serve this focus on achieving a qualitative architectural solution and approach that fosters the development of a personal architectural language rather than focusing too extensively on research (though important), or pragmatic and technical aspects. This projective approach to balancing design, theory and technology in teaching architecture is essential to ensure quality results and will help RISEBA FAD maintain and grow the success that it has already achieved in the last 10 years. The intent is to produce research and projects: that push the boundaries of architecture design considering sustainability and performance (New Bauhaus); to participate in cultural production, and stage conditions that promote spatial and social engagement.

3.3. Resources and Provision of the Study Programme

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

For a detailed description of the abovementioned programme resources and provisions, see the information contained in criteria 2.3.1-2.3.3 of Section II Chapter 3 of this self-assessment report.

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

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

For a detailed description of the abovementioned programme resources and provision, see the information contained in criteria 2.3.1-2.3.3 of Section II Chapter 3 of this self-assessment report.

3.4. Teaching Staff

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

In 2020./2021 academic year the statistics of the teaching staff **of the Professional Master`s study programme Architecture** are as follows: in total 53 lecturers are involved in the programme with different workloads (and small changes throughout the reporting period, including semesters) – incl. 6 foreign lecturers (12.5%) and 7 lecturers elected by the Department of Architecture (14.5%).

Among the members of the teaching staff elected by the Department of Architecture 5 have a PhD (I. Paklone, Ģ. Frolovs, J. Lejnieks, J. Dripe, J.Jākobsone), which is 10.4% of the total number of teaching staff or 71.4% of the total number of the elected teaching staff.

In the reporting period the statistics of the elected teachers are as follows:

- 4 with a PhD,
- 3 with a Master's degree,

One of the goals for the next five years is to increase the number of elected teaching staff, including those with a PhD. It can be implemented in the following ways:

1) by attracting newly elected lecturers to the programme with PhD,

2) by raising the qualification of the existing teaching staff,

3) by attracting increasingly more foreign teaching staff.

It should be noted that in the field of architecture, growth and professional quality must also be viewed in terms of important publications and professional excellence – books, publications, awards in competitions and prestigious architectural exhibitions are an indicator of teaching staff quality.

All teaching staff members, who do not have Sc.D. or PhD have sufficient practical experience relevant to the subject being taught. Each member of the teaching staff complies with Section 39 of the Law on Higher Education Institutions and has five years of practical work experience in their field (see the CVs of the teaching staff attached).

In summer 2021, the science group of the study programme "Architecture" was established, led by lecturer Dr Efe Duyan (TR). The science group has been established for both study programmes, to create a basic scientific basis for the development of a doctoral study programme. As indicated in the Technopolis report this will help FAD facilitate engagement with the national and international grant writing process to build external research income as a resource for research development and the recruitment/funding of doctoral students.

The research activities of the RISEBA teaching staff are planned by the goals of the university. In turn, the research interests of the teaching staff are mainly related to the study courses they teach. At the department level, research groups of the teaching staff have been established at the university, to which students are attracted. The teaching staff together with the students, as well as individually, participate in research projects, carry out research work, report on its results at international conferences and prepare publications.

Within the study field, the teaching staff professionally works in three directions: scientific research, pedagogical and organisational. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to the pedagogical and organisational field, thus increasing the quality of studies. The science development policy of the university envisages that the research work of the teaching staff is included in the annual evaluation of the teaching staff of the university, where each member of the teaching staff is evaluated taking into account all three directions of professional activity.

The list of scientific research topics and their supervisors are compiled and approved for 2 study years and will be reviewed and updated at the beginning of the study year 2018/2019 at the meeting of the RISEBA Scientific Council.

List of research topics and their supervisors in the study field "Architecture and Construction":

1. Ilze Paklone – "Urban Architecture and Urban Regeneration".
2. Senior Researcher Dr. arch. Jānis Lejnieks and lecturer Dr.arch.h.c. Jānis Dripe – "Aspects of Liepāja Urban Development 1918-2018".

In general, the unifying research direction developed in the study field "Architecture and Construction" is *Urban design* with the analysis of individual objects, urban design or technological processes developed within it. Within the study field, the teaching staff works in two directions in

their professional activities – in scientific research and architectural design and artistic creation. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to creativity and vice versa.

