APPLICATION

Study field "Management, Administration and Management of Real Property" for assessment

Study field	Management, Administration and Management of Real Property
Title of the higher education institution	Latvijas Kultūras akadēmijas aģentūra "Latvijas Kultūras akadēmijas Latvijas Kultūras koledža"
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Self-evaluation report

Study field "Management, Administration and Management of Real Property"

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

Table of content

I - Information on the Higher Education Institution/College

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

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

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

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

The College implements three study directions: "Arts," "Management, Administration and Real Estate Management" and "Information and Communication Sciences." There is one study programme in each direction.

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

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

Figure 1
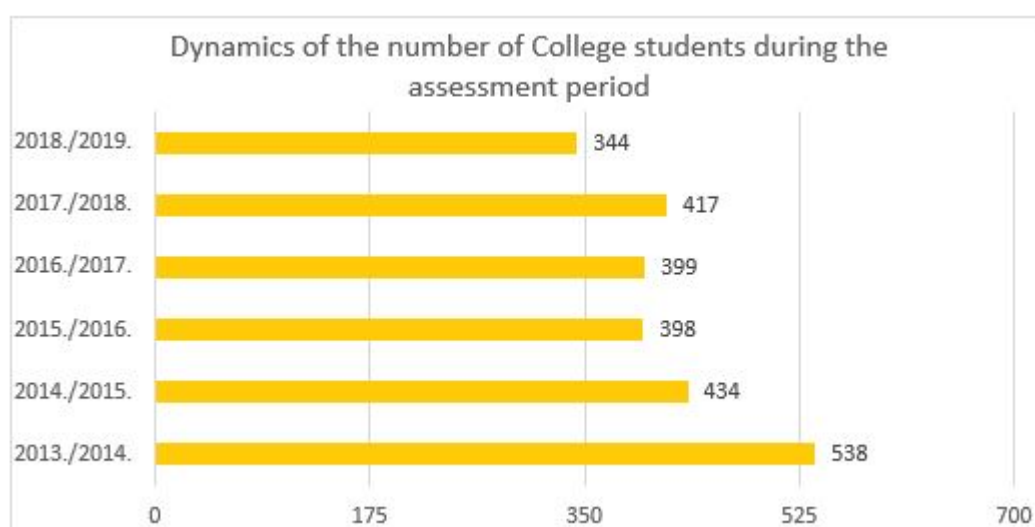
Based on public policy framework documents "Sustainable Development Strategy of Latvia until 2030'', "National Development Plan of Latvia for 2014–2020'', "Cultural Policy Guidelines 2014-2020 "Creative Latvia"", 'Guidelines for the Development of Education for 2014-2020'',

'Guidelines for the Development of Science, Technology and Innovation for 2014-2020'', Conceptual report "Introducing a new higher education financing model in Latvia" and 'National Industrial Policy Guidelines 2014-2020'', the priorities of the College development strategy for conceptual development over the period up to 2020 have been identified:

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

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

AIM FOR GROWTH	to develop a quality education process and supply oriented to the needs of the cultural and creative industries market	• adapting education supply to international demand, expanding networks • the development of marketing innovation centre and the centre for further education and professional competence • research of new activities and development of study programs • development of research activities • updating of technological (STEM and creative industries) knowledge and skills vital for development
AIM FOR COMMUNICATION	create open, direct and operational internal and external communication and a positive image of College locally and internationally	• open, versatile, operational internal communication making maximum use of various communication tools • promotion of local and international external communication in order to make the College known as a significant player in the Latvian cultural education market
AIM FOR RESOURCE DEVELOPMENT	to provide a creative, aesthetically pleasing and modern technology-oriented study environment	• regular updating and improvement of the material and technical basis necessary for a modern study process • creation of a creative and aesthetically pleasing study environment involving students • active participation in STEM and IT projects

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

1.2. Description of the management of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.
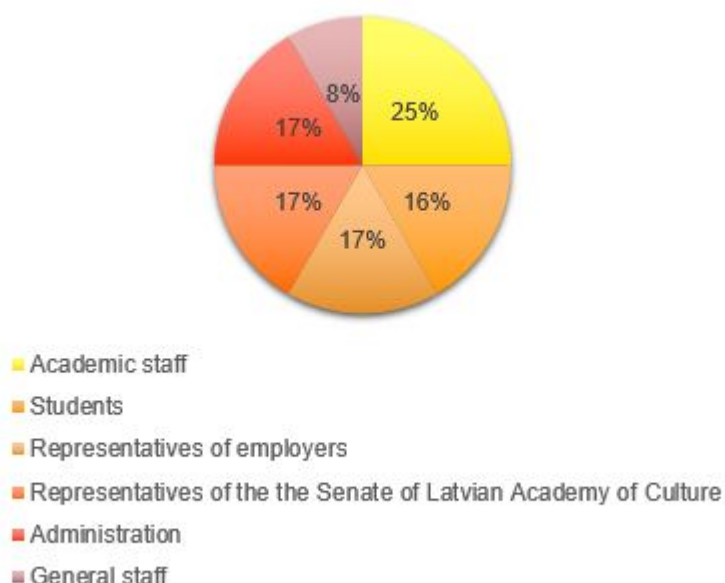
The College is governed by the College Statutes approved by the Latvian Academy of Culture. According to the Statutes, the highest management and decision-making body of the College in strategic, financial and economic matters is the Latvian Academy of Culture. The College Board shall be the representative, governing and decision-making body of the College and its staff. The Director of the College shall be the highest official of the College.

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

Latvian College of Culture Board structure

Figure 2

Latvian College of Culture Board structure

- Academic staff
- Students
- Representatives of employers
- Representatives of the the Senate of Latvian Academy of Culture
- Administration
- General staff

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

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

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

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

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

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

Quality assurance is the responsibility of:

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

objectives pursued.

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

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

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

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

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

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

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

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

On 28 May 2013, the College was granted the right to implement the accredited study direction

entitled "Management, Administration and Real Estate Management" (hereinafter – MAREM) until May 28, 2019. In accordance with Paragraph 48 of the Transitional Provisions of the Law on Higher Education, the study direction for which the term of accreditation expires in 2019 shall be extended until a decision on the accreditation of the study direction or a decision on the refusal to accredit the study direction, but not later than December 31, 2020.

One study programme, "Management of Art Institutions", is included in the study direction. This study programme is the first study programme licensed by the Latvian College of Culture as a first-level professional higher education institution. On November 22, 2002, the College was granted a licence from the Ministry of Education and Science of the Republic of Latvia for the right to implement the first-level professional higher education study programme "Management of Art Institutions" (programme code: 41 213) for obtaining the qualification of a cultural manager. In 2009, the study programme was accredited by code according to the Education Classification of the Republic of Latvia 41 345 13, ISCED 5B. In 2012 European Social Fund Project "Evaluation of Higher Education Programs and Suggestions for Quality Improvement" Agreement No.0011 / 0012 / 1DP / 1.1.2.2.1 / 11 / IPIA / VIAA / 001) study programme was recognized as sustainable by international experts.

In 2013, the College was approved for the implementation of the first-level professional higher education programme "Management of Art Institutions" (programme code: 41,345), awarding graduates the professional qualification of "Cultural Manager".

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

The strategic development of the study direction MAREM is planned taking into account the national strategic planning guidelines in economics, culture and education and the focus of the study programme "Management of Art institutions", which in content envisages not only management but also acquisition of knowledge in the field of culture.

Following the global tendency to shift from resource-consuming to creative industries, the goals set in "Sustainable Development Strategy of Latvia" are closely related to creativity as a key factor of competitiveness, considering commercial products and services created by innovation as the basis of the future global economy. The following have been identified as one of the most important development factors of Latvia:

1. a paradigm shift in education towards an education system that promotes imagination and creative thinking;
2. creative environment as a ground for the development of creative industries;
3. changing the economic model to mass innovation in business.

The development of commercialized creative industries for the development of high productive and export-able production and internationally competitive services is one of the goals set in the National Development Plan of Latvia for 2014-2020 The National Industrial Policy Guidelines for 2014-2020 also provide for the need to promote the development of creative industries and cooperation with traditional industries and services to increase the value of products and services. One of the strategic priorities of the Cultural policy guidelines 2014-2020 "Creative Latvia" is the competitive cultural and creative industries, promoting the transfer of creative potential and culture-based innovations into business, promoting the development of business, export and

international competitiveness of the cultural and creative industries.

In the field of culture, the medium-term planning document "Cultural policy guidelines 2014-2020 "Creative Latvia"" sets out four priorities for the development of the cultural and creative industries in a wider sense:

1. preservation and development of cultural capital through public participation in cultural processes;
2. creativity in lifelong learning and labour market oriented cultural education;
3. competitive cultural and creative industries;
4. availability of creative territories and cultural services.

Creativity, as a key competence in the transition from traditional manufacturing to services and innovation, plays an important role in planning documents at all levels, and in this sense applies to all sectors of the economy. The medium-term planning documents, on the other hand, play an important role in the cultural and creative industries as a sector which stimulates innovation, creates new jobs and promotes synergies between different industrial sectors, providing a significant contribution to the national economy with higher added value than other sectors. Education and science play an important role in this context, which can contribute accordingly to the development of creative thinking and innovation. Cultural education plays an important role in the overall process of changing the paradigm of education, as well as by preparing specialists who will be able to respond to rapidly occurring changes and demands in the cultural and creative industries.

While the content of the study programme ''Management of Art Institutions'' was initially oriented towards the management of various cultural and art institutions and related projects, the development of the study direction MAREM is not only related to the training of employees for working in state and municipal cultural institutions, but also, with particular reference to cultural policy guidelines, the focus is on labour market-oriented cultural education and entrepreneurship in the creative industries and creativity as one of the key competences to be developed.

The cultural and creative industries of the labour market have, in recent international studies, highlighted a number of competences called "soft skills" – communication skills, creative thinking, the ability to work in a group, decision-making capacity, motivation, flexibility, holistic and contextual thinking and criticism, and logical thinking, emotional intelligence, erudition in cultural and arts matters.

These guidelines are the basis for the strategic development of the College's study programme ''Management of the Art Institutions''. The study programme is implemented as a first level professional higher education programme, upon graduation of which the graduate obtains the qualification required in the labour market of the cultural sector, as well as the opportunity to continue studies in the bachelor's programme.

The study programme is special in that it is the only first-level professional study programme in Latvia that has been implemented since 2002, focusing on the management of cultural and art institutions. Prior to the creation of the programme, similar study programs in cultural and artistic management were studied in Germany and the United Kingdom. The term 'cultural management' is more commonly used in Germany. The content of cultural management studies is very diverse. Depending on the university and the programme degree, the content may vary. In general, there are 3 study directions dominated in cultural management studies:

1. historical, political and ethical foundations of cultural management (mainly cultural policy topics);
2. cultural business management and finance (sponsorship, accounting, cultural management);

3. management of cultural institutions and cultural projects (cultural management, project management and human resources). In Germany, cultural management studies take place in undergraduate or postgraduate programs such as Hochshule Zittau / Gorlitz (BA level), Dresden International University, Hochschule Bremen, Hochschule Niederrhein (MA level).

The UK, for its part, is dominated by art management studies, which aim to build business awareness of the arts and creative organizations, from small communities to world-renowned leading organizations. Graduates can work in museums, galleries, theatres, dance and live music venues, festivals and cultural centres. In the study programme emphasis is placed on guest lecturers and mentor-expert attraction, visits to cultural organizations, as it is very important to have direct professional practice experience, therefore work placements are obligatory. Mostly, these are bachelor level programs that teach the basic skills of art management, using a balanced base of academic and professional practice modules, using examples from all art disciplines. Goldsmiths University of London has a Bachelor of Arts in "Art Management", Birkbeck, University of London in "Art and Media Management" and The Institute of Contemporary Music Performance in "Music Management". There is a study module at Birkbeck, University of London, where, within the study programme "Arts and Media Management", takes place the so-called foundation/pathway programme (3 years of qualifying training) and then, if desired, one year of bachelor's degree.

As the founder of the Latvian College of Culture was the Ministry of Culture, the strategic objective pursued was to create a new educational programme for cultural workers, which would combine both the knowledge of the sector and modern management skills. As a result, through the experience of existing cultural management studies in other countries, a study programme called "Management of Art Institutions" was created, which would provide students with an understanding of the cultural and artistic fields, management of cultural projects, personnel management, marketing of cultural activities, and offer a practical study of one of the cultural industries – amateur theatre directing, festival directing, cultural tourism, organization of advertising. The qualification obtained as a ''cultural manager'' allowed graduates to work as amateur theatre directors, cultural organizers, cultural event directors and producers, cultural methodologists and cultural centre managers. Taking into account the demands of the labour market, modules of special courses of limited choice were created – specializations. In 2013, the study direction "Management, Administration and Real Estate Management", and study programme "Management of Art Institutions", was accredited with nine specializations: photography, light design, media production, advertising and public relations, event management, festival directing, theatre arts, music management and environmental design. Specialization with study course modules allows you to flexibly adapt to the changing demands of the labour market.

Similar study programs in Latvia:

Higher education institution	Level of study programme	Title	Qualification to be obtained	Duration of studies
EKA University of Applied Sciences	1st level professional higher study programme	"Management of Entertainment Industry"	Cultural manager	2 years
Alberta College	1st level professional higher study programme	"Entertainment industry management and production"	Cultural manager	2 years

Latvian Academy of Culture & Riga Technical University	Academic Bachelor study programme	"Creative Industries"	-	3 years
EKA University of Applied Sciences	Professional Bachelor study programme	"Cultural management"	Head of cultural institution	4 years
Baltic International Academy	Professional Bachelor study programme	"Cultural management"	Cultural project manager	4 years
Liepaja University	Professional Bachelor study programme	"Cultural management"	Cultural work manager	4 years
Information Systems Management Institute (ISMA)	Professional Bachelor study programme	"Business administration" (specialization "Creative Industries Management")	Business manager	4 years

Within the programme "Management of Entertainment Industry" of 1st professional level higher education study programme at the University College of Economics and Culture (UCEC) the students have the opportunity to acquire theoretical and practical knowledge in one of the sub-segments of creative industries, which, as indicated by the latest researches on culture consumption, is one of growing creative industries sub-segments both in Latvia and in the world. The duration of this study programme is for 6 months shorter than of the study programme "Administration of Art Institutions" implemented by LAC LCC (duration of full-time tuition is 2 years, for partial-time tuition – 2.5 years), including three traineeship periods, the last one being the qualification traineeship. Unlike the study programme implemented by LAC LCC, within which several different specializations are offered, UCEC offers one specialization – in the management of entertainment industry. This programme is more directed on the commercial sector of cultural field, while, LAC LCC study programme "Administration of Art Institutions" encompasses wide variety of cultural sub-fields, according to the priorities of Latvia`s cultural policy and current tendencies of labour market.

Comparison of study programmes ''Administration of Art Institutions'' (LAC LCC) and

''Management of Entertainment Industry'' (UCEC)

Table 1

Latvian College Of Culture of the LAC		The University College of Economics and Culture	
Philosophy and cultural theory	2		

History of culture of Latvia	2		
History of world arts	2		
History of world civilizations	2		
Professional foreign language (English)	4	Professional foreign language	
Professional foreign language (Russian, German, French)	2	Business basis	
Social psychology	2		
Civil, health and work safety	1	Work, environment and civil safety	
Introduction into studies and research	1	Informatics	
Research methodology	2	Organisation of research work	
		Work and social rights	
		Basis of marketing	
		Basis of business	
	20 CP		**20 CP**
INDUSTRY STUDY COURSES			
Culture policy	2	Culture policy of Latvia	
Culture marketing	3	Planning and organisation of advertising	
Culture management	2	Basis of management	
Culture economics	1	Introduction into creative industries	
Production of culture events	5	Organisation and methodology of events	
Art of presentation and argumentation	1	Management of arts communication	
Improvisation	1	Creative communication	
Rhetoric	1	Rhetoric	

Project management	3	Project management	
Human resources management	2		
Professional ethics	2	Communication psychology	
Professional language culture	2	Document administration	
Basis of law and copyright	2		
Basis of entrepreneurship (I)	1	Basis of economics	
Basis of entrepreneurship (II)	2		
Basis of stage arts	6 CP		
Hosting of events	7 CP		
Actor proficiency	6 CP		
Public speech	5 CP		
Term paper	1 CP	History of world arts	
		Foreign language (German)	
	55 CP		**36 CP**
4 traineeship periods	16 CP	3 traineeship periods	16 CP
Qualification paper	9	Qualification paper	8
	25 CP		**24 CP**
In total (2 years 6 months)	**100 CP**	**In total** (2 years)	**80 CP**

Within the framework of academic bachelor programme "Creative Industries" of the Latvian Academy of Culture (LAC), the students can acquire theoretical knowledge in order to orientate in the specifics of creative industries in the context of culture field, obtaining comprehensive notion on creative industries, with the opportunity to perform research work in-depth in one of creative industries segments (as defined by the specifics of academic education), however, giving less importance on the acquisition of practical knowledge and skills. While, the programme of Administration of Art Institutions, implemented by the College, offers more credit points to the acquisition of practical knowledge and skills, as provided by the basic condition of professional education, as well the specialization students have the opportunity to acquire enhanced knowledge in separate creative industries fields (for example, music industry, production of multimedia, management of fashion and design), which is defined by the specifics of specialization study courses (see table 2). The comparison is carried out, using the LAC study course grouping by modules.

Comparison of LAC study programme ''Creative industries'' and Latvian College of Culture at the LAC study programme ''Administration of Art Institutions''

The Latvian Academy of Culture			Latvian College of Culture of the LAC	
Creative Industries				
Introduction into culture and creative industries	24 CP		Culture policy	2 CP
Culture management and culture policy			Basis of culture management	2 CP
Event management and technical production			Production of culture events (theory) Specialization module Event technical production	2 CP 8 CP
Arts and entrepreneurship			1. traineeship – research of culture organisation	4 CP
Design industry			Design study module of fashion and design specialization	5 CP
Business mathematics and statistics				
Legal framework of creative industries			Basis of legal rights, copyright	2 CP
Management creative industries fields			Module of specialization management studies	4 CP
Arts and Culture				

Basic principles of culture and arts comprehension			Culture theory and philosophy History of world civilizations	2 CP
World literature				
History of world arts			History of world arts	2 CP
Contemporary arts and arts market			Design and visual identity of event stage	4 CP
Contemporary stage art			History of theatre	1 CP
Culture heritage			History of culture of Latvia	2 CP
Technological and esthetical solutions of audio visual media			Production of audio media	4 CP
Introduction into arts anthropology				
Sociology of culture, arts and creativity			Social psychology	2 CP
Entrepreneurship and economics				

Economics	24 CP		Basis of economics I	1 CP
Entrepreneurship			Project management	3 CP
Economic and labour rigts			Human resources management	2 CP
Accounting and finance			Basis of economics II	2 CP
Social responsibility and business ethics			Professional ethics	2 CP
Culture economics			Culture economics	1 CP
Business English and business etiquette			Professional foreign language	4 CP
			Second foreign language	2 CP
Marketing and communication				

Marketing and communication	12 CP		Digital marketing and social networks	2 CP
			Music marketing	4 CP
			Fashion and design marketing	1 CP
Communication theories				
E-commerce and e-marketing				
Culture marketing and attraction of financing			Culture marketing	3 CP
Culture consumption and research of audience			2. traineeship – research of culture projects	4 CP
Creative thinking and technologies				

Development of innovative projects	18 CP		Production of culture events (practical project implementation)	3 CP
Creative thinking			Improvisation	1 CP
Logic and argumentation			Art of presentation and argumentation	1 CP
Information technologies and business data analysis				
Introduction into studies and development of career			Introduction into studies	1 CP
Public speech and language culture			Professional language culture Rhetoric	2 CP 1 CP
Civil safety			Civil and work safety	1 CP
Reseach and bachelor thesis			**Research and qualification paper**	
Research methods	12 CP		Research methodology	2 CP
Academic writing (study paper)			Qualification Paper	9 CP
			Term paper	1 CP
Traineeship		**Traineeship**		
Traineeship in creative industry and enterprise	6 CP		3. and 4. traineeship	8 CP

In total (3 years)	120 CP		In total (2 years 6 months)	100 CP

Analyzing the content of publicly available foreign university programmes, the bachelor's programme of the Birkbeck, University of London ("Birkbeck"), "Arts and Media Management'', has been recognized as conceptually similar, since both colleges have a high percentage of traineeship (15 ECTS Birkbeck, 24 ECTS - College) and creative project have to be implemented in the study process. In Birkbeck it is the basic module for Year 2 (15 ECTS), in the College projects under the study course "Production of cultural events" and the Qualification Paper project (total 18 ECTS). Optional modules (total 90 ECTS) in Birkbeck allow to study cultural sector in depth, like College limited courses, i.e. specialization (36 ECTS). Basic modules in Birkbeck constitute 60 ECTS, compulsory at College general and industry courses together constitute 75 ECTS, so specialization in a particular cultural sector is considered to be important.

Comparison of study programmes ''Administration of Art Institutions'' (LAC LCC) and

"Arts and Media Management'' (Birkbeck, University of London)

Table 3

Birkbeck, University of London		Latvian College of Culture of the LAC	
Year 1			
Core modules Creative organization	15 ECTS	General educational study courses	15 ECTS
Core modules Doing Film, Media and Cultural studies	15 ECTs	Field study courses	21 ECTS
2 option modules : Cinema, Cultural theory and policy, Journalism, Performing Art, PR and Multimedia, Screenwriting, Television Visual Art, Theoretical perspectives on Journalism (Level 4)	30 ECTS	Specialization course 1. traineeship	18 ECTS 6 ECTS
	60 ECTS		**60 ECTS**
Year 2			
Core modules Cultural Labour and Entrepreneurship	15 ECTS	General study courses	15 ECTS
Core modules Developing creative projects	15 ECTS	Industry study courses	19,5 ECTS

2 option modules : Cinema, Cultural theory and policy, Journalism, Performing Art, PR and Multimedia, Screenwriting, Television Visual Art, Theoretical perspectives on Journalism (Level 5)	30 ECTS	Specialization study courses + term paper 1. and 4. traineeship	13.5 ECTS 12 ECTS
	60 ECTS		**60 ECTS**
Year 3			
Project BA Arts Management	15 ECTS	Qualification Paper	13,5 ECTS
2 option modules : Cinema, Cultural theory and policy, Journalism, Performing Art, PR and Multimedia, Screenwriting, Television Visual Art, Theoretical perspectives on Journalism (Level 6)	30 ECTS	Industry and Specialization study courses	10,5 ECTS
Industry Placement	15 ECTS	Qualification Traineeship	6 ECTS
	60 ECTS		**30 ECTS**
In total (3 years)	**180 ECTS**	**In total (2 years 6 month):**	**150 ECTS**

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

The analysis of the study programme development shows that the College study direction "Management, Administration and Real Estate Management" has been developed in accordance with the requirements of the labour market, and the strategic goals of the study programme development are related to national processes and trends in the European Higher Education Area according to the Bologna process.

Cultural Policy Strategy Paper "Cultural policy guidelines 2014-2020 "Creative Latvia"" defines the overarching goals and priorities of the country's cultural policy.

Overall objective of the Guidelines:

"Latvia – land with rich and cultivated cultural heritage, vital and diverse cultural life,

creative people, competitive creative industries and upward quality of life for everyone."

PRIORITIES	• Preservation and development of the cultural capital promoting participation of the society in cultural processes • Creativity in lifelong education and cultural education oriented towards labour market • Competitive cultural and creative industries • Creative territories and access to cultural services

In line with the strategic objectives set out in the cultural policy guidelines, the College has identified priorities for the development of the study direction and study programme:

1. developing creativity;
2. innovation-friendly infrastructure and environment;
3. promotion of creative and economically active attraction of human resources outside Riga;
4. support for entrepreneurship in the creative industries sector.

Following the Cultural Policy Guidelines and in line with the College's Operational and Development Strategy 2016-2020, The Strategic Objectives and the corresponding lines of action of the study direction MAREM have been defined for the period 2007-2013 and its implementation plan:

TARGET OF GROWTH	develop and implement the Culture and Creative Industry Development-orientated, content-relevant quality and modern study programme "Management of Art Institutions", in cooperation with employers and professional organizations to update the competences required for the 4th level professional qualification in "Cultural Management"	• adapting education supply to international demand, expanding networks • optimization of the work of the Competence Development Centre as a support system for the professional development of students and graduates • research of new fields of activity and development of study programmee specializations • development of research and innovation activities • updating of digital and technological knowledge and skills vital for development

RESULTS TO BE ACHIEVED IN 2020	• Partnerships have been established with higher education institutions implementing similar programmes • The content of the study programme and study courses has been updated according to the development tendencies of the knowledge society • The teaching staff of the study direction is involved in international projects and research work • The Cultural Management Department implements 2-3 interdisciplinary training projects supported by the State Culture Capital Foundation (SCCF) • Cooperation with the Latvian Association of Cultural Workers and the Association of Local and Regional Governments has been established to update the competences of the cultural manager according to the needs of the labour market • Students carry out research work as part of their qualification work and engage in cultural creativity projects • Students carry out study projects outside the educational institution, incl. regional cultural centres • The academic staff is involved in international research on the preservation of cultural heritage	
PURPOSE OF COMMUNICATION	maintain operational internal and external communication with cultural organizations and their leading professionals and College graduates to promote the image of the College and the opportunities offered by the professional study programme in the cultural field	• open, versatile, operational internal and external communication with graduates, industry professionals • promoting the study programme "Management and Art Institutions" as a professional education programme • promotion of the teaching staff of the study field as professionals of the field
RESULTS TO BE ACHIEVED	• communication and research on the development of the sector in the regions is carried out in cooperation with the graduates of the study programme • Graduates Club has established as a Strategic Development Consultant for the field • cooperation with professional organizations of the sector has been established • teaching staff engaged in industry activities and gained recognition	

OBJECTIVE OF RESOURCE DEVELOPMENT	improving the research environment needed for studies in "Management of Art Institutions", which would contribute to the information literacy and creativity for every individual by seeking cooperation with the leading cultural institutions, organisations and other employers	• regular updating and improvement of the material-technical base necessary for a modern study process • creation of a creative and aesthetically pleasing study environment involving students • active participation in STEM and IT projects • monitoring of the compliance of traineeship places with the tasks set • professionals in the sector as partners to develop modern technologies in STEM directions
RESULTS TO BE ACHIEVED	• modern digital skills in integrated specialisation studies modules, college resources available to students for skills development outside lectures • a part of the study courses can be acquired from online study materials • renovated and modernly equipped 2 classrooms with 30 workplaces, the Great Hall and the New Theatre Directing Room • a photo studio and sound recording studio were established • The College Library is an aesthetically appealing environment for creative and research activities • Established solid relationships with partners in the acquisition of digital technologies	

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

Short-term Goals 2018-2019 year:

1. to improve the content of study courses and traineeships in accordance with the requirements of the labour market;
2. to promote the training of teachers through exchange and mobility programs;
3. to improve the use of innovative methods in the study process (mentoring in student projects, development of innovative products in the study process).

During the reporting period the content of the study programme has been significantly improved, methodological instructions of the Term Paper, Regulations of Qualification Paper and Methodical Instructions for specializations and Regulations of Traineeships have been updated. Over the last two years, more academic staff members have participated in Erasmus + mobility programs. The ERAF project "Modernising the STEM programs of the Latvian Academy of Culture and Latvian College of Culture" (No 8.1.1.0/17/I/014) has started the study of modern technologies in the newly created modern computer room and in the renovated large hall, which is equipped with modern equipment of light and sound technologies.

In the long-term, based on the indicative list of sectoral policy guidelines for the 2021-2027 planning period, the directions of the study direction have been determined in order to ensure

continuous development and linkage with the state planning basic documents:

1. to develop and activate opportunities for cooperation with the Latvian Academy of Culture and foreign universities implementing similar study programs with the aim of optimizing the content of the study programs and increasing the number of enrolled Erasmus + students;
2. to further improve the accessibility of the educational environment, which responds to the changing context of the study programme implementation and should be accessible throughout the territory of Latvia;
3. to continue the modernization of the study process and the renewal of resources by utilizing the College's renewed material and technical resources in cooperation with existing partners;
4. cooperating with the Graduates Club to develop a new College and MAREM study direction development strategy.

Study direction "Management, Administration and Real Estate Management" development plan for 2016-2020 in Annex 4.

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

The study direction was evaluated in two aspects:

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

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

For an analysis of the strengths, weaknesses, opportunities, and threats (hereinafter – SWOT) of the College's study direction "Management, Administration and Real Estate Management", see on Table 4.

College Study Direction "Management, Administration and Real Estate Management" SWOT analysis

Table 4

STRENGTHS	WEAKNESSES
1. The study programme is oriented to the labour market and its requirements.	1. Limited resources for technology renewal to ensure sustainable study process quality.
2. Responding to the demand in the labour market, new specializations are being developed and existing ones are being updated.	2. The required co-financing or pre-financing for participation in the projects is not available.
3. The content of the study programme is updated taking into account the needs of the branch.	3. The College is not registered as a scientific institution because it does not meet the specifics of the colleges and the immediate aims of the educational institution, therefore it is not possible to apply for individual project activities and it is difficult to prove scientific capacity.
4. The lecturers of the study courses of the industry are practitioners and professionals of their field.	4. Some SAM activities are not available because they are only for higher education institutions and not for colleges.
5. Quality of the study process, characterized by a flexible approach to the planning of the study process, a creative approach to the study process, a large number of practical classes in specialization study courses.	
6. The study process is focused on a well-defined result to be achieved.	
7. A structured programme that integrates four traineeships.	
8. Students have access to a good range of theoretical resources and well-equipped classrooms.	
9. Collaboration with Information Systems Management Institute (ISMA) and other higher education institutions provides opportunities for students to continue their studies after graduating from College until earning a bachelor's degree.	

OPPORTUNITIES	THREATS
1. To apply the content of the study direction and the study programme to foreign students and to license the study programme in foreign languages.	1. Decrease in the number of students.
2. Opportunities for international mobility for lecturers and students.	2. Increasing interest of young people in studying outside Latvia.
3. To use the latest technologies in the study process.	3. Low salaries of cultural workers and specialists, which have an impact on the study or career choice.
4. Involvement of co-operation partners in the development of the College material resources.	4. Attitudes of state and municipal cultural centres employees towards innovations and young potential colleagues.
5. Regular organization of professional development courses for those already working in the profession.	5. An unpredictable change in public policy in higher education and cultural policy - a sudden change due to insufficient funding.
6. Opportunities to expand the range of study materials for distance learning.	

The analysis of the current situation of the study direction shows that the main strengths that form the successful realization of the study direction are related to the practical orientation of the study programme by integrating a large number of practical classes and four study traineeships, qualitative teaching staff, professional experience. There is active involvement in updating the content of the study programme, as well as extensive cooperation with various institutions in the field of culture.

Implementing the opportunities highlighted in the study direction, the College intends to take action in the following directions:

1. continue to make greater use of Erasmus + mobility for lecturer and student mobility by increasing the incoming rate,
2. remote implementation of study courses in the electronic learning environment Moodle (intended to provide training for lecturers in the production and management of study materials for e-studies, as well as training for students), to enable part-time face-to-face educational work in regions;
3. Collaboration with industry professionals and institutions in the field of scientific research, activating lecturers 'scientific research activities and increasing the quality and creativity of students' studies and qualification papers, and participation in scientific-research conferences organized by the College;
4. to improve the content of the study programme by attracting foreign students by activating the Quality and Competence Development Centre and developing other cooperation opportunities with foreign higher education institutions in accordance with the study direction;
5. to strengthen integration between study directions by implementing joint study projects not

only in specializations in one study direction but at the College level;

6. to update professional development programs for lecturers as one of the components of the motivation system.

Weaknesses of the study direction are mainly related to the limited resources for technical renewal and provision of the informative and methodical study base of the study process. This restrictive factor is resolved through cooperation with employers in line with specializations. For example, in the specialisation "Photo and video production", analogue photo technology is acquired in photo studio "Fototelpa"; in the specialisation "Technical production of events" the long-term co-operation partners are "Kompanija NA" Ltd. and "Tris S"Ltd., "Lumen Art Division", Latvian Opera and Ballet Theatre, Latvian National Theatre, Gertrude Street Theatre; in the specialisation "Music Management" – "Melno cepurisu balerija in Jelgava, "Melna piektdiena" and "Noass" and "Fontain Palace" in Liepaja. Cooperation agreements with TV24 and Latvian radio 1 have been concluded in the production of multimedia. Traineeship places and organizations are monitored to provide students with opportunities to familiarize themselves with up-to-date technologies during traineeships.

Negotiations are being held with the Ministry of Culture on the possibilities of obtaining the necessary co-financing for the projects and the joint preparation of project applications with the Latvian Academy of Culture has begun. As the College is a member of the Latvian Association of Colleges, intensive efforts are being made to change the status of Colleges as educational institutions in regulatory enactments. In doing so, it seeks to ensure that colleges include projects aimed at higher education institutions as well as those aimed at vocational education institutions.

The demographic situation in the country has influenced the decrease in the number of students in all educational institutions and this is also observed in the College's study direction MAREM. The information obtained in the applicants' surveys is analysed in order to work purposefully with those information channels that attract the interest of the potential students. T In order to minimise the impact of foreign studies, a thoughtful strategy is being developed to promote the study programme through social networking by active demonstration of student creativity projects, and by inviting potential students to attend Open House Week and Shadow Day at the College.

In order to minimise the disadvantages that students may encounter with stagnating cultural workers, the head of the Quality and Competence Development Centre carries out a study of traineeship places and organisations and agrees on student tasks to be performed during the traineeship, at the same time, the relevance of a potential traineeship supervisor to a motivating notion of a professional cultural sector is assessed.

College Development Strategy for the Next Planning Period - 2021-2027 provides for continued cooperation between lecturers in study courses in search of integration possibilities. Introduction of creative process support technologies into the study process by increasing the share of digital skills acquisition in the relevant study programs is identified as the new content priorities from 2021. Work on the study direction development plan for the next six years is in line with the process of approving and publishing new state cultural policy documents and according to the timetable:

	Activities	Time periods	Responsible	Results to achieve
1.	**An in-depth study of the labour market demands and the situation in the sector**			

1.1.	In-depth interviews with cultural professionals - heads of cultural centres, heads of professional organisations;	05.2020.	Director of study program	Interviews with 20 professionals from sector acquaintance of the current tendencies formed.
1.2.	Research into the country's new cultural policy and education policy documents	05.2020.	Deputy head for study work	Priorities and guidelines for the new direction development plan set
1.3.	Meeting with College graduates at Club of Alumni	05.2020.	Head of the Quality Development and Competencies Centre	Proposals for the development of the course of study and for improving the quality of the study programme have been received
1.4.	Exploration of cooperation opportunities with Latvian Cultural Academy, etc.	05.2020.	Director of the college	Cooperation directions set
2.	**Research on innovation in cultural management-related courses in Europe and around the world**			
2.1.	Study program innovations in partner universities	06.2020.	Deputy head for international co-operation and scientific development	New directions for cooperation and development set
2.2.	Innovation in Erasmus + project cooperation universities	06.2020.	Co-ordinator of Erasmus + projects	Proposals for improvement of the direction of studies and study programmes
3.	**Development of a draft version of the study direction development plan**			
3.1.	Strategic planning and brainstorming of teaching staff and administrative staff development	08.2020.	Deputy head for study work	Study programme development version drafted
3.2.	Discussion on the development plan for the course of study direction in methodological meetings	09.2020.	Director of study program	Plan for study direction development elaborated

3.3.	Discussion of the development plan for studies with experts - heads of professional organisations in the sector	10.2020.	Director of study program	Sagatavots studiju virziena attīstības plāns izskatīšanai un apstiprināšanai Padomē
4.	**Approval of the development plan for the direction of study**			
4.1.	Development plan for the study direction prepared for consideration and approval in the Council	11.2020.	Deputy head for study work	Study direction ''Management, administration and supervsion'' approved

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

The study direction ''Management, Administration and Real Estate Management'' is implemented by the College's Cultural Management Department, chaired by the Head of Unit, who is director of the study programme "Management of Art Institutions" study programme in the study rection MAREM. The main lines of academic activity are determined by the College Board, which discuss and submit to the Senate of Latvian Academy of Culture for approval the College's medium-term operational and development strategy. Since its inception, the College has traditionally had a small number of study programs to be implemented in each study direction, so all internal regulations emphasize the development and implementation of study programs. Possible changes in the study direction, the content of study programs, the content of study courses, the results to be achieved are decided by the College Board. The College Board elects the appropriate department directors and lecturers for academic positions.

The Head of the Cultural Management Department, as the director of the study programme implemented by the study direction, prepares the annual self-assessment reports of the study direction MAREM and its study programme "Management of Art Institutions" for approval by the College Board. Lecturers of the department are involved in the preparation of the report and it is discussed in the methodological meetings of the study programme. Deputy Director in the course of studies, director of the study programme, head of the study department, heads of specializations, two elected lecturers of main study courses, two lecturers of the study courses of the industry who are also representatives of employers participate in the methodological meetings of the semester. These methodological meetings analyse the results of the qualification examinations based on the assessment of industry professionals in the qualification examination commissions; changes in the structure of the study programme are proposed dind themes and requirements of Term and Qualification Papers are approved. The information is collected in the minutes of the methodological meetings and used for the preparation of the self-assessment report. Thīs provides a very

operational circulation of information between academic staff and professionals in the sector, and the decision-making process is organised without bureaucratic procedures. Methodological meetings ensure cooperation with other study directions and programs.

In the updated regulatory document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Department Regulations (hereinafter – Regulations) the responsibilities of the head of the Cultural Management Department are defined:

- as a Programme Director approved by the College Board, is responsible for the quality implementation of the study programme within its competence and compliance with the labour market requirements of the cultural and creative industries;
- plans and directs the work of the Department, attracting the teaching staff necessary for the implementation of general and sectoral study courses, and coordinates the implementation of the study programme within the limits of his/her competence;
- oversees the content and quality of study courses and final examinations within the competence of the Specialization Managers;
- is responsible for arranging a qualification exam session;
- coordinates the compliance of study internship tasks with the study programme. Performs assessment of tasks in the specialty;
- elaborates proposals for improvement of programs in accordance with current industry and labour market issues;
- organizes scientific and creative work of the Department;
- is responsible for elaboration and updating of methodological guidelines for term papers and qualification papers;
- draws up a self-evaluation report for the programme within the competence of the Department, evaluates the progress towards the strategic objectives of the Department and reports to the College management on the work of the Department;
- within the limits of his/her competence, ensure the publicity and recognition of the study programme.

Responsibilities of the specialization manager:

- is a mentor for specialization students in study process related issues;
- coordinates and is responsible for the content and quality of specialization study programs;
- cooperates with the head of Department and is responsible for the attraction of the teaching staff of the respective specialization;
- make proposals for improving the quality of the specialization study courses;
- is responsible for updating the internship assignments in the specialization, participates in the evaluation of the internship reports, makes suggestions on possible internship places;
- recommends and approves topics for students' term papers, supervises the development and submission of term papers;
- within his/her competence recommends topics for student qualification papers, controls and supports the development of qualification papers and participates in their evaluation.

The College's structure scheme does not list specializations as separate departments, but the directions in which they operate are outlined. The objectives of the cultural management department are to establish a relationship between specialisations by integrating joint projects and study courses into the study process. For example, in the field of Performing Arts, 75% of the specialization courses are common, while 25% are the specialty theatre and the event management course. In the field of design and communication, cooperation is being established for students in the fields of Fashion and Design Management, Multimedia Production and Photo and Video Production, in particular through the implementation of the "Meringue" study project.

Whereas, there are 30% of joint specialization courses in Music and Audiovisual Technology for students in Music Management and Technical Production of Events. The lecturers in charge of cultural management are initiators and mentors for major student projects: ''Meringue'', ''Staro Rīga'' un ''Ziedoņdārza stāsti''.

Scheme of study direction management structure in Annex 5.

Implementation of the study direction is supported by the College Study Department by planning and implementing the day-to-day study process, communication with students and lecturers, concluding agreements with students and listeners of the study courses, keeping records in accordance with the requirements of regulatory enactments. The head of the Centre for Quality and Competence Development is actively involved in the implementation of the study programme by auditing internal procedures for ensuring the quality of studies (study traineeships, study projects, student qualification Paper activities). For students, the support of the Head of the Technical Division is essential, since his responsibility is the coordination of the use of technical means at the disposal of the College.

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

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

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

In 2019, the content of the Admission Rules was updated in accordance with Section 46 of the Law on Higher Education and the necessary alignments with the Board of Higher Education were made. Studies in College may be commenced by interested persons whose previously acquired education conforms to the level of general secondary education specified in the Republic of Latvia, as attested by the relevant document. For admission to studies, an evaluation criterion has been determined - the result of mandatory centralised examinations in Latvian, foreign language and mathematics (paragraphs 25 and 26 of the Admission Rules). If a person has been released from State examinations in accordance with the procedures specified in regulatory enactments, the results of the competition shall consist of an assessment equal to the Centralised Examinations from the educational document regarding the acquisition of secondary education. For applicants who have acquired secondary education until 2004, as well as for persons who have acquired secondary education in foreign countries, or for persons with special needs, the results certificates of centralised examinations shall be replaced by assessments of the performance statement of the secondary education attestation in Latvian, English and math, or comparable assessments. The

Admission Rules describe the procedures for replacing and assimilating the assessments of centralised examinations, if applicants have acquired education abroad or the result of a centralised examination of a foreign language is replaced by an examination of an international institution in a foreign language. The right to be admitted to the study programme in the first year after the acquisition of secondary education shall also be for persons to whom such rights have been determined by the Cabinet, on a proposal of a separate member of the Cabinet, in relation to the special merits of the relevant persons for the benefit of the State of Latvia, if such persons have been released from the examinations of the State of secondary education in accordance with the procedures specified by regulatory enactments. on the basis of the assessment posted in the attestation (paragraph 33 of the Admission Rules). Applicants to full-time face-to-face studies have an additional entrance examination – interview.