The teaching staff of RISEBA has extensive experience in involving young scientists (Bachelor, Master and Doctoral students) in scientific work, by conducting research within projects, conducting individual research within the course, within the Bachelor's and Master's thesis, preparing scientific articles, presenting research results at scientific conferences and business forums.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in the projects of architectural design and artistic creation. The research and creative process are mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided with the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad.

Jānis Lejnieks, the Senior Researcher of RISEBA Architecture and Design Department, is also editor-in-chief of the only professional architecture magazine in Latvia "Latvijas architektūra". Members of the teaching staff in the architecture programme (Ilze Paklone, Dina Suhanova, Jānis Dripe, Zane Vēja, Rudolfs Dainis Šmits, Atis Kampars, Efe Duyan, Zane Tetere-Šulce, Didzis Jaunzems) regularly publish articles in the professional media, are authors of books and catalogues, as well as curators of exhibition projects.

Table No. 8

Scientific works and publications of the teaching staff during the reporting period

Dr.arch. J. Lejnieks	J. Lejnieks (2019) - Magazine "Latvijas Architektūra" – *column Process*, No. 138–143. J. Lejnieks (2018) - "*Juris Monvids Skalbergs Divkāršais kūlenis. Modernisms - Postmodernisms".* J. Lejnieks, J. Dripe (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Dr.h.c.arch. J. Dripe	J. Dripe, U. Bratuškins, V. Holcmane and others. (2019) - Brochure *Architectural Policies of Latvia*, LAS, p. 71. J. Dripe, J. Lejnieks, *Domājot par Rīgu.* J. Dripe, (2015)-*Gunnar Birkerts National Library of Latvia, Riga.* J. Dripe,(2020) - Magazine *Enerģijas pasaule* – guest of the edition, *par Rīgu runājot*, No. 4. J. Dripe. J. Lejnieks (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Mg. art D. Suhanova	A. Klimek, I. Ziogou, A. Michopoulos, T. Zachariadis, S. Gulma, D. Suhanova, M. Agbonlahor, S. Jung-Waclik. (2019) - *Green roofs dissemination regarding their potential contribution to addressing the UHI effect.* Acta Innovations. pp. 71-85. 10.32933/ActaInnovations. 31.8
J. Jākobsone	(2018).*Practical guide. Measures for heat loss prevention in historical buildings, using the experience of the Baltic and the Scandinavian States* and article *The Pearls of Kuldiga town – historic wooden-frame log buildings – measures for heat loss prevention* pp. 10-25. Available online: http://www.llbm.lt/wp-content/uploads/2018/05/PRACTICAL_GUIDE.pdf (2017) *Latvijas Zinātņu Akadēmijas Vēstis -Iedzīvotāju un pārvaldes iesaiste Kuldīgas vēsturiskās pilsētvides apdzīvošanā un kopšanā*: Part A, No. 2, pp. 37-59. Available online: http://www.lza.lv/index.php?option=com_content&task=view&id=3924&Itemid=400http://www.lza.lv/LZA_VestisA/71_2/4_Jana_Jakobsone.pdf
Mg. art Atis Kampars	A. Kampars, (2020) - Magazine 'Latvijas Architektūra" - "*Aktuāla dilemma — ziedot vai neziedot LKP CK jeb Pasaules tirdzniecības centra ēku koncertzāles būvniecībai* No. 149.
Barch R.D. Šmits	R.D. Šmits, (2020) - Magazine "Latvijas Architektūra" – *column*, No. 139. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *theory*, No. 150. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *education*, No. 153. R.D. Šmits, I. Malovicskis, R, Saliņš, A. Dzenis, republication of John Hejduks, *The Riga Project, translation and ACT II,* (Arhiteksti, 2021), ISBN 978-9934-9057-0-4