"Management of Art Institutions"	Culture Manager with Specialisation in **Stage Art**	interviews presenting a prepared intention of the event or show, describing the idea, concept of the event or show, its own creative view, expressing the creative potential of the applicant
	Culture Manager with Specialisation in **Music Management**	interviews presenting a portfolio of prepared creative works
	Culture Manager with Specialisation in **Photo and Video Production**	interviews presenting a portfolio of prepared creative works
	Culture Manager with Specialisation in **Fashion and Design Management**	interviews presenting a portfolio of prepared creative works
	Culture Manager with Specialisation in **Multimedia Production**	interviews presenting a portfolio of prepared creative works
	Culture Manager with Specialisation in **Technical Event Management**	interviews presenting a portfolio of prepared creative works

The purpose of the entrance examinations is to find out whether the applicant's previously acquired skills and knowledge correspond to the chosen study programme.

Students of the study direction MAREM have the possibility to recognize:

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

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

1. Regulatory document "Procedure for Academic Recognition of Acquired Study Courses in Previous Education", Approved by the College Board on October 23, 2019.
Regulatory document available:

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

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

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/01/Regulation-of-The-Assessment-and-Recognition-of-Competences-Acquired-Outside-Formal-Education.pdf

These documents, issued on the basis of the relevant external normative documents, determine the documents to be submitted to the student / applicant for recognition. They shall also determine how and by what means the approval and recognition procedure for the assessment of learning outcomes achieved through prior education or professional experience shall be granted.

Academic recognition of previous formal education

The academic recognition of previously acquired study courses is done in three cases:

- student starts studies at College after studies (completed or not) in another higher education institution;
- the student returns to College after a long break, therefore a comparison of the study courses acquired with the content of the current study programme and the learning outcomes of the study courses should be carried out;
- the student has returned to College from the mobility of Erasmus + studies and must make a comparison of the credits obtained in a collaborative university with study courses in the College.

In the study programme "Management of Art Institutions", studies are started not only by students who have acquired secondary education in a given year, but also by students who have previously studied in another higher education institution, so that at the beginning of the year of study there is a proportion of students who submit documents (academic statement, diploma attachment) for academic recognition. Most of these study courses to be recognised are from the A or a block of main study courses (e.g. Professional foreign language (English), Latvian Cultural History), less frequently from the B or study courses of the industry.

Summarizing the number of students who have applied for academic recognition of the study courses, there is a tendency for this number to increase slightly each year.

2013	2014	2015	2016	2017	2018	2019	Total
7	9	14	15	16	25	18	104

This could be explained by two factors: 1) in recent years, there is a tendency for more and more students entering college to do so after one year of study at another higher education institution; 2) the number of College students going on Erasmus + study mobility has increased.

Recognition of knowledge, skills and competences acquired in professional experience and outside formal education

In 2015, an offer was made for recognition of professional experience for those working in the cultural sector with 5 and 10 years of experience, but no active interest was observed – students who had previously studied management-related fields started their studies at later stages.

Until 2018, when an amendment was made to the Law on Higher Education, which abolished the restriction on the number of study courses recognised in professional experience, and a new Cabinet Regulation No. 505, which governs the recognition of competences acquired outside formal education and the study results achieved in previous education, was developed and approved, in professional experience, the acquired competencies were compared and recognized to only 3 applicants who, after recognition, also started studies at College, which, if we look at the number of students studying in the study programme, is a very small number. Several applicants were interested in the recognition options, but for various reasons, after discussions with the College, chose not to do it.

In April 2019, a new internal regulation of the College was drafted, based on the provisions of the Cabinet of Ministers' Regulations No 505, entitled "Regulations for the Recognition of Competencies acquired outside formal education or professional experience and results of studies in previous education" (14.08.2018.), which, in addition to the changes already mentioned (the restriction has been removed, that only 30% of the amount of the study programme can be recognised outside formal education and professional experience) makes the overall recognition procedure more flexible, individually targeted at each prospective student.

Changes in external regulatory documents have contributed to the greater interest of potential candidates for recognition: professionals in the sector who either have not completed studies in another field or who did not want to study previously, but have now understood the importance of higher education in future vocational development. As of now, during the autumn 2019 semester, the recognition of skills and competences acquired in professional experience and outside formal education has been carried out by 3 people who also started studies in later stages of the study programme "Management of Arts Institutions".

For example, one of the three candidates for recognition mentioned above is a student who began her part-time study in the 5th semester, thereby obtaining a diploma within a year.

The combination of several factors enabled the commencement of studies in the 5th semester – the student had already been studying at the College full-time for one semester and obtained a bachelor's degree from Riga International School of Economics and Business Administration, thus, part of the study courses of the study programme could be recognized as having been acquired in previous education. The professional activities of the student combine work with cultural projects, small business, managerial functions and work in the creative industry - fashion.

The student submitted the necessary documents and application in accordance with the procedures specified, which were examined at the meeting No 5 (2 September 2019) of the Commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience, in which the examination commission was established and was commissioned to organise the examination by agreement on the date with the applicant.

The examination took place on 20 September 2019, the results of which were presented by the representatives of the examination commission during the meeting No 7 (September 23, 2019) of the Commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience. During the meeting, the Commission confirmed the knowledge, skills and competence acquired in professional experience and outside formal

education, and the study courses acquired in previous education, and also the individual study plan developed for the student. On the basis of the minutes of the Commission meeting, the Director of the College ordered the matriculation of the applicant in the later semester (5th semester) of part-time study programme "Management of Art Institutions".

The changes made to the regulatory documents give the individual more scope for recognition and alignment. The scope of the results of the studies to be recognised has been extended and there are more opportunities to be recognised or compared to the expected results of the studies. This is both an additional benefit for potential students and an additional challenge for College, because it is necessary to work very individually, to carry out interviews and consultations so that the candidate for alignment can obtain the maximum possible outcome.

Opportunities for aligning and recognizing professional experience are a way to bring culture professionals with work experience in one of the College's specializations to professional development and first-level professional higher education. This opportunity is welcomed by employers.

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

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

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

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

There are appropriate methodological guidelines for the development of students' Term Papers and

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

The evaluation of the Qualification Papers is regulated by the College normative documents:

Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Regulations for the Qualification Paper in study programs "Management of arts institutions", "Library Science and Information", "Contemporary Dance".	Hereinafter – Regulations for the Qualification Paper
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Regulations on Qualification Examination Procedures.	Hereinafter – Regulations on Qualification Examination Procedures
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Fashion and Design Management"	Hereinafter – Methodological guidelines KMMD
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Music Management"	Hereinafter – Methodological guidelines KMMM
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Light Design"	Hereinafter – Methodological guidelines KMGD
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Technical Sounding of Performances"	Hereinafter – Methodological guidelines KMAP
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Culture Tourism"	Hereinafter – Methodological guidelines KMKT

Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Media Production"	Hereinafter – Methodological guidelines KMMP
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Event Management"	Hereinafter – Methodological guidelines KMSA
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Theatre Arts"	Hereinafter – Methodological guidelines KMTM
Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Methodological Guidelines for the Development and Defence of Qualification Paper in study programme "Management of Art institutions", Culture Manager with Specialisation in "Photo and Video Production"	Hereinafter – Methodological guidelines KMFP

The requirements for the development of Qualification Papers for each specialisation are described in the methodological guidelines that have been revised to improve the quality of the process of testing the results of the 2018/2019 Qualification Examinations in the Methodological Commission. The methodological guidelines shall specify the general criteria of the Qualification Paper, the speciality of scientific research competence and knowledge and the criteria for the evaluation in specialisation. Guidelines for similar content are designed to develop and defend Term Papers in each specialisation.

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

Regulatory document available:

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

https://kulturaskoledza.lv/en/wp-content/uploads/sites/2/2020/01/Procedures-for-Qualification-Examinations.pdf

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

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

1. do not express work and tasks prepared by others in one's own name;
2. prevents passing tests, exams, traineeship reports, Term Papers or projects, etc. writing or taking exams instead of other students;
3. unauthorized materials of the teaching staff shall not be used in tests and examinations;
4. prevents and addresses plagiarism - the use of other people's ideas, phrases, sentences, or texts without proper permission or proper feedback;
5. performs all individual work independently, without plagiarism - expressing the results of another person's creative activity in one's own name.

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

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

For example, in the study course "History of World Civilization", the exam consists of a creative presentation created in groups for an innovative product whose prototype is to be found in some forgotten achievement of a particular civilization. The process of producing a product takes place under the supervision of a study course lecturer, thus documenting the dynamics of the realisation of the idea and excluding the possibilities of plagiarism.

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

In 2019, special attention has been paid to the development of academic writing skills by updating the content and study results of study courses' "Introduction to Studies" and "Research Methodology", focusing on the learning of specific skills. Within the study direction, additional information has been provided to academic staff on the updated requirements for the development of Qualification Papers in order to improve the level of study results to be achieved.

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

Information about the study direction "Management, Administration and Real Estate Management" and the corresponding study programme is published on the College's website under the section "Study Programs" and is updated once a year.

https://kulturaskoledza.lv/velos-studet/dizaina-menedzments/

https://kulturaskoledza.lv/velos-studet/multimediju-producesana/

https://kulturaskoledza.lv/velos-studet/teatra-maksla/

https://kulturaskoledza.lv/velos-studet/foto-un-video-producents/

https://kulturaskoledza.lv/velos-studet/muzikas-menedzments/

https://kulturaskoledza.lv/velos-studet/tehniskais-producents/

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

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

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

In the study direction "Management, Administration and Real Estate Management" the internal quality assurance system is based on the College's quality policy and internal regulatory procedures. Efficiency of the system depends on:

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

activities performed during the study process.

The headquarters and professionals of industry and specialisation courses of the study programme "Management of Art Institutions" of the study direction MAREM are professionals working in the sector, thus, the study programme content very quickly incorporates the topicalities of the cultural field and it is possible to respond to the demands of the labour market. The study programme is content-based in such a way that the total volume of limited-choice (specialisation) courses is set at 24 CP (24% of the total amount of the study programme), and this section updates the content according to the needs of the industry, creating new specialisation if necessary, while planning changes of up to a maximum of 20% (according to Section 2.3.4 of Cabinet Regulation No. 793 of 11 December 2018). Thus, the study process is efficient and it is possible to respond flexibly to the skills needed for the labour market.

For example, the specialization in Light Design in 2013 was created through a study of the lack of professionally trained lighting staff in theatres, cultural centres and the entertainment industry. During the five years of specialization, the acute shortage of specialists was eliminated and employers expressed a new desire for a multifunctional worker who is knowledgeable in the technical production of events and could simultaneously perform both lighting and sound specialist tasks (the target audience is small cultural institutions with limited staff). The new specialization in technical production of events was based on the specialization of lighting design and technical sounding of performances.

In consultation with employers and industry professionals, in 2019, new priorities have been identified in the study programme "Management of Art Institutions" and substantially updated study courses:

1. "Production of Cultural Events" (5 CP) (integrating both theoretical and practical aspects into the study course, involving students in the implementation of practical projects, starting with the preparation of project applications for funding and mentoring by lecturers in the project planning and implementation stages);
2. the practical aspects of production and management are strengthened in modules of specialization study courses, for example, an insight into production (1 CP) for each type of media (print, audio-visual, digital, etc.) within the specialization Multimedia production;
3. the study module "History as a source for creativity" has been created, by integrating general study courses "World Civilisations History", "World art history" and "Latvian Cultural History", and by focusing on the development of innovative cultural products in the results of studies, using cultural and historical knowledge acquired in study courses.

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

The study programme of the study direction "Management, Administration and Real Estate Management" has been developed in accordance with the Cabinet regulations regarding the State standard of vocational higher education at the first level. The choice, content and traineeship tasks

of study courses are determined according to the profession standard of "Culture Manager". In order to improve this process, the regulatory document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" Procedure for the Development, Approval and Updating of Study Programs" has been developed. It provides that, before submitting to the College Board for approval, a new study programme must carry out external expertise, involving three professionals working in the sector. Changes to an existing programme also require the views of industry employers.

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

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

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

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

Students' views on the quality of the study process are highlighted in the survey at three levels: a candidate survey (helps to get up-to-date information on the image of a College among potential students), a survey of students (once a year, an evaluation of the performance of studies and dockers) and a survey of graduates (further education issues and employment research). Feedback to the survey process is essential – students are presented with survey results, identified gaps, if any, and an action plan developed by the College to address them. In some cases, a decision on the replacement of lecturers is taken. In 2018, after hearing the views expressed by students on the guest lecturer of the Cultural Theory and Philosophy Studies course, it was decided not to pursue cooperation and to invite a lecturer with more professional cooperation skills in the study process. During the semester, the programme director is pursuing an "open door policy" in order to receive student advice in time to improve the study process and to resolve problems in an operational way. As each year, a new student self-government has just been elected in November 2019, with representatives working closely together, also highlighting their important contribution to improving study processes, for example, with a view to expressing their views on the quality of the study

process at the College Board meetings.

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

At the time of the evaluating survey a trend confirming the professional preparedness of the College graduates was justifued, i.e. it was concluded that the majority of graduates have entered the labour market successfully. 92% of all graduates from 2016-2018 are employed, while 9% of the employed graduates of the "Management of Arts Institutions " programme indicate that they work in a cultural sector, but also other sectors were mentioned. In assessment the employment of graduates according to sector, the findings show, that more than 70% of all employed graduates work in the cultural sector, while others work in other sectors. After assessment of this data, at the methodological meeting of the lectures were decided:

1. to promote more active inclusion of students in the labour market of the cultural sector and their understanding about work in cultural institutions by improving the system of practice at the Latvian College of Culture. In cooperation with the Latvian Academy of Culture, a unified model of the practice system will be developed and introduced from 2020./2021.study year. This model of organization of the field practice   provides more opportunities for students to find suitable and sustained cooperation-related cultural organisations that can become potential employers   for graduates;
2. to review the methodological recommendations for the elaboration and implementation of qualification papers , providing that qualification papers should be realised by developing cooperation with different cultural sector institutions, preventing the implementation of qualification jobs at the Latvian College of Culture, thereby facilitating the integration of students into the real cultural environment in Latvia and the development of professional cooperation between students and cultural organisations - potential employers.

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

For students, information on how to make suggestions or claims is available on the College Home page in the section "Study Process" the normative document "Latvian Academy of Culture Agency "Latvian College of Culture at the Latvian Academy of Culture" "Procedures for the Consideration of Proposals and Complaints" (hereinafter – Procedures for the Consideration of Proposals and Complaints) has been published. Appeals regarding the assessment of the results of studies or the process of tests and/or examinations shall be examined in accordance with the procedures specified by the Examinations Regulations and the Regulations on Qualification Examination

Procedures. Encouraging students to submit proposals in writing promotes one of the values of College: openness (readiness to take the initiative and be responsible for the results achieved is a fundamental element of this value). The complaints process shall be organised in such a way as to allow students to make their views reasonable, to receive feedback on the problem within 14 days and to agree jointly on the actions to be taken to address the situation.

For example, in the spring of 2019, students from the 2nd course of the photography specialization of the programme '' Management of Arts Institutions" expressed their displeasure regarding to the cooperation with the head of specialization who had just taken over the management of specialisation (students' opinion was that the methodological guidelines for course paper were not correctly developed). The students did not submit a formal complaint, however an e-mail message was send to the deputy director for study work. The decision was taken, that students, the head of the specialisation, the deputy director for study work and the director were invited to meeting in order to find out the causes of the conflict and to agree on possible solutions of the situation. Consequently, in the meeting students presented their view, communication problems were identified and the guidelines were explained to students as well as the duties of the head of specialization were clarified. The same approach of mediation is normally used in other similar situations when students have expressed their frustrations. Most often the case is solved by providing more information to the both sides involved.

In 2017, a student survey proposed to improve the circulation of information on canceled lectures and other changes regarding to the training process. A decision taken was to to ensure the provision of current information between the College and students by increasing the information delivery means and sources, e.g using an electronic lecture list (google), a printed list of lectures on the information board, information on a FB students group as well as text messages to students on private telephone numbers. Once announced, all changes inserted in a plan of lectures (both paper and electronic). If the changes are sudden and can have a significant impact on students' daily scheduling (e.g., if the lecturer informs about his absence later than 2 hours before the lecture) students are informed by sending individual text messages. Facebook's student group channels are used for delivery of more detailed information, such as opportunities for re-passing of the exam or for announcements of the study tours etc.

The opportunity to present suggestions and complaints is also for the College's academic and general staff. According to the procedures of the quality management system, the information is collected and analysed in the register of proposals and complaints and used in the preparation of the self-assessment report.

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

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

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

In order to successfully implement effective study direction management and related activities, the College collects and analyses data related to the study process, which helps to plan the changes to be made and the necessary improvements in the course of study.

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

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

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

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

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

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

At the end of each year, student-count statistics are compiled, evaluating the dynamics of student-count changes to be able to plan next year's funding and financial flows. The statistics on student numbers are also used to prepare a self-assessment report for each study programme in order to analyse the state of the current study programme and to plan the necessary actions to improve the quality of the study process. *For example, after the analysis of statistical data quantitative indicators are used to merge specialisations or to create new ones. In 2013 the specialisation 'Environmental design' was transformed 'Design management'. In 2017 after the decrease in the number of students 'Fashion Management' and 'Design Management' specialisations were merged by creating a specialisation of 'Fashion and Design Management'. Similarly, after the analysis of indicators of specializations 'Theatre Arts' and 'Production and Event Management' and   surveys of*

the graduates, it was decided to merge specialisations by creating a new specialisation 'Stage Arts' limiting free-choice study models up to 2 – 'Management of events' and ' Theatre Direction', as well as introducing a different credit score for the course in 'Actor Perfomance'.

The performance indicators of students may, in an indirect way, be indicators for shortcomings in the implementation of a specific study course. In College experience, there have been situations where a high percentage of a group of students has failed in a single course, although the other courses do not show such a high proportion of underperforming scores. These situations involve both interviews with the lecturer and interviews with students in order to conclude the validity or inadequacy of such performance indicators. If, as a result of the examination of the study tasks and, the examination/test requirements and consultations conclude that the methods used and/or explanations provided by the lecturer have been unjustified/insufficient, students shall be given the opportunity to resubmit the works by inviting other lecturers to evaluate the works. Thus, the analysis of the grades of study courses allows the quality of the study process to be monitored. *For example*, *in spring 2019 the analysis of student performance indicators for specialisations 'Photo & Video Production' and Technical Event Production' demonstrated lower performance in general education courses and studies related to academic writing. Methodological meetings were hold to develop solutions and improving of methodological guidelines for the development of course papers and encouraging lecturers to develop more accurate task descriptions for testing and preparing the necessary methodological materials for students were made.*

In order to reduce the number of students deducted, an anonymous survey has been introduced as one of the objectives of completing the statistical data collection mechanism from February 2019 for students wishing to terminate their studies at their own request. The survey should indicate the reason why studies are suspended. It is planned that the collection and evaluation of such data will allow for a more successful organisation of the study process by providing and reducing, within the limits of College opportunities and resources, the impact of the factors that force students to suspend studies and take preventive action.

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

1.1. Quality assurance policy	The development and delivery of the College Quality Management System focuses directly on the development of quality culture, in which academic and general staff and students assume responsibility for the quality of their activities and actively engage in quality assurance processes. All necessary procedures have been established in the study direction, are updated and quality indicators are documented. Those involved in the study process are encouraged for open communication, while taking responsibility for respecting the principles of academic integrity and the results of their work. College quality culture is characterized by intolerance to any manifestation of lack of discrimination and tolerance. Quality issues from 2018 have been highlighted.