Dr Arch E. Duyan	E. Duyan, (2021) Design & Theory Journal - *Tame Modernism: The Manifestos of Sedad Hakki Eldem and Orhan Veli Kanik,* 1302-2636. E. Duyan, (2021) Megaron Journal - *Architectural Space as Metaphor: Hikmet's Narrative Spaces.* E. Duyan, (2020) HRPUB Linguistics and Language Journal - *The Architectural Experience and the Configuration of Narrative Spaces in Hikmet's Poetry,* ISSN: 2331-6438. E. Duyan, (2020) - HRPUB Linguistics and Language Journal, *The Poetics of Space: Nazim Hikmet's Straw-Blond* ISSN: 2331-6438. E. Duyan, (2020) - Design & Theory Journal, *Le Corbusier's Museum as a Critical Attitude*, ISSN: 1302-2636, N 201, 15, 28, pp. 122-137. E. Ceylan & E. Duyan, Architecture and Autonomy (2018) - *The Possibility of Autonomy of Architecture and Problematics of Daily Life*, Türkiye: Dakam Publishers, ISBN: 978-605-5120-73-3, pp. 134-147. E. Duyan, (2018) - MSFAU Social Sciences Journal - *The Textual Role of Space: The Spatial Expression of Death in Radu Vancu's Poetry*, ISSN: 1309-4815, 15, 276-284. E. Duyan, (2017) - AZ ITU Journal of the Faculty of Architecture - *Le Corbusier's Exhibition Pavilion: The Heterogeneous Character of His Modernism Between Representation and Functionalism,* ISSN: 1302-8324, 14, 3, 181-194.
Z. Tetere-Šulce	(2021) - Design boom - *Open AD upcycled material offcuts and leftovers to form pop-up restaurant interiors in Latvia.* Available online: www.designboom.com/architecture/open-ad-upcycles-material-offcuts-leftovers-restaurant-interio-latvia-03-10-2021/ (2021) - Dwell - *You can sleep under the stars at these glass-and-steel cabins in Latvia* Available online: www.dwell.com/article/ziedlejas-wellness-resort-cabins-open-ad-52dfdce2 (2021) Contemporist - *Planters filled with bonsai trees cover the exterior of this building*, Available online: www.contemporist.com/planters-filled-with-bonsai-trees-cover-the-exterior-of-this-building/ (2021)-ArchDaily - *Family home in Pāvilosta*, Complete article: www.archdaily.com/957042/family-home-in-pavilosta-open-ad
Mg. arch D. Jaunzems	D. Jaunzems, L. Dumbere, (2021) - Žurnāls "Ir", interview *Sava ceļa gājējs* Available online: https://ir.lv/2021/11/03/sava-cela-gajejs/ B. Vērpe, (2021) - DEKO, *Latvian Pavilion at Dubai EXPO 2020* (2021) - magazine "FOLD", "*Expo 2020" Latvijas paviljons — DJA* (2021) - magazine "International New Landscape", *Wicker Pavillion* A. Čivle, (11.2020) - "Baltic Outlook", interview *Contemporary thinking, pp. 44-50.* *Available online: https://www.airbaltic.com/about/press/outlook/uploads/november2020.pdf* (2020) - magazine "International New Landscape", *View Terrace in Valmiera*
Mg.psych, J. Žakemo	Jacquemod, J., (2021) - The meaning of relationship quality by the business leaders: results of a qualitative study. In *Society. Integration. Education. Proceedings of the International Scientific Conference*, No. 6, 271-284. Jacquemod, J., (2021) - Organisational innovativeness: the role of LMX. *Journal of Economics and Management Research,* Vol. 9, 6 – 24. Jacquemod, J., (2021) - The impact of the Leadership Ethicality on Organisational Innovativeness, mediated by organisational trust. Latvian data. In: X. Lu, J. Ciulla (Ed.). *Ethics, Innovation, and Well-being in Business Ethics and Economy*. Shanghai Academy of Social Sciences Press. Khan, M., Shah, S.F., Jacquemod, J., (2021.) - Export Diversification Potential and Structural Transformation in Pakistan, Accepted for publication in SAGE Open. Darša, Z., Žakemo, J. (2020.) *Līderības stils un vadītāju-padoto mijiedarbības saistība.* Rezeknes Academy of Technologies. Accepted for publication. Ali Shah, S., Hussain, A., Khan, M., Jacquemod, J., Shah, Z. IN 2020 Determinants of Systematic Risk in Commercial Banks of Pakistan. International Journal of Economics and Financial Issues, 10(2), 1-5. Misbah Ud Din, Julija Jacquemod, Abdul Basit, Sayyam, Ihsan Ullah., 2019. Impact of Corporate Governance Practices on Earnings Management: Case Study of Cement Industry in Pakistan. International Journal of Social Science archives, Vol. 2, No.1, 44-54.
Mg. arch. Z. Vēja	Z. Vēja, (2016) - Magazine "Latvijas Architektūra" – *jauns vārds, Jēkabpils Vecpilsētas laukums*, No. 124. Z. Vēja, (2019) - Magazine "Latvijas Architektūra", No. 142. J. Dripe, Z. Vēja, (2020) - Magazine "Latvijas Architektūra" – *izglītība, Robežsituācijas*, No. 147. R.D. Šmits, Z. Vēja, (2021) - Magazine "Latvijas Architektūra" – *izglītība, nospiedumi uz pārmaiņu sliekšņa*, No. 153.
Dr.arch. I. Paklone	Japanese magazine "a+u" dedicates an issue to Latvian architecture No. 555 *Feature: Latvia — Architecture Unfolding.* The guest editor of the issue is Dr Arch. Ilze Paklone (PhD work in Tokyo University)