1.2. Programme development and approval	The study programme corresponding to the study direction shall be developed and updated on the basis of the professional standard corresponding to the qualification to be awarded and in line with the program's objectives and the College Strategy. It has clearly identified the results of the studies to be expected. In consultation with employers, the content of the programme is updated regularly by developing new study courses and study modules in specializations. Using the views of students already working in the sector, the content of studies and traineeship tasks are designed to enable students to develop.
1.3. Student-cantered learning, teaching and assessment	Lecturers of both general education and industry study courses shall carefully choose the content of study courses, considering the personality profile and creative potential of the students. Particular attention is paid to students with greater life experience who have chosen to pursue a new field of professional activity. The strong side in the study process is mutual respect for the relationship between students and teaching staff. A regular hearing of students' views on the conduct and content of studies shall take place in order to diagnose potential problems in a timely manner.
CHALLENGE	Improve the skills of lecturers who are professionals in the sector in evaluating student knowledge and skills, learning new methods and ensuring a smart mentoring approach.
1.4. Admission of students, Process of studies, recognition of qualifications and certification.	All necessary procedures for the admission of students, the recognition of prior education, non-formal learning, the study process and the conduct of the qualification examination and the granting of acquired qualifications have been established in the study direction. In the long run, the possibility of establishing a professional bachelor's degree programme with the Latvian Academy of Culture should be explored so that graduates have the opportunity to continue their studies not in the field of entrepreneurship but in the field of creative industries.
CHALLENGE	Re-establish the status of the College as a competent professional higher education institution coordinating the development and updating of professional standards in the cultural sector.
1.5. Teaching staff	The study direction involves competent lecturers who are interested in promoting the acquisition of students' knowledge, skills and professional competences. The necessary procedures for recruitment of staff have been established, dialogue has been maintained on the expected results of studies in study courses.
CHALLENGE	The challenge in this standard is to promote the joint involvement of lecturers and students in research activities and to promote innovation in the use of teaching methods and new technologies.

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

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

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

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

The revenue of the College shall be constituted:

public funding	a grant from the state basic budget

College revenue from paid services	· revenue from education services (study fees, further education courses in the form of direct payments and co-financing) · revenue from organising courses and seminars · revenues from EU structural funds, initiative programs and local public funding · financial resources provided by the partners in support of certain targeted programs

The sources of financial security of the College study programme "Management of Art Institutions" are the students' own funding. A calculation of the necessary financial collateral has been carried out for the implementation of the study programme, in which the costs are classified in the following way:

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

On the basis of the estimates made, the cost per student shall be EUR 1927.00. In addition, the College has attracted funding from other sources, so the actual cost per student in 2019 is EUR 1400.00. Percentage distribution of costs in the study programme "Management of Art Institutions":

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

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

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

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

The study direction MAREM is being implemented at the premises of the Latvian College of Culture in Riga, Bruninieku Street 57. The College has a total floor area of 3084.9 m2, which includes 23 study rooms, a Great Hall (White Hall) with a stage (120 students in total), a library, a photo and sound recording studio, a dance hall, conference rooms, exhibition halls, administration rooms, lecturers' rooms, changing rooms, auxiliary rooms and a basement. The College's two auditoriums are fully equipped to carry out the online study process or to record lectures and develop distance learning resources. Two computer classes (15 workplaces fully equipped in each computer class) are designed to work with a variety of digital technologies (photo-processing programs, social networking studies, etc.), as software is available for processing audio files, photographs and video materials.

In order to ensure the study process, classrooms are equipped with the necessary hardware - audio (computer processor-compatible sound system), video (televisions or projectors with computer processor and sound system), computer equipment (monitors, processors), magnetic or classic boards.

The Great Hall is equipped with a 32-channel digital console and a tune-in system. The stage is equipped with the moving LED lights (spot and wash) that are fully controlled from the balcony with the console, as well as the normal dimmable lights. Three specially equipped computers for light design lessons and 2 consoles are also available for the training process.

There are 3 cameras available for the training process in the photo studio and a great selection with lens, different types of lighting, including wireless lights and stands. A great variety with light controls, picture backgrounds in different colours.

Information on available program provision to students, see Table 5.

LKA Latvian Culture College Programme Provision

for the study programme ''Management of Art Institution"

Table 5

Programme	Purpose	Specialisation
Adobe Photoshop	Photo editing	All specialisations

Adobe Lightroom	Photo editing	Photo and Video production Multimedia Production Fashion and Design Management
Adobe Premiere Pro Adobe Animator Vegas Pro	Video editing	Photo and Video Production Multimedia Production Fashion and Design Management Music Management Technical Event Management
Adobe InDesign	For framing text and images	Multimedia Production
WordPress	Creating Home Pages	Multimedia Production Photo and Video Production

Sound Forge Audacity	Audio editing and recording	Multimedia Production Music Management Technical Event Management
grandMA2 grandMA3 Blender SketchUp LightConverse	Stage light design, programming and control	Technical Event Management Stage Art

In 2018, in cooperation with the ERAF, the project "Modernising the STEM programs of the Latvian Academy of Culture and Latvian College of Culture" (No 8.1.1.0/17/I/014) was carried out, as part of which the flooring and walls of the White Hall were restored. A new tuning and lighting technique have been purchased: sound console, skylights, power amplifiers, radio microphone systems, players, 10 moving lights, spotlight switching wires. Changed tuning system in the dance hall. A new computer class with 15 new powerful computers was repaired and created to allow both video and photo processing to be carried out in accordance with today's requirements. One new projector and portable computer was purchased.

Purchased photo technique: two cameras, one video camera, six new objectively, wireless microphone, directional microphone, film stand, stabilisation stand, film camera equipment, photo lights – flashlights, photo studio/laboratory lights and their equipment.

Outside the project in 2018, a cosmetic repair in the ballroom and corridors was carried out, another ballroom was installed, photographic/laboratory lights and their equipment were purchased, one new projector, a computer, mobile/folding stage platforms.

Three audiences have improved wiring. In cooperation with Mikrotik, 28 computer network communication equipment has been replaced.

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

Research resources intended for the implementation of the study direction are offered in the College library and in cooperation with the Latvian Academy of Culture, the Latvian National Library, the University of Latvia Library, the Central Library of Riga and other libraries. The College Library offers information resources for the acquisition of general education study courses and industry and specialisation study courses, offering a total of 7809 information resources (on 14.10.2019.) – books, industry journals, CD and DVD, e-books in Latvian, English and Russian languages. Analysis of the dynamics of the total volume of the collection in Table 6.

College Library Collection Indicators

Table 6

College Library Collection Indicators

	2015	*2016*	*2017*	*2018*
Information resources received	215	334	144	222
Documents excluded from the collection	344	164	294	191
Total collection	7961	8131	7981	8012
Collection turnover	0,15	0,31	0,31	0,26
Number of documents per user	20,9	19,36	17,43	18
Expenses per user	43,37	38,73	45,92	50,76

The library's collection, facilities and rooms are the College property. The library's material and technical basis consists of library rooms, equipment, security system and other property formed, developed and provided by the College. Assessment of the material and technical state of the library – building, premises, equipment, conditions comply with the tasks of the Library and Cabinet Regulation No. 395, Regulations on the Material and Technical Basis of Libraries. The re-accreditation of the college library by the Ministry of Culture was made In 2019, that is organised every five years in accordance with the procedures specified by the law. The Library Accreditation Commission admitted the library's competence and compliance with operational professional standards and the status of a local-interest library was awarded to the library along with a maximum accreditation term. The library contains 28 reader job places, 7 stationary computers for users, a printer/copy/scan machine, a spiral binding device for documents. The library runs a wireless Internet, has the ability to work with portable devices.

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

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

The number and attendance of the library's users depend on the number of College students, the dynamics of the shows in Table 7. For students, lecturers and general staff, workshops are organised at the beginning of each study year, presenting library services, online catalogues and databases, the location of the library's stock, as well as the topics in the College library.

Number of College Library Users, Visits and Issues

Table 7

Number of College Library Users, Visits and Issues

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

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

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

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

library regularly offers the possibility to use foreign online e-books and publications databases corresponding to the study directions for a trial period.

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

The aim of the College Library is to promote the implementation of study programmes by providing information resources and providing high-quality information services. In order to serve the implementation of the direction of studies and programmes, the information resources of the College Library shall include sectoral literature according to the needs of college programmes, including sectoral scientific monographs, collections of scientific articles, practical sector literature, teaching materials for universities, professional manuals and encyclopedia, sectoral surveys and yearbooks. Sources in Latvian, English and in small quantities in Russian are made available. For example, industry literature and training materials on direction, production , scenography, event organization , monographs on the history of Latvian and foreign theatre, biographical publications of directors and actors, collections of foreign and Latvian plays, literature about drama analysis of works, theatrical term dictionaries and the encyclopedias are provided to the students of the stage art   specializations are offered. The encyclopedia 'Theatre Craft' purchased in 2018 can be mentioned as the latest and most extensive recent gains of the library.

 The library also provides information resources for the acquisition of general education courses of the study programmes. The resources for learning psychology, philosophy, recording, study methodologies, cultural and artistic theory and history are available   as well as press publications e.g. Latvian cultural and arts periodicals - journals "Rīgas Laiks", Kultūras Diena un Izklaide", professional journal of theatre arts ""Teātra Vēstnesis" as well as foreign professional journals suitable for specialization needs . For example, a "Frame" magazine dedicated to interior, product, exhibition design and architecture is available to cultural managers of Fashion and Design Management department; cultural managers in 'Photo & Video production' can explore an art magazine on international photography and the new media "European photography". Students are also invited to use electronic versions of industry journals, such as the online version of Light & Sound International. For the elaboration of study papers, it is also proposed to use the collections of scientific articles from the main scientific organizations in culture sector, e.g. the Latvian Academy of Culture, the School of Economics and Culture, School of Business, Arts and Technology, and the collections of various conference articles.

  Information on the range of information resources available at the College Library is available through the Library's electronic catalogue. Remote servicing of library users (bookings and booking extension) is performed. Library users also have the option of using the library's e-mail to communicate with the library, providing assistance and information services to users. Information about new developments and events in the College Library is regularly posted on the College's website and on social networks.

The repository of information resources available at the College Library follows the established Library Collection Policy. The replenishment of the collection is based on the need expressed by the lecturers and students to ensure the study process. Requests for replenishment of the collection are evaluated by the Collection Commission, which is composed of College study programme directors who are responsible for developing and controlling the content of the College study specializations.

Strategic priorities for content of library stocks 2019-2022: repository the sector literature collection in English; assembling electronic publications; subscribing to professional journals and online databases; restocking the collections by assembling the latest sectoral literature according to the mandatory literature mentioned in the descriptions of the study courses.

The College Library regularly invites lecturers to plan new study literature, informs them of the latest books in the field, and provides students with suggestions on potentially useful study information resources - books, industry professional magazines, and e-resources. Within the reporting period, the most new information resources in the library are provided for needs of Specialisation Courses (30% of the industry literature purchased), for the Specialisation of Fashion and Design Management (14%), for Specialisation of Music Management (10%). Foreign professional literature in English has been substantially restored. Additional sources of information in light and sound design, economy, marketing, management, organisation of events, project management, psychology, public relations, business, branding, etc., have also been added.

College students also have access to the services of the Latvian Cultural Academy Library, a range of information resources offered, as well as online databases, including THE "EBSCO" e-resources database. The library provides students with advice on the use of electronic catalogues and digital databases, training for developing information search skills, providing thematic, fine-tuning, factual and bibliographical references. The Library shall also draw up a list of information resources for lecturers on a specific subject. The College Library opens six days a week, working days from 8:30 to 17:00 (Fridays to 16:00), Saturdays from 8:30 to 13:00.

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

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

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

In accordance with Section 39 of the Law on Higher Schools, taking into account the need to acquire practical skills and knowledge, a person with higher education without a scientific degree may take the position of a doctorate, lecturer and assistant, in the subjects of the profile of professional study programs, provided that it has sufficient practical seniority. Lecturers who do not have a scientific and academic degree need a five-year period of practical service corresponding to the subject.

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

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

Link to the regulatory document:

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

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

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

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

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

In 2013, the College lecturers participated in the EC Lifelong Learning Programme "Credability", the Leonardo da Vinci Innovation Transfer Project, through the development of accredited training programs for the presentation of arts subjects at the British College of Teachers, UK.

During the reference period, 14 College lecturers IN Erasmus + have enriched their experience and developed their competences in the UK, Germany, Israel, Bulgaria, Georgia, the Czech Republic, Mexico, Portugal, Cyprus, Lithuania, Estonia and Macedonia.

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

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

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

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

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

In 2018, cooperation with the University of Bar-Ilan continued and lecturers were able to take part in the lectures of a guest-lecturers Nomy Dickman: "Team Based Learning. What is it and why should we use it in education? How TBL promotes critical thinking while solving challenges in teams?" and the lectures of a guest-lecturer Tatiana Levija "Sharing experience in teaching methods and in writing good tests and teaching surveys and other methods of assessment of students and teachers".

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

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

The added value of the opportunities used teaching staff for the implementation and quality of the study process shall be assessed :

1. in regular management meetings for analysis presentations/reports prepared by the teaching staff about the skills acquired in seminars, conferences, courses, ERASMUS + mobility programmes and assessing the opportunities for use of gained knowledge for improving the quality of the College study processor
2. in the semester assessment meetings f analysis whether college teachers have integrated the knowledge acquired in seminars, conferences, courses, ERASMUS + mobility programmes in to their study process and what results have achieved during the semester accordingly.

For example, in 2018/2019 study year, the lecturer Daina Gāga-Ēķe attended a service design course in the Instituto Politécnico da Maia, Portugal. The knowledge acquired were used to improve the content of the study courses of the 'Fashion and Design Management' specialisation. The practical applicability of the gained knowledge and experience was demonstrated by organizing Creative Project – the Latvian Young Fashion Designers Competition "Meringue", involving college students and undertaking the mentorship. Lecturers Kristiāna Tumena and Margarita Lutere within Erasmus + Mobility Programme in 2018/2010 attended the conference in European University of Republic of Macedonia. The experience gained and the contacts created were used by inviting deans from the University's Art and Design Faculty to participate in the International Conference "Fight for Beauty" organised by LCC, as well as by encouraging the inclusion of a topic about fashion for people with disabilities in the conference content.

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

The teaching staff of the field "Management, administration and real estate management" consists of the College's academic staff and guest lecturers. According to the professional education programme, the lecturers of the study courses of the industry are specialists of the industry, who have long-term cooperation with the College. Due to the implementation of one study programme, the number of contact hours is low and the academic staff and guest lecturers work part-time. Lecturers in general and management study courses have higher load because they are also employed in other study programs. The amount of academic work according to the requirements of paragraph 2.3.5 of the Cabinet Regulation No 739, of December 11, 2018, "Regulations for the Opening and Accreditation of Studies Directions" (i.e. excluding the free parts of the study programme, the implementation of traineeships and final-tests) of at least 50% of the College's academic staff (in 2013 – 43.33 %; in 2019 – 56.52 %).

In the study year 2013/2014 61 persons of teaching staff were involved in the study process, 18 of them - academic staff and 43 guest lecturers, whereas in 2019/2020 54lecturers were involved, 18 of them teachers are academic staff of the study direction. In the teaching of general education and industry courses 30 teachers were employed in the study year 2013/2014 and 18 of them as academic staff . For the study year 2019/2020, 23 lecturers are involved and 13 of them are college academic staff. 42.59% of teaching staff are teachers of general education and industry courses, 57.41% are lecturers of limited choice courses for six specialisations.

The percentage of academic staff is largely influenced by the number of study groups in the "Second Foreign Language" study course. Students are offered three foreign languages and one of them, the Russian language being two levels of learning. The organizational approach requires simultaneous 3 teachers instead of one teacher. So the formal percentage of academic staff is 56.52 % in 2019. The principle of building a College's academic staff – attracting lecturers who can read either two study courses or one study course in at least two study programs as academic staff.

During the reporting period, the total number of lecturers involved in the implementation of the study programme in general and study courses of the industry has decreased. Due to the optimization of the resources allocated to the study process, in 2018 a decision was made to merge the groups of the aforementioned study courses, thus reducing the number of teaching staff in the College as a whole.

Proportion of the College's academic staff

In the study programme "Management of Art Institutions"

Figure 3

Proportion of the College's academic staff in the study programme "Management of Art Institutions"
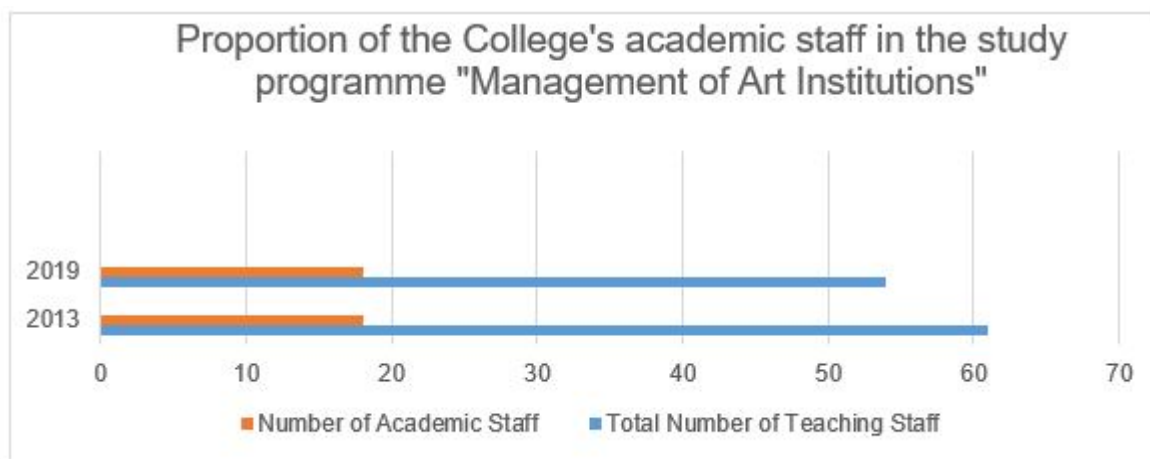
The composition of teaching staff is relatively stable and experienced, as each second lecturer worked at College already during the previous evaluation period. Two academic staff lecturers are on parental leave and new lecturers are also attracted.

Since the college does not have the status of a scientific institution also a special budget for research activities is not allocated, thus research activities of academic staff are only 10% of the academic load. The research is carried out mainly using the opportunities and funding provided by participation in various international and other cooperation projects.

There are 3 places of associate professor allocated to the direction of studies. Lecturer Gita Senka participates in various international projects related to the role and impact of digital competences in the cultural sector and to exploring the possibilities of digitalising cultural heritage, the other lecturer Edith Neimane, as a teacher of theatrical direction improvisations and arts studies, has participated in various mobility projects in Lithuania and Georgia, providing workshops and using the improved skills and experience of ERASMUS mobility students in innovative artistic projects.

Basic information on the teaching staff and biographies involved is provided in Annexes 6 and 7.

Mobility of teaching staff depends on the status of the lecturer. The College's academic staff is more mobile, but guest lecturers have the opportunity to develop professionally through their basic job opportunities. Compared to the previous reporting period, the participation of teachers in Erasmus + projects has increased: 12 teachers have participated in 33 activities and 8 of them have been involved in the teaching mobility.

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

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

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

opportunities offered by the College:

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

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

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

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

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

Scientific research at the College takes place depending on the study programme and specialization needs and taking into account the specificity of the College as a first level professional higher education institution, providing for the implementation of creative projects according to national and international trends. The study programme is specific in its content, although it is implemented in the study direction entitled "Management, Administration and Real Estate Management", it intends to prepare specialists for various cultural institutions and creativity and its expression in artistic innovation is an essential part of the study process. As mentioned in the National Cultural Policy Guidelines, creativity as a key competence contributes to the development of creative thinking and innovation in cultural education. The creative-research activity is implemented on two levels - (1) student research and creative projects and (2) lecturers' creative projects and scientific research activities.

There are a number of directions the scientific research and artistic creativity in college is carried out:

1) research of trends in the development of the cultural sector, the consumption of cultural products and latest innovations. The research is mainly done within the study courses and study

papers as well as creative   project management activities and events, by implementing the knowledge obtained in study process;

2) digitisation of cultural heritage and opportunities for the acquisition of new technologies;

3) research into the operating environment and capabilities of small business and non-governmental organisations in culture, recreational and creative industries in order to promote the development of export services in the cultural field;

4) the initiation and implementation of innovative, interdisciplinary cultural projects.

The academic staff of the College in all study programs are professionals in the field who participate in the implementation of various projects on a national and international scale. Scientific research and / or creativity of the academic staff results in publications, participation in conferences and seminars, national and international scientific and / or creative projects. International cooperation with the Bulgarian Academy of Sciences within the framework of the bilateral scientist exchange programme agreement is continued during the strategy period, while continuing research on the digitization of cultural heritage.

The College regularly reviews its research-artistic strategy and looks for new lines of research. In the academic year 2017/2018, research work on data economy and data design was started. During the reporting period several publications and presentations on this topic were produced (see Annex 9).

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.

Students acquire basic knowledge of research in the study course "Research Methodology" and their involvement in scientific work is mainly done within the study process, theoretical knowledge is constantly tested in practical works and creative projects, developing Term Papers and Qualification Papers. Considering the specifics of the cultural field, the involvement of the academic staff mainly takes place in creative and artistic projects, which, depending on the specifics of the work, involve students.

For example, in the 2015/2016 academic year there have been several creative expositions in the study programme "Management of Art Institutions". Representatives of various specializations participated in the expositions, for example, Advertising and PR students exhibited works in Composition, Design Management - Computer Graphics, Video Editing, Painting, Visual Communication, etc.

In cooperation with the Arts and Music Reading Room of the National Library of Latvia, as well as with the Information Services Sector of the Inquiries and Information Centre, College students were given field trips to train students on the possibilities of independent research in the library and stock resources for further research.

The scientific research results of the academic staff are used in the study process in the following ways:

1) theoretical knowledge and factual material derived from research work is used for updating the content of study courses, teaching methods, proposing new study courses and topics for student

course jobs and qualifications;

2) involving students in innovation-based artistic creation projects;

3) during the development phase of creative concepts of interdisciplinary projects;

4) for seeking of new opportunities for the development of the content of the study programme or for the development of new specialisations.

For example, The cultural management department focuses on the topics of digitalisation of culture and economy as well as innovation in the research activities of the academic staff. In 2017, the Latvian College of Culture was represented at the 7th International Scientific Conference "Digital Presentation and Preservation of Cultural and Scientific Heritage - DiPP2017" in Burgas, Bulgaria. Gita Seņka presented the report entitled "Digital technology products in the arts and entertainment: a new business paradigm for e-learning". Sandra Plota at Suhumi State University in October gave lectures on "Economics and management for arts and culture in Europe", "Digital competencies and creativity as the driving force of global competitiveness". Evita Pīlēģe presented the report "Business Opportunities and Challenges in the Age of Data Economy" at the 16th International Conference on Information Technologies and Management. Lecturer Elina Mikelsone is one of the leading researchers and lecturers in the management of ideas, leads the Institute of Ideas and Innovation, organising various trainings on innovation.

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

International cooperation in scientific research is carried out through the Erasmus + programme. In 2015, a bilateral cooperation agreement was concluded on the exchange of scientists, in which the College's academic staff and researchers from the Bulgarian Academy of Sciences cooperate in research activities of different cultural and emerging technologies from 2016. Cooperation with the Bulgarian Academy of Sciences is ongoing in planning research into the sector of digitization of cultural heritage. Research concerns the latest trends in the digitisation of cultural products and their use in the study process, thereby contributing to the quality of the content of study programs and the competitiveness of higher education institutions.

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

In 2017 lecturer Edīte Neimane gave lectures on "The basics of drama performance. Improvisation, performance" as part of the Erasmus + project at the University of Klaipeda.

4.4. Specify the way how the higher education institution/ college promotes the

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

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

Lecturers of the study programme have participated in national and international scientific conferences and seminars, giving presentations or reports. During the reporting period, representatives of the academic staff of three study programs participated in 5 international conferences, published 8 publications, and issued 5 books of 2 teaching staff.

The academic staff of the College in all study programs are professionals in the field who participate in the implementation of various projects on a national and international scale. Scientific research and / or creativity of the academic staff results in publications, participation in conferences and seminars, national and international scientific and / or creative projects (see Annex 9).

For example, in 2013, the College staff was in the organisational committees of two co-operation university conferences – Information Systems Management University Traineeship Conference "Internship & Employment 2013" (28-29.11.2013), as well as the Conference in Latvian Academy of Culture "Zinātmāksla" (16-17.05 .2014)

In 2018, in collaboration with Batumi State University, the lecturer, director Edith Neimane, in Georgia, led international masterclasses in improvisation. The College acted as a project "University as a key partner of NETwork for vocational educational training centres of Middle Age Generation in Uzbekistan" partner by organizing lectures on career and employment centres as well as educational courses in career centres. In cooperation with Tbilisi, the State Academy of Arts organised high-school lectures at College, as well as an exchange visit to Georgia. Exhibitions of Georgian artists in Latvia and opportunities for promoting other intercultural relations in art are planned.

In 2019, lecturer Iveta Krastina participated in the International Scientific Conference of the Latvian Academy of Culture "Crossroads of Culture XIII" with a practical study on the profession standards of culture sector "To be or not to be a cultural manager".

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

opportunities offered to and used by the students.

Study programme lecturers shall promote the involvement of students in practical studies and development projects, in cooperation with allied organisations and memory institutions. The study programme provides that students carry out research within the framework of Term Papers and Qualification Papers, by studying statistical data of various cultural spheres and conducting surveys. It must be objectively acknowledged that the duration of the 1st level professional higher education (2.5 years) is too short for students to fully acquire the academic skills required for scientific research work, but individual study programme lecturers collaborate with the most talented students to motivate them to participate in various research activities.

For example, in 2014, the College held a conference on student research activities "Radītmāksla-pētītmāksla 3" (22.05.2014), organised as part of the Riga'2014 event "Ziedoņdārza stāsti". It was attended by students of College, as well as by partners recognised in society from research and creative institutions: museum and research centre "Latvians in the world"; Romana Suta and Alexandra Belonova Museum; Gertrude Street Theatre; and art scientist Maris Brancis. The aim of the conference was to promote the interest of future cultural managers in research processes and to show that research is practicable in cultural management in different sectors. Students developed interdisciplinary projects, creating exhibition concepts, media products – newspaper or video clips, as well as songs, video clips on topics of their research interests.

In 2013, a decision was taken to continue implementing the creative project "Ziedondarza stasti", organised in May 2014 under the programme European Capital of Culture (Rega2014). In December 2013, the College students submitted their ideas to the supervisor, the most successful ideas of which were confirmed in the joint programme of the project "Ziedondarza stasti." 1st and 2nd year students actively engaged in project implementation, developed project estimates, planned the necessary material resources and additional funding, as well as ensuring the establishment of a visual identity of "Ziedondarza stasti" and the coordination of promotional campaigns and public relations for the event. The successful implementation of the "Ziedondarza stasti" project involved both sponsors, supporters, partners and participants from other creative and cultural institutions and organisations. The project had a successful collaboration with students from the study programme "Contemporary Dance" – "Stories of the park" – a dance show developed by lecturers of the contemporary dance study programme in collaboration with the choreographer from the US and music management students. Alongside the party of movements, dancers created poetry based on "Ziedondarza stasti". The musical design was composed of the electric guitar and recorded daily routines in the park. In 2019, a decision was taken to restore the "Ziedondarza stasti" as a cross-disciplinary College creative project, with the aim of bringing together and engaging 1st year students into creative activity. The project was managed to raise the financing of the Riga City Council. Within the framework of the project, the poetry show "Dialogs ar Ziedoni" staged by E. Neimane won not only the audience's appreciation but also the invitation to participate in the festival "Laba Daba" in Ligatne and Riga Amateur Theater Festival.

In 2015, a guest lecture series "Radītmāksla- pētītmāksla", was organized as part of the study course "Research Methodology". To stimulate students' interest in the role of the research process in the creative professions, industry professionals were invited to share their experiences on why research is interesting and necessary, and how their practical skills have helped to implement successful cultural projects.

In 2017, within the framework of the study course "Cultural Theory and Philosophy", a workshop

"Stories of Latvia" took place. Guest lecturer Aiva Rosenberg, director of the Latvian Institute, participated in the event and shared her experience on basic principles of message making and storytelling, developing her own stories for presenting the country abroad and intercultural communication. In November 2018, a public presentation of students' papers was held at the College. The papers were defended at the study conference "Art and Culture of Organizations in Contemporary Latvia".

Practical conferences and discussions are organised within the framework of the "Meringue" student creative project for fashion and design management. In 2019, the conference was called "The Fight for the Beautiful," and students were invited by researchers from the College and invited guest speakers from the Czech Republic and Macedonia to participate in the research.

The competition "Meringue" for young designers from all over Latvia, which took place in the College in 2019, has evolved significantly over the years. Initially, the project was created as a fashion show for newly-created brands by Fashion Management students ("Pārtapšana" in 2016). In this fashion show, 13 students' own branding was a reference point for what they learned and accomplished during their studies, marking the next steps after graduating from College.

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

During the reporting period, innovations were made in the content of the study programme "Management of Art Institutions", improving its compliance with industry trends and introducing forms of study appropriate to the knowledge and skills of the modern cultural manager, such as creative laboratories in cooperation with other study programs implemented by the College. The study programme introduces innovative principles and elements, such as e-learning modules, activates students and faculty in creative projects. The College Library is an example of implementing a variety of creative performances, conducting conference broadcasts, organising international masterclasses and seminars that promote cognitive, research and innovation, knowledge and experience integration skills, critical thinking, troubleshooting and reflexing skills, leading to professional skills.

In 2016, for example, in order to promote innovation, the general education courses "World History of Art", "History of World Civilizations", "Cultural History of Latvia" were merged into a single module aimed at developing knowledge-based learning innovation skills. As part of the study, creative works were developed jointly in several study courses in different genres (e.g. design products, audio-visual products, shows). Stud As part of the studies, different tasks of employers, "orders" are also addressed, so that students face real challenges and are satisfied with their performance. The form of competitions with awards from companies is also used to promote young people's creativity. For example, students generated ideas for brand name organic jellies for candy products developed by Latvian company Biorganik5 and Estonian company Chaga OU. Prize for the best idea: A basket of gifts of products from both companies worth €50. Ideas were created inspired by product elements and world history.

In 2019, the lecturer, Juris Jonelis, offered to 1st year students in specialisation "Stage Art", to create their first creative performance "Bibliosmija" at College library. Together, working on a variety of performances, the students created a one-hour performance consisting of seven

performances on seven books of different genres. It's an innovative teacher's idea of changing student perceptions, and perhaps interests in a very interesting and unaccustomed way.

A product innovation is the fashion show of "Fashion and Design" students, which, in collaboration with the Latvian Chamber of Fashion, has evolved into a contest for young designers from all over Latvia – "Meringue". This event combines the fashion designer work show, valued by an international jury, with a discussion-practical conference on the development of fashion and design in Latvia. "Meringue" is a brand created for this event by the Head of Fashion and Design specialization Daina Gaga-Ēķe. As inspirers with their collections, fashion artists David, Artis Štamgūts, Iveta Vecmane and the new fashion artist Laima Jurča have participated in this event.

As marketing innovation, the activities of students and teaching staff on social networks are seen as promoting the College study process and the results of creative studies achieved.

Organisational innovation is the restructuring of the content and methods of implementation of the study course "Production of cultural events". Part of the content consists of theoretical lectures with practical tasks for 1st year students in 1st semester. Students from the 2nd semester shall form working groups/teams for the realisation of specific projects and shall participate in at least three different projects during the 3-semester period for the performance of different duties. The working group carries out all phases of the project implementation, from the generation of ideas and funding to the evaluation of the event. Working groups work under the supervision of teachers – mentors, with feedback on their performance. In this way, students develop the planning, management and coordination skills required for a cultural manager, in addition to becoming familiar with a particular field (for example, implementing a project "Staro Riga" – for students in specialization "Light design") as well as some new positions outside their specialization. The project was led by a student in specialization of "Performing Arts".

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

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

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

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

sectors represented, countries.

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

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

As a result of international cooperation, by participating in EU funding projects and international programmes, the college has ensured improving the quality of study programmes by introducing new training tools e.g. within the ERASMUS + KA2 project ISTRA 'International Standards tracking in VET for promotion of market relevant education a virtual training environment based on Moodle were developed, where students can learn about use and benefits of applicable ISO standards in the implementation of cultural projects. The project also resulted in an assessment of the application of international ISO standards in the field of higher vocational education, which provides an opportunity for the development of academic staff knowledge and study courses.

In another ERASMUS + KA2 REFUGEES project students had the opportunity to participate in research on immigration issues. Information and educational activities as well as practical studies on the impact of the migrant crisis on vocational education have been carried out. Joint creative activities of the stage arts and contemporary dance specialisation students have resulted in a contemporary dance show, 'One Million Steps', performed in the City Museum of Prague. Student exchange visits in Greece, Lesvos and Iceland were implemented where they have developed a number of creative projects thus gaining the improvement of international experience and promoting understanding of global issues.

The project ''MAGNET-University as a key partner of NETwork for vocational educational training centres of Middle Age Generation in Uzbekistan ''(574253-EPP-1-2016-1-DE-EPPKA2-CBHE-JP) played an important role in higher education export studies. College acted as an consultative partner for HEIs of Uzbekistan in developing of competitive study content for educational process in the cultural and tourism sectors. The quality management training for management personell of Uzbek HEIs was carried out in LCC In October 2018.

In 2019 the implementation of scientific projects was continued and bilateral exchange of scientists and researchers with the Bulgarian Academy of Sciences was implemented. Cooperation activities with the BAS were established at 2010 and during last years the research on the digitisation of cultural heritage and analysis of data in the cultural sector has been carried out as well as a publication 'Conceptual models for the development of online learning activities in cultural heritage field' were prepared. The research on digitisation of cultural heritage were started in 2017 based on the results and lessons learned from scientific conferences. Consequently the project DigiCult (Digital presentation and preservation of intangible cultural heritage) has been submitted Erasmus + Education Innovation Programme and was funded for further development. In July 2019 a visit by two representatives of the Bulgarian ZA Mathematical and Information Technology Institute was carried out which brought to the initiation of development of the concept for e-studies in field cultural services and technology at LCC. The recommendations and developments of the Bulgarian partners on the development of the VR and AR environment are included in the implementation of the college's next year's Strategic Plan. During the visit, there has also been an exchange of experience on knowledge and specific skills as well as introduction to good practices which led to such benefits as improving the practical skills required for current work and professional development, promoting the exchange of knowledge and pedagogical techniques, creating links between universities, businesses and scientific institutions.

Research on the digitisation of cultural heritage was continued in 2019, focusing on the process of

interaction between different cultural and emerging technologies, directly linked to the development of technological programmes in college. Research concerns the latest trends in the digitisation of cultural products and their use in the study process, thereby contributing to the quality of the content of study programmes and the competitiveness of higher education institutions. Taking into account the current trends in digitisation of intangible heritage and in line with "The Digital Agenda of the Europe 2020 Strategy", In the last quarter of 2019 college intends to continue its practical research on the role of libraries in creating and accessing digital collections by promoting the cooperation between teachers os "Management of Arts Institutions" and "Librarianship and Information" study programmes.

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

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

As part of the study process, a cooperation agreement has been entered into with the Latvian Academy of Culture, the Information Systems Management Institute, the University College of Economics and Culture, Riga International School of Economics and Business Administration and other higher education institutions regarding cooperation and opportunities for students to continue their studies for the acquisition of a bachelor's degree.

The College with Sigulda High School launched a new pattern of cooperation between higher education (College) and general secondary education (secondary) institutions. Given that creative thinking and creative solutions that are typical of the cultural and creative industries have a positive impact on society and global creative industries are positioned as a driving force for stimulating innovation and economic competition, then in study year 2017/2018, Sigulda High School started working with College, creating a class of creative industries at the high school stage. In this programme within three years:

1. provides insight into the cultural, performing arts, design and media industries;
2. learning about cultural diversity is promoted, as a result of which the learner is orientated in the fields of culture and art;
3. learn how to create innovative products, learn business processes to be able to market these products based on individual or collective creativity, skills and talent;
4. understanding of the desired study direction is promoted;
5. the opportunity to meet experts in the field is offered.

In the light of the positive feedback, other municipalities were also interested in such a pattern of cooperation, as well as Ogre 1st High School addressed the College as a consultant for the creation of an arts class.

The College continued its cooperation with the Latvian Academy of Culture by organising the Culture Cannon competition for secondary students. The College's innovation in the organisation of the competition was the organisation of masterclasses for the contestants prior to the regional selection round in Riga.

For example, the theme of the 2014/2015 competition was "Cultural traditions in the Family", the competition was attended by students of Latvian general education, including classes 10-12, also students from minority schools, art and music secondary schools. The selection of the Riga region consisted of seven school teams, whose cultural traditions of different families had been studied in various forms in several generations - folk dances, bread baking, art-day tradition, christening, silver weaving and crafting, and the possibility of realising dreams related to flying and aviation. In addition to the participants of the competition (schools), College students with their creative performances also performed during the course of the event. The competition was organised in cooperation with the Latvian Academy of Culture, the Ministry of Culture of the Republic of Latvia and the National Centre of Education.

The theme of the 2015/2016 contest was closely linked to the anniversary year of Rainis and Aspazija. The contest's motto was "The Ideas and Values of Rainis and Aspazija in modern people's lives and events." During the competition, young people were prepared for interesting research tasks and provided access to creative workshops. K the competition was attended by students of Latvian general education, including classes 10-12, also students from minority schools, art and music secondary schools. In addition to the participants of the competition (schools), College students with their creative performances also performed during the course of the event. The competition was organised in cooperation with the Latvian Academy of Culture, the Ministry of Culture of the Republic of Latvia and the National Centre of Education.

Cooperation with the Latvian Academy of Culture in organizing cultural events continues. In 2019, College students participated as technical staff in the technical sounding and lighting of student performances at the Latvian Academy of Culture, as well as in the activities of the Theatre Festival "Patriarch Autumn".

The College is actively expanding the range of its partners by organizing guest lectures, study tours, and projects to ensure that professional education meets current trends. Cooperation partners included representatives from the public, non-governmental and private sectors, for example: Latvian Institute, Latvian Television, Latvian Radio, MicRec, State Culture Capital Foundation, Bite Latvia, DDB, Delna, Nords Porter Novelli, Data Technology Group, Baltic 3D, Apply IT, Radio SWH, Riga TV 24, "Avotu kvartāli", etc.

Employers are involved in the organization of the study process and in the evaluation of study results (elaboration, management and review of joint applied research, course projects, qualification examination commissions, joint seminars, workshops, exhibitions, guest lectures, etc.). In addition to the practical results to be achieved, the College and the business sector's practical research process updates traineeship requirements, collaboration opportunities, and employer motivation to improve traineeship processes according to their needs. As a result of the collaboration, the College programs are being restructured towards the STEM sector, increasing the proportion of technological specialization and STEM skills acquisition in the study programme.

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

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

students and teaching staff is being pursued within the framework of Erasmus + projects 103 and KA107. Until now, the recruitment of students has been carried out through collaborative universities (9 added to the list. Annex). However, the recruitment of foreign teaching staff takes place on the basis of the number of projects approved by Erasmus+. Each year, the College writes a project application that lists collaborative universities and planned mobility before approving it, as well as the contest application accurately describes the steps for the selection of mobile participants. The mechanism is as follows: College has previously agreed with Collaboration Higher Education Institution on the subject of lectures and the number of mobilities—after the contest has been approved, collaborative universities are launching a contest in their institution and selecting potential candidates. The College shall, on the application of the partner high school, examine the possibilities of cooperation in accordance with the announced contest schedule and choose the teaching staff for the specific mobility. There are a number of conditions under which contestants are selected – language skills (teaching language – English), the relevance of the offered lectures to the subject of mobility, the motivation of the candidate. Applications which meet the objectives of the competition and the requirements of the regulations shall be evaluated in accordance with the criteria for evaluating applications for mobility.

The number of foreign students and teaching staff is increasing with years to come. It is growing moderately but steadily, as more and more partners are becoming interested in lecturing at College.

During the reporting period, 12 lecturers have participated in 33 activities, 8 of them have had academic mobility activities while others were involved in experience exchange mobility. Compared to the previous reporting period, the number of teaching mobility has increased. Regarding incoming academic mobiles form partners' universities, 17 lecturers have used incoming teaching mobility in the College and 1 person has participated in experience exchange mobility. There is also an increase in incoming mobility numbers compared to the previous reporting period.

 Students have actively used the opportunities offered by the Erasmus + programme during the reporting period. 54 students have participated in 59 outgoing activities, where in case of 66.1% it has been a study period in partner universities, in case of 18.6% - internship and 11.9% have used recent graduate practice opportunity abroad. Students highly evaluate the opportunities to study in other higher education institutions, as they can get   extra knowledge and skills in addition to the college's proposed study programme.

 During the reference period one student from University of Catania, Italy has passed his Erasmus + programme study period in 2015/2016 and 2 students from the National Academy of choreography of Kazakhstan in the study year 2017/2018. Attracting foreign teaching staff gives both College lecturers and students an example of good practice and motivation to apply for Erasmus+ mobilities themselves (see Annex 8 and 11).

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

In the study direction "Management, Administration and Real Estate Management" study programme "Management of Art Institutions", the study plan and study schedule provide for students with four minimum traineeships of 16 credits, the duration of each traineeship: 4 weeks of

48 academic hours. The aim of the traineeship is to enable students to strengthen theoretical knowledge and acquire practical experience relevant to the study programme, as well as to promote the acquisition of information necessary for the development of scientific research, study work, Qualification Paper. For more details on the organisation of the traineeship, see In Chapter III, point 2.4 and Annex 11.