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

Statistical situation of the teaching staff of the study programme "Architecture" in the academic period from 2016-2020.

The development issues of the teaching staff within the architectural programmes should be considered with the following exceptions (remarks):

Time factor – Architecture programmes are a relatively new (10 years) phenomenon in the 25 years of experience in providing higher education services of RISEBA.

Scale factor – The architecture programme as a whole and the teaching staff involved in it in numbers is so small (7 people) that any changes in the staff lead to significant changes in the ratio of numbers (%).

The factor of changes – there are only the first six products of the Bachelor's programmes and three of the Master's programmes (graduations, graduates) and conclusions on quality; only in February 2017, was the implementation of the Master's programme began with a physically different circle of persons from the point of view of academic requirements.

1. The following elected **lecturers** are involved **in teaching** the programme: Jānis Dripe, Rudolfs Dainis Šmits, Frolovs Ģirts, Jākobsone Jana, Jaunzems Didzis, Ilze Paklone and others. In October 2020, RISEBA FAD dean Dr Jānis Dripe passed on his responsibility to our new dean Rudolfs Dainis Smits MATS Dipl. Arch, lecturer and internationally experienced architect. Jānis Dripe has taken on new challenges as Chief Architect at the Latvian National Library and has maintained his position at FAD as lead researcher.
2. The following **guest lecturers are involved** in teaching the programme: Helēna Gūtmane, Harijs Alsiņš, Ramon Cordova (MX), Susanne Brorson (DE), Māris Bārdiņš, Andris Kronbergs, Solveiga Lauva-Brice, Inguna Romanova, Edgars Mucenieks, Toms Trigubs, Agris Dzilna, Jānis Kreicburgs, Zane Tetere-Šulce, Dace Kalvāne, Zane Vēja, Uldis Jaunzems-Pētersons, Rudolf Bekič (AT), Jūlija Žakemo, Egīls Markuss, Lauris Goldbergs, Viesturs Celmiņš, Jānis Rušenieks, Efe Duyan (TR), Francisco Martinez (ES) and others.
3. The study courses are no longer **taught** by the following **elected lecturers**, or lecturers with expired election terms: Dina Suhanova (cooperation continued in the organisation of summer schools).
4. Study courses are no longer **taught** by the following **guest lecturers**: Dina Suhanova, Ints Menģelis, Sven Verbruggen (BE), Roberts Riekstiņš, Malgorzata M. Olchowska (BE), Tommas Stellmach (DE), Udo Garitzmann, Manten Devriendt, Liene Jākobsone, Linda Krūmiņa, Austris Mailītis, Inga Karlštrēma and others. However, cooperation with Malgorzata M. Olchowska continues through participation in FAD summer schools and contribution of her drawings, prints and sculpture images included in RISEBA FAD supported republication of John Hejduk's, The Riga Project and Act II (Arhiteksti 2021).

In general, the changes in the composition of the teaching staff made in the study programme "Architecture" during the reporting period can be assessed positively, because successful implementation of the study programme requires the presence of specialists working in the field. This promotes a dynamic environment for both faculty and students combining professional practice with academics and research.