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

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

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

In Latvia, similar study programmes in cultural management are implemented by private higher education institutions Alberta College and EKA (University of applied sciences). However, the feasibility of joint study programs are difficult because the programs implemented by these HEI are focused on the management of the entertainment and leisure industries. If the Latvian Academy of Culture were to launch a professional study programme in the creative industries, cooperation would be possible. At present, it is difficult to match the content of programs (professional and academic).

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

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

The Examining Table received on May 27 2013, drawn up in accordance with the Training Accreditation Commission's 10.05.2013 approved study direction methodological studies, fully evaluated in the framework of the European Social Fund project, recommendations for the study direction "Management, Administration and Real Estate Management" study programme "Management of Art Institutions" (41345)

RECOMMENDATIONS	• the first traineeship could be postponed

Upon receipt of the expertise table, the academic staff became aware of the experts' assessment and of the shortcomings noted and the recommendation to change the student's traineeship schedule.

According to paragraph 8[1] of the Cabinet Regulation of March 20, 2001, "Regulations Regarding the State Standard for Professional Higher Education", a certain part of the traineeship may be implemented by the College at the beginning of studies in order to develop and strengthen the understanding of students of the profession to be studied. Given the short implementation period of the study programme, the first traineeship in the last month of the first study year is the optimally the latest time to implement it, in order to enable students to purposefully combine theoretical knowledge and practical skills and to strengthen the perception of the profession to be acquired. The aim of the traineeship is to get acquainted with the cultural institution by performing certain tasks in specialty (organizational research) and specialization (organizational personnel research). The traineeship assignments are given in the study course "The basics of culture management" and are the logical conclusion of this course. It has been agreed with employers that students can explore the work of cultural centres and similar institutions, and that employers have the opportunity to engage students in future traineeships as potential employees.

6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the relevant study programmes in the respective study direction or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme in the accreditation form of the study direction (if applicable).
(Not applicable)

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	ANNEX 1_ List of the governing regulatory enactments.docx	1.pielikums_ galveno normatīvo aktu saraksts.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Latvian College of Culture at the LAC structure_2019_ENG.pdf	LKA Latvjas Kultūras koledžas struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	ANNEX 4_ Plan for the Development of the Study Direction MAREM.docx	4_pielikums_ studiju virziena VANĪP attīstības plāns.docx
Management structure of the study direction	ANNEX 5 Management of Study Direction _Information and Communication Sciences.pdf	5_pielikums_Studiju virziena pārvaldība.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Annex 6_List of Teaching staff.xlsx	6 pielikums Mācībspēku saraksts_lv.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	ANNEX 7_CV_eng.pdf	7_pielikums_CV_lv.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	ANNEX 8_ summary of statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period.docx	8_pielikums Statistikas apkopojums par mācībspēku ienākošo un izejošo mobilitāti.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	ANNEX 9 List of publications and artistic creations of the teaching staff over the reporting perios.docx	9_pielikums_Mācībspēku iesaiste zinātniskajā pētniecībā.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	ANNEX 10 List of Cooperation Agreements.docx	10_pielikums_sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	Summary of statistical data on the incoming mobility of the teaching staff over the reporting period.docx	Statistikas apkopojums par mācībspēku ienākošo mobilitāti.docx
Statistical data on the mobility of students (by specifying the study programmes)	ANNEX 11_Statistical data on the Mobility of Students.docx	11_pielikums Statistikas apkopojums par studentu ienākošo un izejošo mobilitāti.docx
Description of the organisation of the traineeship of the students	Traineeship Regulation for the Study Program Management of Art Institution.doc	Prakses_nolikums_Makslas instituciju parvaldiba.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	ANNEX 12 LIST OF AGRREMENT finiss.doc	12_pielikums_Sadarbības līgumu saraksts.doc
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	ANNEX 14_Overwiev of the Implementation of the Provided Recomendations.docx	14_pielikums_Rekomendāciju izpildes pārskats.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Confirmation about official language proficiency.edoc	Apliecinajums par valodas zinasanam.edoc
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Application_2020.edoc	Iesniegums studiju virziena MIP novertesanai_2020_latviesu valoda.edoc

Other annexes

Name of document	Document
3_pielikums_Kvalitātes vadības sistēmas galveno procesu karte	3_pielikums_KVS galveno procesu karte.docx
ANNEX 3_ Key Quality Management System process map	ANNEX 3_ Key Quality Management System process map.docx

Management of Art Institutions

Title of the higher education institution	*Management, Administration and Management of Real Property*
ProcedureStudyProgram.Name	*Management of Art Institutions*
Education classification code	*41345*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Dita*
Surname of the study programme director	*Pfeifere*
E-mail of the study programme director	*dita.pfeifere@lkk.gov.lv*
Title of the study programme director	*Mg.art*
Phone of the study programme director	*29134512*
Goal of the study programme	*To educate according to up-to-date standards professional, competent, and competitive cultural managers (culture methodologists, managers of culture projects, organisers and managers of culture events, festival and culture event directors, and managers of hobby groups) for employment in government and municipal institutions, private institutions and non-governmental organisations, motivated to be involved in innovative creative work and research related to preservation of cultural heritage.*
Tasks of the study programme	*1. To provide comprehensive and specific knowledge about facts, theories, methodologies and technologies regarding the field of culture.* *2. To present the laws and regulations regulating the activities of the field of culture and related development trends.* *3. To develop understanding of management principles of a culture institution or a project, work quality, environmental risks, and human resources in line with the development strategy of the field of culture.* *4. To develop skills of professional and creative planning, managing and producing various activities of the field of culture: culture projects, events, as well as manage the activities of small and local culture institutions, hobby groups or non-governmental organisations and to ensure own activities according to responsibilities set for this job, by applying the gained theoretical knowledge.* *5. To facilitate the skill of reasonable explanation of and engaging in discussions about issues of institutions working in the field of culture and solutions thereof, as well as protecting their interests by communication and collaboration with clients, stakeholders, and society.* *6. To develop skills of planning, organising and managing activities in a small local culture institution and/or culture projects under variable social and economic conditions, in the field of human resources, the management of quality and environmental risks, and other responsibilities and continuing their professional education.* *7. To promote formulating and analysis of professional issues and solving, by taking independent decisions.* *8. To motivate themselves for professional development, by following development trends in the field, and collaborating with other cultural, information, and memory institutions.*

Results of the study programme	1. Has gained comprehensive and specific knowledge about facts, theories, methodologies and technologies regarding the field of culture as well as knows laws and regulations regulating the activities of the field of culture and related development trends.
	2. Understands management principles of a culture institution and culture projects, work quality and environmental risks as well as human resources.
	3. Can independently apply theoretical knowledge by planning and managing activities of small local culture institutions, planning and managing of culture projects and events as well as producing culture events according to responsibilities set for this job.
	4. Can provide reasonable explanation of and engage in discussions about diverse aspects of the field with clients, stakeholders and society by complying with the interests of the organisation.
	5. Can organise his/ her work, the work of the working group, the activities of a project or a culture institution under variable social and economic conditions.
	6. Can independently formulate, describe and analyse practical issues concerning the staff responsibilities in the field of culture and take decisions for solving these issues.
	7. Has motivation to plan their professional development regarding development tends of this field, by collaborating with other institutions of culture, information and memory institutions.
Final examination upon the completion of the study programme	Qualification examination (theory) and a culture or arts project, independently developed and implemented by the student proving student's academic knowledge and professional skills that has been created by exploring the area of culture or arts related to this project and by justifying the topicality of the relevant topic according to specialisation.

Study programme forms

Full time studies - 2 years, 6 months - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	6
Language	latvian
Amount (CP)	100
Admission requirements (in English)	Regarding the admission process, the results of the compulsory centralised examinations in the Latvian language, the foreign language, and mathematics are taken into account as well as additionally negotiations about the portfolio of creative works according to the selected specialisation
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	Cultural manager

Places of implementation

Place name	City	Address

Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture"	RĪGA	BRUŅINIEKU IELA 57, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1011

Part time studies - 3 years - latvian

Study type and form	Part time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	100
Admission requirements (in English)	Regarding the admission process, the results of the compulsory centralised examinations in the Latvian language, the foreign language, and mathematics are taken into account
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	Cultural manager

Places of implementation

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

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

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

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

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

Table 8 shows statistics on the number of students from study year 2013/2014 to study year 2018/2019 who have selected study programme "Management of Art Institutions".

Dynamics of number of students in study programme "Management of Art Institutions" over respective reporting period

Table 8

Study year	Full-time intramural				Part-time intramural			
	Year I	Year II	Year III	Total	Year I	Year II	Year III	Total
2013/2014	151	146	143	**440**	-	1	13	**14**
2014/2015	143	94	116	**353**	-	-	-	**-**
2015/2016	126	101	72	**299**	31	-	-	**31**
2016/2017	121	92	84	**297**	11	24	-	**35**
2017/2018	116	97	72	**285**	18	25	17	**60**
2018/2019	98	83	76	**257**	-	13	15	**28**

The appropriate number of students allows to cover available vacancies in the field of Latvian culture and at the same time, creates no oversupply of specialists in this field. Additionally, the demand forecast for specialists and the content of the study programme are created, coordinated, as well as updated in collaboration with the stakeholders of the labour market and social partners thus reaching up to the employment level of 90% regarding the College graduates. Certainly, the

number of students of this study programme is affected by general factors as follows:

1) the demographical situation in the country, and potential students of the last three years were born in time affected by the economic crisis of the 90-ies (there was a rapid decrease in the birth rate, especially in regions, which are the target audience of the College's potential students);

2) particularly potential students from Latvian regions used to often select studies in European countries that offered state-funded study programmes, and the information provided in educational report "Education at a Glance: OECD Indicators 2017" proves that there is a decreasing trend for private investments into education to decrease in general (the share of the public expenses in the Latvian higher education has increased from 56% in 2005 to 79% in 2014). In College, over the reporting period, the state-funded number of study places has remained unchanged for this study programme, i.e., 107 study places;

3) among young people, the prestige of an employee in the field of culture working in government and municipal institutions has decreased (remuneration, working conditions, and content, compared with the offers made by various creative integrated communication agencies as their potential employers (i.e., the number of students has decreased in specialisation "Preparation of Events and Management", which initially has been one of the most demanded specialisations in College).

Having analysed the dynamics of the number of students over longer reporting periods, it has to be admitted that there was a short-time decrease in the number of students in 2005-2007 because the population in Latvian regions were more subject to the impacts of various economic and political factors. The strength of this study programme is a capability to react upon these changes and offer solutions by modifying specialisations offered in this study programme that correlates with the demand of the labour market and the opportunities to undertake individual entrepreneurship.

More detailed data on the students of study programme "Management of Art Institutions" are provided in Annex 15. In this Annex, there is statistics on students that discontinue studies before having completed their studies in the full-time study programme, and this is on average 18,85% students over the academic year (full-time intramural studies), and 40,69% students in part-time intramural studies. The key reasons for student drop-outs are related to financial resources (students are either incapable of paying for studies or incapable of combining full-time job with studies at a high quality level) and the lack of motivation, and this can be observed in cases when a student starts studying according to requirements by their employer. In case this changes (if mandatory higher education is not required), a student does not continue studying/is exmatriculated from students list because of poor results. There were cases when a student wished to restart studies in some time because it was required to obtain a diploma in higher education (and, again, which is the external motivation instead of internal one). The personality profile of students is rather important aspect, also. The majority of students consider themselves as creative personalities and they set priorities for study courses that allow to develop the creative side of a personality. A support from teaching staff is required in acquiring academic study courses and while preparing qualification papers, which means careful preparation of methodological guidelines and assistance for students to structure their work to be completed. The proportion of students with psycho emotional problems as an increased anxiety, vegetative dystonia, increased emotional responses to stress is comparably higher, and teaching staff should be emotionally intelligent professionals so that they could notice these side aspects that affect students' performance, and the teaching staff provides the most appropriate support. Specialisation groups, which are small, ensure both an individual approach for students and individual progress in achieving learning outcomes.

There are 107 state-funded study places for study programme "Management of Art Institutions"

annually (see Annex 15), and for the rest of the study places, the self-funding is required, and an option to use the state-guaranteed credit for studies is possible, also. The allocation of state-funded study places, the allocation procedure, and rotation principles are set according to the College's "Procedure for Allocation of State-Funded Study Places" (hereinafter - Procedure), approved in the meeting of College Council on 2 July 2013. Paragraph 7 of this Procedure provides for that there are 2 types of rotation in College – annual (Paragraph 7.1 of Procedure) and the other one, which takes place within a study year and "in cases when a state-funded study place is vacant during the study year" (Sub-paragraph 7.2 of Procedure). Meanwhile, Paragraph 9 of Procedure provides for that "the existing rotation takes place within one specialisation of a study course of a study programme within the study year. If there are no students admitted within a specialisation, for whom to allocate the state-funded study places, these vacancies are allocated within the respective study year of the respective study programme by ranking students according to the weighted average mark according to the decreasing sequence, from the highest mark".

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

First-level professional higher education study programme "Management of Art Institutions": time of implementation and amount: 5 semesters, 100 CP (150 ECTS) – full-time intramural studies; 6 semesters, 100 CP (150 ECTS) - part-time intramural studies; study programme is implemented in Latvian; admission requirements defined for starting to acquire study programmes in the relevant study direction are as follows: previously acquired secondary education, the results of compulsory centralised examinations, and successful results of additional admission test. The diploma to be acquired - a diploma for the completion of the first-level professional higher education. The qualification to be acquired - cultural manager. This study programme is being implemented in several specialisations: performing arts, music management, fashion and design management, photo and video production, multimedia production, and technical production of events. The specialisation of event production has been created particularly for student admission to year 2020 in part-time studies.

The title of the study programme has not been changed since 2002 when it was licensed and accredited, and which accurately highlights the labour market segment in the field of culture management: government and municipal culture institutions, private companies, non-governmental institutions and hobby groups related to creative work. To give an opportunity to be employed in culture institutions and various job positions, such as a culture methodologist, a manager of culture events, an organiser of culture events, festival director, and a manager of culture projects, professional standard "Cultural Manager" was created and approved (professional code 3435 23) in 2002 for the this qualification to be awarded after completion of studies. The brief description of this employment is as follows: "Cultural manager is a qualified employee, representing the field of culture who manages a local-or-regional-level culture institution, develops and implements creative projects related to the fields of culture and education, monitors the quality of artistic level, and involves in the implementation of important culture events at national and international level." The acquired professional qualification corresponds to level 4, whereas the study programme - to LQI level 5 with appropriate comprehensive and special knowledge about theories and technologies in the field of culture and professional skills related to the management of culture projects and local

culture institutions. The achievable learning outcomes allow graduates to formulate, describe, and analyse practical issues that occur in this profession, as well as to select necessary information and use it for solving clearly defined problems as well as to solve issues in human resources management. The study programme motivates students to proceed with professional bachelor-level studies and self-education, thus learning more about activities in the field of culture.

In 2012, the working group headed by Mg.art. Ieva Zemīte, the head of the Management Department of College, submitted for a review an updated professional standard for a cultural manager; it was turned down by an argument that the profession title did not correspond with the standards of the Latvian language. On 1 July 2017, in the updated national statistical classification (Cabinet Regulation No. 264 of 9 October 2017 "Regulations Regarding Classification of Occupations, Basic Tasks and Qualification Requirements Regarding Occupation"), the title of the profession and profession code 3435 23 was changed from title "Cultural Manager" to "Manager of Culture Projects", where in Latvian, word 'manager' is expressed with a more Latvian-sounding name (i.e., 'vadītājs' instead of 'menedžeris'). On the list of Cabinet Regulation No. 626 of 18 October 2018 "Regulation Regarding the List of Requirements for Professional Standards and Professional Qualifications to Be Compulsory Applicable and the Procedure for Publishing Requirements for Professional Standards and Professional Qualifications Included Therein", only two professions are listed out of the ones complying with the field of culture and listed in the Profession Classification and corresponding to the 4 PQL-level, and which are "Organiser of Culture Events" (profession code 3435 20) and "Technical Director of Culture Events" (profession code 3521 25).

In the letter of 15 May 2019 by the Ministry of Education and Science "About the Explanation Regarding the Professional Higher Education Study Programme "Management of Art Institutions", College received a recommendation, firstly, to implement necessary changes in the qualification system of the respective field, which is the professions map. However, in the field of culture, there is no unified qualification system, therefore the decision was taken to update the only professional standard, which is most appropriate for this study programme, and for profession "Organiser of Culture Events". This was done in collaboration with the University College of Economics and Culture on the basis of the recommendation given by the Ministry of Education and Science. By submitting for review the updated professional standard "Organiser of Culture Events" to employers, a comment was received from the Latvian Association of Cultural Workers and the managers of the regional culture centres that professional standard " Organiser of Culture Events" does not comply with the needs of employers because it focuses on a limited market segment and due to this, it does not comply with College's study programme "Management of Art Institutions" and as the qualification to be awarded. And, they recommended to update existing professional standard "Cultural Manager". This professional standard has been updated, and the working group of professionals and the Latvian Association of Cultural Workers, established by the College, were involved in this work, and the standard has been submitted to the National Centre for Education.

College is interested in attracting motivated potential students with a creative potential that suits this specialisation. The registration for studies is taking place according to the results of compulsory centralised examinations (Latvian, foreign language, and as of 2020 - mathematics), and an additional requirement - interview, in which potential students present a prepared portfolio of creative works. The additional requirement was defined so that before their studies, potential candidates could make sure that the selected study programme complies with their vision of a professional career and the teaching staff could assess students' skills and motivation for developing these in the selected specialisation. Students who have chosen part-time intramural studies do not have the additional requirement because the candidates mostly are working in the field of culture or creative industry and wish to improve their professional competencies. The learning outcomes of the study programme are evaluated at a regular basis during consultations

with employers and graduates employed in the field of culture who all are field professionals, as well as listening to opinion of students about the study process.

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

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

The duration and amount of first-level professional higher education study programme "Management of Art Institutions" are 5 semesters and 100 CP (150 ECTS) in full-time intramural studies, and 6 semesters, 100 CP (150 ECTS) in part-time intramural studies; the study programme is implemented in Latvian.

The content of the study programme is defined according to the requirements specified in the Cabinet Regulation of 20 March 2001 "Regulations Regarding the State Standard for First-Level Professional Higher Education" and the requirements for the professional standard. In 2012, within the European Social Funds Project "Evaluation of Higher Education Programmes and Suggestions for Quality Improvement", Agreement No.0011/0012/1DP/1.1.2.2.1/11/IPIA/VIAA/001, this study programme according to opinion by international experts was acknowledged as sustainable. In the SWOT analysis, the balance in the curriculum between management and arts was mentioned as the strength of the programme.

The content of the study programme has been created according to the needs of the respective field and labour market, taking into account creativity as one of the basic competencies to be developed, and others, named *soft skills* – communication skills, creative thinking, ability to work in a group, ability to take a decision, motivation, flexibility, holistic and contextual thinking and action, critical and logical thinking, emotional intelligence, erudition in cultural and arts issues.

The unique aspects of this study programme are the limited elective study courses - specialisations. These are created by a narrow specialisation with a lower number of students in separate programmes, the aim of which is to cover vacancies in the field of the Latvian culture for sectoral employees and not to create the over-production of specialists. The demand of specialisations and content are created, coordinated and updated in collaboration with stakeholders of the labour market and social partners, thus achieving and promoting the employment index of up to 90% of the College graduates.

Listed below, are specialisations and segments of the labour market for full-time intramural students:

Cultural manager with specialisation in music management - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop

various-level projects, ensure management and coordination thereof in the respective specialisation both in Latvia and Europe. This specialisation provides an opportunity to gain experience in the management of concerts and shows, the production and marketing of music records. The graduates can continue their studies in higher education institutions in Latvia and abroad, and can be employed in government and municipal as well as private culture institutions, concert organisations, and music companies as well as enterprises, or establish own business.

Cultural manager with specialisation in fashion and design management - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop various-level projects, ensure management and coordination thereof in the respective specialisation both in Latvia and Europe. This specialisation provides an opportunity to gain experience in the development of fashion and design projects from an idea to its execution. The graduate acquires understanding of modern design, design history, and existing trends, as well as develops skills to create (conceptually, legally and visually) fashion and design projects, as well as present them. The graduates can continue studies in higher education institutions in Latvia and abroad, and can be employed in government and municipal, as well as private culture institutions, advertisement agencies, design companies, enterprises, or establish own business.

Cultural manager with specialisation in performing arts - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop various-level projects, ensure management and coordination thereof in the respective specialisation both in Latvia and Europe. The graduate is a professional, skilful, and rich-in-experience specialist in the field of theatre plays or events, and who knows creative, organisational, and technical aspects of the development and management of plays or events. The graduates can continue studies in higher education institutions in Latvia and abroad, and can be employed in government and municipal, as well as private culture institutions, and at theatres funded by government and municipalities, and independent project theatres, and amateur theatres.

Cultural manager with specialisation in multimedia production - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop various-level projects, ensure management and coordination thereof in the respective specialisation both in Latvia and Europe. This specialisation allows graduates to gain theoretical and practical knowledge in media production, that includes digital and print media specifics, implementation of various creative projects regarding the production of TV and radio, broadcast, show, and live programmes, as well as to have an insight into the production of low-budget films. Acquiring knowledge and skills in the basics of production regarding this profession also includes the management of financial resources and advertising, establishing creative team and management thereof, and knowledge about applied technologies. The graduates can continue studies in higher education institutions in Latvia and abroad, and can be employed in government and municipal as well as private culture institutions, advertisement and full service communication agencies, TV, radio, publishing houses, companies, or establish own business.

Cultural manager with specialisation in photo and video production - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop various-level projects, ensure management and coordination thereof in the respective specialisation in Latvia and Europe. This specialisation allows graduates to gain practical knowledge in development of a business photography and video, and in the development of creative content and concept. As the most essential requirement for this study programme is to acquire the creative skills of visual construction, developed meaningfully and purposefully, this allows to do an independent work of a photo or video producer; however due to excellence it develops competences in working with materials of other authors and it complies with competence levels of photo or video editor and curator. The graduates can continue studies in higher education

institutions in Latvia and abroad, and can be employed in government and municipal as well as private culture institutions, communication agencies, mass media, news agencies, photo studios and companies, or establish own business.

Cultural manager with specialisation in technical production of events - a creative, independent, and competitive specialist in the field of culture management will be educated, who will develop various-level projects, ensure management and coordination thereof in the respective specialisation in Latvia and Europe. The content of this specialisation is focused on acquiring skills, necessary for the respective field so that a specialist understands and knows the aspects of managing theatre plays, concerts, festivals, conferences, and other events, as well as knows the principles for selecting and using technical means (stage constructions, sound equipment, lighting equipment, etc.), as well as knows and understands planning and managing of involved human resources, and ensuring labour safety. The graduates can continue studies in higher education institutions in Latvia and abroad, and can be employed in government and municipal, as well as private culture institutions, event agencies, companies, or establish own business.

For part-time intramural studies, it is planned to offer specialisation "Event Production" as of 2020, in which study modules from specialisations, such as "Performing Arts", "Technical Production of Events" and "Multimedia Production" will be integrated.

In 2019, the integration of specialisation study courses into study modules was started, with a focus on the research of the field of culture corresponding with the selected specialisation, the acquisition of practical skills required by the field in order to develop understanding of the required professional qualification of employees and skills, the specific aspects of management and event production. In the limited elective study courses, students could improve skills in organising activities and the work of other employees under variable social conditions, as well as organising opportunities on the labour market. In creative projects for students, they acquire general skills of culture management, and these can create ability to take responsibility for project and events planning and management according to the specialisation as well as an opportunity to assess their abilities in other specialisations by carrying out interdisciplinary projects. In these projects, students from all specialisations are involved, for example, the students of the Fashion and Design specialisation in collaboration with other specialisations acquire skills of managing events of fashion industry while implementing the "Meringue" project, and the students of the Performing Arts specialisation in collaboration with the ones of Technical Production engaged in the lighting design "Staro Riga" project management. Students of all specialisations are involved in the development and implementation of interdisciplinary events and projects from semester 2.

In order to improve the content of the study programme and comply with the labour market needs, and with the criteria of modern high-quality education, the compliance of the study content with the requirements specified in regulatory enactments, recommendations by the Ministry, needs of the labour market and technological potentials is annually revised. The content of study courses and methodology for studies (acquisition of study courses) is continuously improved in order to facilitate students' knowledge, skills and competencies. The development of competencies of the academic staff is facilitated as well, by ensuring motivated and supportive environment - appropriate infrastructure, e-environment, access to informative resources, and exchange of experience in collaboration with foreign higher education institutions. The involvement of employers in activities targeted at the improvement of the content of the study programme is taking place, and this facilitates the education of competitive market players, equally ensuring the development of their professional competencies. Additionally, the representatives of employers are included in the committee for qualification examination and are asked to give their opinion about improving the content of the study programme.

Activities for ensuring compliance of study programme "Management of Art Institutions" with needs of respective field and labour market, and trends in science

Table 9

Process	Completed
1. Improvement of efficiency and quality of studies: • Modification of study programme • Self-assessment of the delivery of study programmes • Involvement of field professionals and employers in study programme delivery and assessment • Improvement of education quality management: regular evaluation of educational content, analysis of resource management processes, evaluation of development and excellence potentials that ensures continuous improvement of efficiency	Annually Annually Annually According to tasks defined for quality management by College
2. Investigation of education system, professions market and labour market: introduction of topical study courses and updating existing ones	Constantly
3. Development of methodological provision: • Updating of methodological guidelines for study process • Development of e-learning study courses • Additional resources: books and available e-books • More intense use of technical means for studies	2019/2020 2020/2021 Annually 2020/2021
4. Study quality: student participation in ERASMUS programme ECTS project, complex preparation, circulation and updating materials for study courses	Annually
5. Increasing professional skills of teaching staff: participation in scientific seminars, methodological work, invitations of scientists and guest professionals from other higher education institution and organisations, including from abroad	Annually

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

The balance of management and arts study courses mentioned by experts is provided by the balanced general (Part A), industry (Part B), and specialisation (Part C) study courses. The general and industry study courses are focused on the development of general and specific skills required for culture management, by providing theoretical knowledge in philosophy and culture theory, history of world civilisations and arts, and Latvian culture as well as culture policy. In study courses,

methods are indicated which promote transforming the gained knowledge into creative projects or innovations (in study module "History As Source of Creative Work", the integrated study courses are as follows: "History of World Civilisations", "History of World Art", and "History of Latvian Culture"). In compliance with professional qualification level 4, which includes learning two foreign languages for qualification level 4, the following study courses are provided: "Professional Foreign Language(English)" (4 CP) and (second) "Professional Foreign Language" (2 CP).

The theoretical basics of management is acquired during the following study courses: "Culture Management" (2 CP), "Culture Marketing" (3 CP), "Basics of Entrepreneurship I" and "Basics of Entrepreneurship II" (totally 3 CP), "Project Management" (3 CP), "Human Resources Management" (2 CP), and "Cultural Economics" (1 CP). In 2018, merging of two study courses, which are "Public Relations" (1 CP) and "Culture Marketing" (2 CP), was started, and completed in 2019. As a result, study course "Culture Marketing" (3 CP) is provided. Study course "Event Organisation and Methodology" was restructured as study course "Cultural Events Production" (5 CP). The learning outcomes of study courses are defined this way: a student under supervision of a mentor can prepare documents necessary for event production, attract funding, and ensure required coordination as well as activities for events to make it public, and to undertake responsibility, to plan and manage the production process of culture events. Juris Jonelis, the experienced director of various culture events and producer, is the author of these study courses and the mentor for students regarding training projects for students. Within study courses, after acquiring theoretical knowledge, students have to involve in the implementation of various training projects for students, as well, and while carrying out a number of different responsibilities within these creative projects, students strengthen their skills, which are necessary on the labour market in producing cultural events. In 2019, financial resources of EUR 34,710 coming from various institutions (i.e., State Culture Capital Foundation, the Riga City Council, and sponsors) were attracted for the implementation of student projects under supervision of mentors. Work at projects also develop such skills as working in a group, taking decisions, and flexibility.

Soft skills related to communication and emotional intelligence, as well as skills to provide purposeful explanations, and engage in discussions with clients, stakeholders, and society about various aspects of the field of culture are developed in the study courses of industry, which include "Improvisation", "Rhetoric", "Presentation and Argumentation" (totally 3 CP), "Culture Policy" (2 CP), "Professional Ethics" (2 CP), and "Culture of Professional Language" (2 CP).

An employee representing the field of culture, can acquire the essential analytical skills in solving theoretical and practical issues within the responsibilities of their job, in study course "Social Psychology" (2 CP), with a focus on the aspects of social cognition process and opportunities to improve the communication process, as well as in study courses "Introduction into Studies and Research" (1 CP) and "Research Methodology" (2 CP).

The study courses are arranged according to a definite sequence - gained theoretical knowledge could be strengthened practically, and achieve the intended learning outcomes (to have detailed information, see study course mapping in Annex 18).

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

The evaluation of students knowledge in the "Management of Art Institutions" study programme is done according to the following criteria:

1) quantitative criterion – indication of learning outcomes in credit points. CPs are given to all components of the study programme;

2) qualitative criterion – evaluation according to 10-point grading scale.

Analysing the evaluation of students knowledge from the quantitative point of view, one third of the study programme content is being implemented with a practical focus (four traineeships and limited elective (specialisation) study courses) in compliance with the standard for the professional higher education and qualification to be acquired.

Quantitative criteria of study programme "Management of Art Institutions"
Table 10

Segment of study courses	CPs	%	Focus
General study courses (Part A)	20	20 %	Theoretical
Industry study courses (Part B)	30	30 %	Theoretical/practical
Specialisation study courses, i.e., limited elective (Part C)	25	25 %	Theoretical/practical
Traineeship	16	16 %	Practical
Qualification paper	9	9 %	Theoretical/practical

The types of evaluation:

1) The initial evaluation is carried out before the study course.

2) The diagnostic evaluation in order to state the initial result for the beginning of a study process and starting the related topic and to motivate a student for active work, as well as to coordinate types of collaboration between a student and a teaching staff member, and to adjust the achievable learning outcomes.

Methodological types of evaluation include a survey, the evaluation of answers to be selected, tasks for combination and arranging (tests).

3) The regular evaluation is carried out during the study process as operative and motivating feedback on the study process.

4) The formative evaluation is for the purpose of improving the student performance, controlling the study process, as well as to check the suitability of the used study methods, and the dynamics of achievable learning outcomes, and to promote the self-evaluation of students.

Methodological types of evaluation include the evaluation of answers to be selected, tasks for

combination and arranging (tests), test, a practical work, an individual or group project, a paper, discussion, a work portfolio.

5) The final evaluation is used at the end of the course topic or a study course to see how the achievable learning outcomes are being met.

6) The summative evaluation is used at the end of course topics, study courses, and study year to define the achieved learning outcomes.

Methodological types of evaluation include a test, an inter-test, and examinations, a research (term) paper, defending the qualification paper.

According to the curriculum and study programmes in each discipline and methodological type for each summative evaluation, there are minutes of examinations and tests that are considered official and as a certification document for taking examinations and tests.

The evaluation of learning outcomes achieved by students is done in compliance with the Law on Professional Education, instructions by the Ministry of Education and Science, the College Regulations, as well as the Study Regulations, the Examination Regulations, and the Traineeship Regulations. Students are informed about the achievable learning outcomes and the evaluation system thereof at the beginning of the study course when they read the study course description. Over the reporting period, in several specialisation study courses and modules, the teaching staff uses the integrated test type for examinations, and invite other members of the teaching staff to participate in the evaluation process of students creative projects.

For example, in the "Print Media Production" study module of the "Multimedia Production" specialisation, students have to prepare and present a produced journal, which is being evaluated by all members of the teaching staff involved in the implementation of the particular study module. A similar principle is used in other study modules of this specialisation in the evaluation process of media products created by students.

In compliance with the Examination Regulations approved by the College Council and the requirements defined in Cabinet Regulation No. 141 "The Regulations Regarding the State Standard for the First-Level Professional Higher Education" for the acquisition of the first-level professional higher education, a test and an examination are the basic types of evaluation. The minimum amount of the study courses to arrange such an examination, is 2 credit points, but for a test, it is 1 credit point. The acquisition of the study programme regarding the evaluation for an examination, a test, and the final examination, is assessed in the 10-point grading scale.

In the study programme, the types of studies are as follows: contact hours (lectures and classes, including seminars); consultations; independent work; traineeship outside College. In compliance with the requirements for modern didactics of professional educational programmes at higher education institutions, the active learning methods in lectures, classes, and seminars (business games, cooperative classes, experiment, creative works, training projects for students, etc.) in the study programme are highlighted in order to develop professional knowledge and skills. During the study programme implementation process, students can have individual consultations, particularly in a specialisation, by a prior agreement with the teaching staff. For the preparation of a qualification paper, a definite amount of contact hours for individual consultations by a supervisor of the qualification paper is provided for each student.

Students can contact the director of the study programme and the teaching staff involved in study courses through the College's e-mail system, and students can also communicate in the *Moodle* environment, and can call the director of study programme (fixed line and mobile). Annually, a survey about students satisfaction with the content of the study courses, teaching quality,

satisfaction with premise arrangements, and material and technical provision is carried out. In case that the study content does not satisfy students, the teaching staff reading the respective study course is informed thereof and improvement-targeted activities are implemented.

As the study programme is implemented also as part-time intramural studies, for the students' convenience, work at providing distance-learning study courses has been started. Several courses, such as "Project Management" and "Basics of Rights and Copyright" are partially implemented through *Moodle;* on-line video records of lectures, presentations, study materials, in which exercises for course topics are included, and test-type examinations for the evaluation of students achieved learning outcomes are prepared, as well.

Principles for student-centred education for the study process are implemented as follows:

1) The learning outcomes for the study programme, for each study module in the specialisation and study course are defined, and the separate study outcomes are summarised up within the outcomes of the study programme.

2) Credit points are linked to the intended learning outcomes in line with the professional qualification to be acquired.

3) Students are informed about the intended learning outcomes.

4) Students are studying independently individually and in groups, and implement various creative projects during the study process, and can attend consultations given by teaching staff (a teaching staff member works as a mentor).

5) Various methodological guidelines and materials are developed that help students learn independently.

6) The achieved learning outcomes by students are assessed regularly, and reasons for unsatisfactory performance are analysed, and corrections in the study process are made.

For example, in spring 2019, a relatively high proportion of unsatisfactory evaluation of submitted traineeship reports of the first-year students for their first traineeship was observed. Having analysed this, it was concluded that students of one specialisation have not understood traineeship tasks, and they were given an opportunity to correct their works. The director of the study programme discussed this issue with a lecturer of the "Basics of Culture Management" study course, and they updated the study course content paying particular attention to management aspects to be explored by students during their first traineeship in culture institutions.

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

College offers its students traineeship based on long-term collaboration agreements between College and various culture institutions and organisations – culture centres, integrated communication agencies, youth centres in municipalities, foundations, and non-governmental institutions, professional and amateur theatres, as well as state-owned and private companies.

During traineeship, a student strengthens his/her knowledge and skills gained in study courses in

real work environment, and develops skills and competencies, the acquisition of which would not be sufficient within study courses.

For example, in the "Technical Production of Events" specialisation, students would have limited opportunities to understand the current trends in lighting and sound design technologies and acquire some of these at a deeper level during studies in College with its own resources. Traineeship in companies, which are also collaboration partners ensures students access to these technologies.

The first traineeship according to the curriculum and study schedule is provided at the end of the second semester, with the aim to get to know an organisation or an entertainment organisation producing art and culture events, festivals, and prepare analysis thereof in compliance with defined tasks in the respective speciality and specialisation. The second traineeship is provided at the end of the third semester, with the aim to gain overall impression about project planning and implementation in a culture organisation, as well as the use of marketing tools in practice, and to acquire skills defined for work in the specialisation in the offered job positions during the traineeship. And, the third traineeship is at the end of the fourth semester for exploring project planning and implementation in a culture organisation and the use of the integrated marketing communication tools practically. In the respective specialisation, students have the task to get to know the creative implementation process of a big project in the traineeship organisation and to analyse the collaboration of the creative team, and to assist a representative of the creative, technical or managerial team within this project by a free choice, by analysing his or her activities and being involved in the project.

The fourth traineeship takes place at the end of the fifth semester with the aim to independently prepare and implement a project in the field of culture in the selected organisation. The students of this speciality develop an application for a culture project intended for the traineeship place and in this specialisation, and the intended culture project is implemented within the project.

For example, a student whose specialisation is performing arts creates an application for the project for traineeship, which is a play in a culture house, and this play will be staged by the local youth amateur theatre during the traineeship. The student during her traineeship undertakes the tasks of a director at the amateur theatre.

In order to know how traineeship providers, which are potential work places for students, assess the readiness of College students for the labour market, the descriptions of all students are collected after the completed traineeship reports each semester. The descriptions are prepared by traineeship supervisors - the representatives of traineeship providers. Analysing the descriptions of traineeship students, the content of the student descriptions (i.e., the skills and competences assessed and highlighted by the representatives of traineeship providers) is considered and statistics about work carried out by students during their traineeship is collected, and the evaluation thereof in the 10-point grading scale.

For example, over the spring semester of study year 2018/2019, College students concluded altogether 120 traineeship agreements, 45% of which were concluded with private companies, 26% with municipality institutions, and 29% with non-governmental organisations that represent related fields of the study programme and specialisation. Within traineeship, each specialisation of the study programme had its own traineeship tasks, which were directly related to the study courses in that semester. During the traineeship, a student under supervision of the traineeship supervisor tested knowledge and skills gained in College and used them in real labour environment.

During spring semester 2019, totally 120 traineeship reports by College students were submitted for corrections. Having summarised the evaluations provided in the students descriptions, given by

traineeship providers, the following data were gained: 48 students or 40% of the total students have been awarded 10 points for the traineeship performance, and 47 students or 39% of the total number of students have been awarded 9 points. The rest of the students, which is 21%, have been evaluated as follows: 18 students or 15% gained 8 points, 6 students or 5% of the total gained 7 points, and only 1 student or 1% was awarded 6 points.

The high evaluations received from traineeship places, which are potential work places for students indirectly prove that College students demonstrate professional readiness for work, and their knowledge complies with the respective work places in the field of culture. Certainly, traineeship is a training process, in which students do not work as the representatives of this field; however, labour market representatives can assess knowledge, skills, and abilities offered by this study programme, and students ability to use and improve them within their traineeship.

The content analysis of student's traineeship description allows pointing out competencies that according to the representatives of traineeship providers are evaluated as positive. Mostly these abilities and competencies are repeated, and include the following ones: responsibility and attitude (69), communication skills (58), accuracy and time management (26), capability of taking decisions (25), flexibility, adaptation to various situations (23), creativity (19), wish to gain new skills (18), and interest of and understanding about the respective field (11).

A little more than 40% of traineeship providers give a favourable assessment for College students and would continue collaboration - they consider an opportunity of cooperation in definite projects soon (26), would collaborate with the new professionals in the future (25). Traineeship supervisors (9) indicate in the trainee' s description that their collaboration continues after the traineeship has been completed, whereas other traineeship providers would meet College students as trainees again (12), and assess students as professionally ready for work (21).

For ensuring high-quality and effective traineeship process, collaboration of all involved parties and informative feedback is required as much as possible, and this is done by constant communication among the College's administrative and academic staff, traineeship providers and students, as well as investigations of traineeship process on a regular basis.

For example, on 5 April 2019, the seminar was held in College "Traineeship as Opportunity of Starting Career", in which College students, graduates, and the representatives of employers took part. The key opinions of the seminar were as follows: timely and result-oriented communication is needed among all parties involved in the process of organising traineeship - traineeship organisations, the College administration, supervisors, and students of this specialisation, so that the choice of traineeship places does not become a formal process that does not bring any added value either for traineeship places, or students. College needs to develop targeted strategic cooperation (through concluding long-term cooperation agreements) with potential traineeship providers without excluding an opportunity that students themselves find traineeship places according to their specialisation and the tasks identified in the traineeship programme. College needs to purposefully work on expanding its network of traineeship organisations (partners) by developing strategic collaboration with culture organisations from both the state institutions and municipalities, and the non-governmental sector, in order to provide students with an opportunity to get to know the specifics of different culture organisations during the traineeship process.

In order to improve skill-based first-level professional higher education in general, College has undertaken the restructuring of the work of the Centre for Quality and Competencies. There is a targeted renewal of cooperation agreements with traineeship providers, and the proposals for improving the traineeship organisational process are considered. The head of the Centre for Quality and Competencies is a student support for traineeship issues: being a professional in the respective field and College graduate, she recommends and helps select traineeship places, advises on how to

write traineeship reports, and monitors the traineeship process, informing the teaching staff about the uncertainties students have when performing the assigned traineeship tasks.

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

During the qualification traineeship, students develop an application for the culture project to be carried out and implement this product selected for the respective specialisation within the framework of this project with appropriate marketing activities. By 2019, a qualification paper was developed both in the field of speciality and specialisation within the qualification traineeship, yet with different tasks.