As all the visiting lecturers are professionals in the field, they are recruited on a rotating basis, depending on the workload of their main job. The factor of changes in the teaching staff should be noted as a positive feature in the course of architectural design courses. On average, one guest lecturer teaches 2-4 semesters in the study programme. See the CVs of the teaching staff attached.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field

of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

The cooperation of the teaching staff is formed in the meetings of the joint programme council, development of publications, participation in study projects, participation in conferences. In separate cases, meetings of various lecturers are organised, incl. at the request of the students. It should be noted that the lecturers are regularly visited at their lessons. All these activities ensure the improvement of the quality of studies and support the latest trends in the field and science. In general, the director of the study programme is the main contact person for cooperation with the students and the teaching staff for solving problem situations (understanding the reasons, finding solutions) or working together on the development of the study programme, by supporting each useful initiative as far as possible. The programme director always tries to get involved and solve various problem situations and communicate promptly with the students and the teaching staff on various issues that are unclear.

The cooperation of the teaching staff and the exchange of experience are essential in the development of the content of the study course and in planning
of the study courses.

For example:

- 2019 - 2021; The master's program course "Aqua-texture" taught by Egons Berziņš (RTU), a practice-based course of study, has been further developed with R. Dainis Smits considering Rīgas current water edge condition to vitalize waterfront activity, accessibility and connectivity making use of found and recyclable material and alternate energy sources. This waterfront project also coincided with the Riga City planning department's plans to create links with waterfront conditions. In collaboration with guest assoc. professor Susanne Brorson PhD (HS Wismar) this topic was introduced into the bachelor program design studio course. Susanne Brorson personal academic research involves coastal building typologies along the

Baltic sea. This cooperation has also led to a joint project which has obtained financial support from the STO foundation (DE) to organize a design-build seminar investigating the possibility of using floating structures to unite RISEBA FAD and RTU campuses. This water edge theme also aligns with research led by Rudolfs Dainis Smits and input lectures that investigate and bring to the forefront John Hejduk's (architect/educator) poetic projects that present both real and imagined journeys documented in Vladivostok (Riga-Lake Baikhal-Vladivostok trilogy), 1989. These travels include locations along waterfronts and the installation of temporary and floating structures 'writing' upon existing urban conditions. The success of projects like this facilitated by faculty members and personal interest engage students with relevant projects through research. design workshops and live projects that bring academic projects into the public realm.

- "Augmented Urbans"- Projekts (2016-2021), participants and RISEBA FAD study: spatial scenarios for co-creation of territories in Cēsis – this project involved FAD bachelor and masters program students. This project was initiated by Ilze Paklone, Dina Suharova, Viesturs Celmīņš and joined by Rudolfs Dainis Smits exhibited collaboration between the program director, faculty members, guest lecturers and Cesis municipality. RISEBA FAD course has ended with three masters and five bachelor's degree study projects. The aim of the course was to develop spatial scenarios for small and medium-sized cities and green areas in order to implement eco-resort strategies in Cesis City. The results of the projects are summarized in booklets and tablets in the form of text and visual-spatial views. Students presented their proposal to Cesis municipality representatives with outstanding results and interventions.
- In 2020, Jānis Dripe PhD. FAD lead researcher (former dean) also representing the Ministry of Culture organized an international workshop that invited FAD master students to participate. Ilze Paklone PhD. lead the student team to consider the appropriateness of repurposing and developing of the existing modernist building as a concert hall at Elizebetes iela 2, Riga. Participants included architecture student teams from Estonia and Lithuania architecture faculties. This collaboration between FAD faculty members provided masters students with a challenging opportunity to participate in international workshops which included: case study investigations, preparation of design proposals and exchange of ideas between other faculties of architecture in the Baltics. This symposium of proposals provided faculty lead student investigations that provided decisive input in determining the development and final location of the concert hall. (See "Other attachments" **"AUGMENTED URBANS" PROJEKTS, DALĪBNIEKI UN RISEBA FAD PĒTĪJUMI : TELPISKIE SCENĀRIJI KŪRORTA TERITORIJU KOPRADEI CĒSĪS)**

Lecturers from various fields collaborate by publishing articles in scientific journals, as well as by speaking at scientific conferences both locally and internationally. Cooperation in projects, where teachers use the experience gained in the study process, should also be noted, for example:

- in July 2018 – the issue of the first academic journal "ADAMarts" with scientific research articles by the Faculty students (Līga Treija, Andis Alksniņš) and lecturers (Atis Kampars, Dina Suhanova). Editor-in-chief: Dr.arch., RISEBA Senior Researcher Jānis Lejnieks, editor of the edition: Mg.art. Dina Suhanova.
- Publication of May 2018 – study work in 5 volumes on the project of 3rd-year students on the development opportunities of Cēsis City in the context of declining regional cities. Lecturers, supervisors: Ilze Paklone, Viesturs Celmiņš, Thomas Stellmach.
- Lecturers I. Paklone, D. Suhanova, R.D. Šmits, and guest lecturers V. Celmiņš, I. Menģelis involved in the implementation of Cēsis District Municipality procurement "Organisation of Spatial Research and Planning Study Course Project "Augmented Urbans" from 10 June 2019 to 10 October 2020.
- In February 2019, FAD lecturer D. Suhanova, guest lecturers I. Menģelis and F. Martinez

participate in the international architecture workshop Connecta at the cooperation university CEU Cardinal Herrera University in Valencia.

- Architects' workshop in Aizpute from 9 to 12 May 2019 - *Wooden architecture heritage of Aizpute*. Project manager and programme coordinator J. Dripe. Lecturers: J. Dripe, J. Jākobsone, M. Belfrage Klimek and others
- The cooperation of the teaching staff takes place at the International Summer School "FestivaLand" organised by the study course in the period from 2018 to 2021. The summer school is held in cooperation with Valmiera Municipality and Valmiera Summer Theatre Festival. Participants, led by design professionals, generated their ideas, as well as learnt the basics of building wooden structures to create a temporary spatial installation for audiovisual adventures in the centre of the theatre festival. The students were led by an international team of lecturers and architects – Reinis Suhanovs, guest lecturer Rūdolfs Bekičs (LV/AU), Kārlis and Arnita Melzobi (Gaiss Arhitekti), Sille Pihlak (EE), Aigars Lauzis, lecturer R. Dainis Šmits, curator Dina Suhanova.
- 2020 "Architecture of Migration "Conference. This conference was curator by Dina Suhova Riseba FAD bachelor program director and Dagnija Smilga (architect, researcher and curator founding member of ETER). This two-day event was organized by the Latvian Architecture Association (LAS) and Baltic Architects Union Assoc. (BAUA). Curatorial statement: This conference aimed to broaden the notion of 'migration' beyond its perceptions and deconstruct its most common meanings. "Architecture in this context is considered a system, a medium and prerequisite for movement – not merely an inhabitable building but the physical infrastructure of space and intangible connections".

The number of students in each course varies from 8 to 10 students. In the study course "Master's Thesis", "Architectural" there is one lecturer for every 8 students, who is a field professional. Both local and international lecturers are involved in each course, thus ensuring an individual approach for each student and, in general, also high-quality education focused on the international industrial market.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploms_dipl.pielikums_ENG.zip	Diploms_dipl. pielikums_LV.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	5 annex Statistical data on students of the Professional Master's Study Programme Architecture.docx	5.pielik. Statistikas dati par studējošajiem studiju programmā "Arhitektūra_finish_MA_rev 01.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6. annex_Table of "Architecture" study program compliance with state education standards_MA_EN.docx	6. pielik.Tabula par studiju programmas Arhitektūra atbilstību valsts izglītības standartam_MA_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	7.1 Annex_Table of compliance and requirements for the qualification _EN.zip	7.1 pielikums_MA programma Arhitektura moduļu atbilstību profesijas standartam_LV.zip
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Consistency of the programme with other sectoral acts.docx	Programmas_atbilstība_citiem_ar_nozari_saistitajiem_normativajiem_aktiem_LV.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	8. pielik. Studiju programmas Arhitektūra studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_MA_EN.docx	8. pielik. Studiju programmas Arhitektūra studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_MA_LV.doc
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9.piel.st.pr.Arhitektūra plāns pilna laika studijām_MA_EN r3.docx	9. piel.st.pr. Arhitektūra plāns pilna laika_ MA_LV r3.docx
Descriptions of the study courses/ modules	MAR_ARH_kursu apraksti.zip	MAR_ARH_kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	about intership_EN.zip	Prakses dokumneti_LV.zip
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		