Examples of the topics of qualification papers are as follows:

Year	Specialisation	Title	Evaluation in speciality	Evaluation in specialisation
2015	Photography	Organising of project "Group Exhibition" "Dimension 4" and development of personal exhibition "City in City" ("Pilsēta pilsētā")	7 (good)	8 (very good)
2015	Environmental design	Creation of graphical identity for youth initiative centre "Idea" ("Ideja")	9 (excellent)	8 (very good)
2015	Media production	Development and improvement of website cilvekutipi.lv	8 (very good)	8 (very good
2015	Theatre art	Play "Abitur"	10 (exceptional)	10 (exceptional)
2015	Festival staging	Latvian Young Farmers Club harvest party "From Grain to Grain" ("No grauda līdz graudam")	8 (very good)	5 (average)
2015	Lighting design	Lighting staging for the Latvia Puppet Theatre show "Ghost of Kenterville" ("Kentervilas spoks")	9 (excellent)	10 (exceptional)
2015	Music management	Music band's "Musiqq" 5-year anniversary concert "Musiqq 5"	10 (exceptional)	10 (exceptional)

2015	Advertising and public relations	Marketing for Staicele Town and public relations campaign "Saying- Good-bye Festival for Storks" ("Stārķu pavadīšanas svētki")	8 (very good)	8 (very good)
2017	Media production	Documentary film "I'm not Alone" ("Es neesmu viena")	9 (excellent)	9 (excellent)
2017	Advertising and public relations	Communication campaign "Brand Top 2016" ("Zīmolu tops 2016")	8 (very good)	7 (good)
2017	Music management	Contemporary jazz group "KSQ" open-session concert	8 (very good)	10 (exceptional)
2017	Technical sound recording for plays	Creating musical design for show "Hoods" ("Kapuces")	9 (excellent)	10 (exceptional)
2017	Plays and events production	Charity concerts "I Believe There Are Miracles" ("Es ticu, ka brīnumi ir") of campaign "Angels over Latvia" ("Eņģeļi pār Latviju") in Krimulda Parish	6 (almost good)	7 (good)
2017	Events creation and management	Dance contest "Free to Dance" in Marijampole	7 (good)	9 (excellent)
2017	Fashion management	Marketing plan for fashion brand "BagC"	10 (exceptional)	10 (exceptional)

While analysing the results of the 2019 qualification examination with the employer representatives of the respective field and the compliance of the qualification papers defended with the required quality standards, a decision was taken to re-develop the Qualification Paper Regulations to integrate the qualification papers into one. The qualification paper is a research on the topic of current importance within the respective field, by using specific research methods, analysing the selected sources of literature and data from previous studies, taking into account the principles of academic writing. In the project application, the student describes the intention of the project, justifies its necessity and his or her duties in the execution of the project, both in the field of speciality and specialisation. In the project application, the student defines the aim and tasks of the project, the target audience, describes marketing complex, the media communication plan, the engagement of stakeholders and sponsors, develops the schedule for project's human resources and implementation, project estimate, and defines the criteria for evaluating the results to be achieved within this project. In the section corresponding to specialisation, the student performs the analysis of the implemented project and the performed duties.

Most qualification papers are developed in collaboration with employers in the places of the qualification traineeship. In 2019, the number of projects implemented outside Riga within the

framework of qualification papers has increased, and these towns include Jūrmala, Tukums, Cēsīs, Kolka, Liepāja, Jelgava, etc., thus promoting cultural life in Latvian regions. Innovation in the development of qualification paper is the collaboration of students of the fashion and design specialisation with the beneficiaries of the Latvian Investment and Development Agency's pre-accession support for young entrepreneurs in order to develop the visual identity of the products created.

Examples of the topics of qualification papers are as follows (after the update of Regulations for the Qualification Paper):

Year	Specialisation	Title	Place of execution
2020	Fashion and design management	Development and management of visual identity for brand "Capacity"	Riga
2020	Technical sound recording for plays	Production of Lithuanian group "Vėlių Namai" concerts in Riga and Jelgava	Riga, Jelgava
2020	Lighting design	Light staging and technical management of the "Once Christmas 2" ("Reiz Ziemassvētkos 2") concert tour	Riga
2020	Photo and video production	Preparation and management of exhibition "Fire Guards" ("Uguns sargi")	Riga
2020	Theatre art	Production of play by L.Gvido "Mela un Čārlijs" and preparation of Mela's role	Cēsis
2020	Media production	Creation and implementation of the communication plan for Tērvete municipality festival	Tērvete

The methodological guidelines for the qualification paper specify the evaluation criteria. The general criteria for the assessment of the qualification paper are as follows: topicality, relevance and novelty of the qualification paper, the compliance of the selected topic of the qualification paper with the speciality, the relevance of the content of the qualification paper to the intended aims and objectives, the overall visual design of the qualification paper and quality of the documentation, the compliance of the qualification paper with the methodological guidelines for the development of the qualification paper and collaboration of the author of the qualification paper with the supervisor of the qualification paper during the development process of the qualification paper.

The evaluation criteria for the scientific research competence of the qualification paper: a skill to analyse the used sources of information, compare different opinions, by highlighting the essential points, a skill to formulate and justify judgements and conclusions, a skill to select and use professional terminology, a skill to create grammatically correct scientific-style text, a skill to choose visual material and annexes relevant to the topic and content of the qualification paper.

In order to improve quality, as of 2020, a new procedure has been introduced - pre-defending no later than three weeks before the final date for the submission of the qualification paper. The commission for the pre-defending of the qualification paper evaluates the draft of the paper submitted by the student and gives its opinion on whether the qualification paper complies with the requirements of College and can be defended. If a negative evaluation is received, which is below 4 (almost average), the student must redo the paper according to the instructions of the commission and carry out pre-defending of the paper again within a deadline specified by the commission.

The qualification paper is presented and defended on a predetermined date by College in the presence of the commission established by College. The defending evaluation is composed of a student presentation and answers to questions on the day of defending, as well as the evaluation of the supervisor of the qualification paper and reviewer.

When analysing the evaluations of the qualification paper over the reporting period, it is concluded that students have selected topics of qualification papers according to their interests, with the opportunity to demonstrate their creative potential, as more than 50% of the evaluations of commission for the qualification examination are "very good" and higher (see Figure 4).

Evaluations of qualification papers in study programme "Management of Art Institutions" over reporting period (proportion in %)

Figure 4
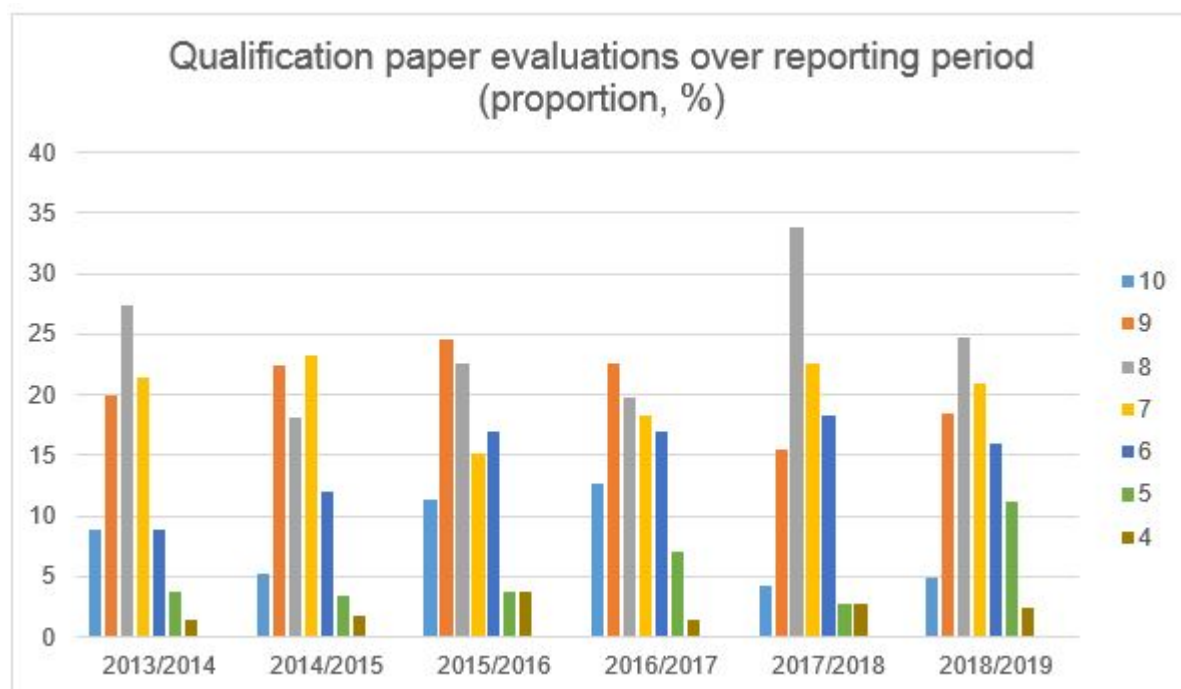
The qualification paper presented in the commission for defending of qualification paper and successfully implemented is a proof that the student has achieved the learning outcomes defined for the study programme and is ready for professional activities.

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

An important element used for the development of the study direction is surveys – a collection of opinions and the analysis of the individuals involved in the study process. A client, which is a student, is the key component of College that determines the quality management activities, and his or her wishes and needs are essential factors for the assessment and review of the study process and study content. College provides surveys for students according to three levels.

SURVEYS FOR POTENTIAL STUDENTS

Survey is carried out during the admission process of students, and potential students fill in an anonymous questionnaires. The collected opinions help gain essential information about the College image among potential students, and perform if necessary, modifications to the external communication strategy and evaluate information channels which are more often selected for receiving information. This allows to evaluate the contingent of the candidates (former education in culture; secondary / secondary vocational education).

For example, collecting the completed questionnaires of year 2019, 60 % of potential students have indicated the College website as a source of information on study opportunities (seeking information on www.google.lv*). In the second place (49% of potential students), parents, friends, and acquaintances are indicated as a source of information. As nearly equivalent sources of information are indicated social media Facebook (23%) and College students and teaching staff (21%).*

SURVEYS FOR STUDENTS

Once a year, the evaluation of the study process is carried out, and once a semester, but at least once a year, the evaluation of the teaching staff members involved in the implementation of study courses is carried out. The analysis of the questionnaires of the study process evaluation allows to obtain students current opinion about their satisfaction with the study process, organisation thereof, the quality of the study direction and study programme, the satisfaction with the infrastructure, and available study resources. Questionnaires about the satisfaction with the content of the definite study course and the work of the definite member of the teaching staff are being prepared about the new College's teaching staff as well, thus the opinion given by the participants of the study process about competencies, suitability, and teaching methods, etc. of a staff member is received. This makes it possible not only to see that the teaching methods selected by the new staff to ensure study courses are effective, but also to provide support and give advise if necessary to ensure that the content of the study course is of higher quality. The evaluation of teaching activities by student surveys is also carried out about the members of the teaching staff already working in College who wish to participate in the competition for lecturers and docents to be elected. Regular monitoring, evaluation, and analysis of the study process as well as collecting opinion and the assessment of the available infrastructure allows using the obtained data for detecting shortcomings, developing work plans for departments, settling targets, ensuring continuous and effective management of study directions, and other activities. Feedback is essential after the questionnaire completion - at the beginning of a study year, students are presented with the results of surveys, detected shortcomings, if any, and the operation plan developed by College for prevention thereof.

For example, the survey of students from the "Management of Art Institutions" study programme was completed at the end of academic year 2015/2016 with the aim to get to know the current needs of students and their satisfaction with the study process. Altogether 92 students took part in the survey.

70% of the students have provided high and very high evaluations for the quality of study programme "Management of Art Institutions". Commenting on their responses, students favourably highlighted the opportunity to take part in guest lectures and seminars with professionals of the respective field, as well as in various practical classes. Also, students favourably highlighted the professionalism and contribution of the teaching staff. Specialisations, which were appreciated as high-quality offers by the study programme implementation and got the highest ratings in general were Fashion Management, Events Preparation and Management, Theatre Arts, Advertising and Public Relations, as well as Design Management.

Asked about the compliance of study programme "Management of Art Institutions" with students' professional needs, 53% of the students responded that it was "fully compliant", whereas 41% responded that the study programme and its content had "partial compliance". Students have also commented that "there are a lot of different lectures and courses, that compliment my professional skills"; "you obtain all the information necessary for professional work"; "I receive much theoretical information and practical experience, and skills". However, by collecting a variety of opinions, there are many students that express their opinion about additional classes in specialisation and other study courses: "It would be good to hire several teaching staff members providing the same study course to gain a deeper insight into it and vision"; "I would like to have more practical lectures". Having seen students' opinion, College has conducted negotiations with teaching staff involved in providing several study courses and related courses in specialisations about the options to improve and diversify the content of study courses and teaching methods.

Within surveys, students were also asked to comment on the content of the study courses and whether the content is repeated in some study courses. 82% students responded that the content of the study courses among different courses does not duplicate, although there are students that point to the close link among some study courses and stress that individual courses make additions for each other. Several students have acknowledged in their comments that it is very valuable to discuss individual topics and issues within the context of other study courses, thus expanding the vision and providing more opportunities for addressing various issues. Additionally, students favourably commented on the interrelation of study courses and their integrative succession, indicating that "study courses complement each other, and I like the fact that teaching staff communicate with each other and coordinate the content of study courses."

Students also appreciate the fact that study course descriptions are presented in a very timely manner, and students are informed about the requirements defined in study courses, evaluation criteria, as well as the content of examinations and the procedure in courses. According to the questionnaire data, 89% students indicate that the study course description is freely available and the evaluation criteria are explained.

Assessing the material and technical provision of the study process, students provide favourable comments about the available materials of study courses and materials for separate distance-learning study courses and topics. Students also provide favourable opinion about the regular restocking of the College library with the latest literature. A large proportion of students (52%) have expressed negative comments on the free-access Internet available in College rooms, and the comments are as follows: "Wi-Fi often does not work"; "Wi-Fi is unavailable in many rooms"; "Wi-Fi is very weak in College, mostly no Wi-Fi"; "very often, there are problems with the Internet". Taking into account students' objections and being aware of disruptive conditions, the College administration has identified potential solutions to address these issues and in the next phase of studies - the autumn semester of 2016/2017 study year, - significant improvements were introduced for solving that problem.

As a part of the survey, students were also invited to express their opinions about equipment in the

rooms. 60% of all students responded that rooms and the equipment were in good or excellent condition. In their comments, students have highlighted several problems: "problems with technical equipment"; "no high-quality projectors"; "rooms are not ventilated, no air there"; "little space in rooms"; "there are several rooms requiring repair". All comments have been addressed in the College administration, and solutions are being sought to eliminate them.

Within the survey, students were asked about the organisation and planning of the study process. Most of the students (88%) rated the organisation and planning of the study process in College "good" and "very good". In their comments, students appreciated the responsiveness and involvement of the College administration employees in solving problems. In many student questionnaires, there are good references to the structured and logical planning of the study process. In addition to the favourable comments, while analysing surveys, there are several suggestions for further improvements in the organisation and planning of the study process. The recommendations are mainly related to the timely announcement of changes to the lecture schedule, as well as the planning of the examinations session, but it should be stressed that the planning of the examinations session is carried out by students themselves and by a selected senior student, in collaboration with the member of the teaching staff in charge of a study course. Therefore, the improvements to be made should be complex and in collaboration with students.

SURVEYS FOR GRADUATES

In order to make certain how the graduates of College integrate into the labour market or the employment indicators and further higher education studies, College regularly performs graduate surveys.

Each year, the heads of College departments and supervisors of specialisations carry out graduate surveys. In order to ensure a higher number of respondents, instead of sending electronic questionnaires to graduate emails, there are individual phone calls with two basic questions that allow getting information about the following: (1) the graduate's work place and job position; (2) further education. According to the information obtained, information is collected on whether graduates work in the field of culture or in another sector, and whether they continue education in another higher education institution after studies in College.

In 2019, within the ESF project, i.e., the European Social Fund project "Management Efficiency of the Latvian Academy of Culture and Culture and Modernisation of the Study Process" No. 8.2.3.0/18/A/020", a telephone survey was carried out, and data on the surveys of graduates of 2016, 2017 and 2018 was collected. Over that period, 253 students have graduated, 224 respondents of which, or 88% of all graduates, participated in the survey.

The highest percentage of responses were received from the graduates of the "Library Science and Information" study programme (98% of all graduates) and "Contemporary Dance" (97% of all graduates), while 85% of all graduates participated in the survey of the "Management of Art Institutions" study programme (see Table 11).

Specialisations represented in survey for graduates of study programme

"Management of Art Institutions"

Table 11

Specialisation	Number of respondents	Number of graduates

Cultural manager with specialisation in advertising and public relations	15	18
Cultural manager with specialisation in technical sound recording for performances	8	9
Cultural manager with specialisation in lighting design	4	4
Cultural manager with specialisation in music management	16	18
Cultural manager with specialisation in media production	17	21
Cultural manager with specialisation in events preparation and management	17	22
Cultural manager with specialisation in plays and events production	10	11
Cultural manager with specialisation in design management	15	15
Cultural manager with specialisation in fashion management	17	23
Cultural manager with specialisation in theatre arts	12	13
Cultural manager with specialisation in performer of musical performances	3	3
Cultural manager with specialisation in cultural tourism	8	10
Cultural manager with specialisation in creative photography	21	24
TOTAL	**163**	**191**

The basic question of the survey is whether the graduate is currently employed and in what field. At

the moment of the survey, there is a steady trend that demonstrates the professional preparedness of College graduates that the majority of graduates start working and enter the labour market successfully. 92% of all graduates from 2016-2018 are employed, and 8% of the graduates in the "Management of Art Institutions" study programme indicate that they are working in a number of fields, both in the field of culture and others.

Assessing the graduates' employment according to the field, on average, 66% of all employed graduates work in the field of culture, while others work in other sectors.

The data collected allow making conclusion that the level of employment particularly in the field of culture is linked to factors which are not directly linked to the competence of College - the content of education -, and which should be explored separately, given that the education to be acquired and, consequently, the skills and competencies acquired are comparable and equitable for all graduates; however, it should be concluded that, when considering each year of graduation individually, employment rates tend to be significantly different. For example, only 57% of employed graduates of 2017 work in the field of culture, while 84% of graduates of year 2016 work in the respective field.

Employment of College graduates in 2016-2018

Figure 5
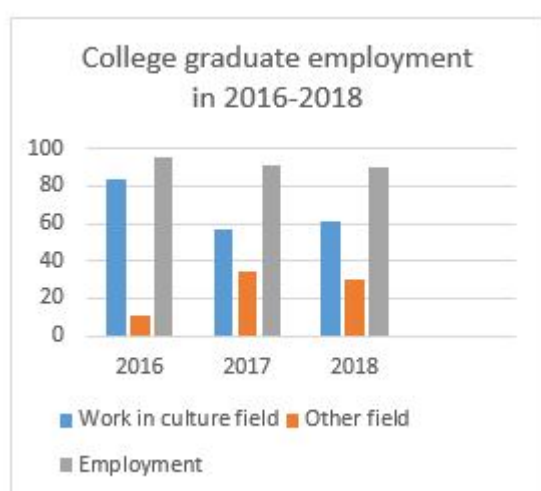
Out of all graduates, 8% or 19 respondents are currently unemployed. The survey also showed the reasons for why graduates did not work then. 63% of them mentioned studies in another higher education institution: the selected study programme does not allow them to fully combine their studies with work. 16% of the non-working graduates are on parental leave and are planning to return to work in the field of culture, whereas 21% of the graduates had another reason to choose not to work at the moment.

Out of all graduates in 2016-2018, 30%, or 68 graduates responded that they continued their studies or had already completed them at another higher education institution. The selected higher education institutions and study programmes vary widely, although most continue to study in collaborative higher education institution in field-related study programmes, not all graduates continue to study in the study direction they started to study. The majority of students (26) continue their studies in the Information Systems Management Higher Education Institution because currently, College has coordinated the opportunities to continue studies with this higher education institution at its best and carrying out the recognition of acquired former education. 7 graduates study in the Latvian Academy of Culture, and 8 in the University of Latvia. The positive aspect is that 5 of the graduates who continue their studies are studying abroad, and the education

acquired in College is academically recognised, and studies are started later in the study year. It is interesting that one of the College graduates continues studies in College, but in another study programme.

While comparing the results gained in the survey with the data from graduate survey of 2015, it is obvious that the trend has remained relatively unchanged because in 2015, 86% of graduates after graduating from College were employed in the field of culture or another, and 38% graduates continue their studies.

EMPLOYER SURVEYS

 Opinion of employers is very important for improving the quality of the content of the study programme and for planning the prospects for further development. The order for the development, approval and updating of college curricula require in-depth interviews with employers prior to approving any new specialisation in order to receive feedback on the existing situation in current demands in the labour market . Such interviews were conducted in 2014 in order to to find out the demand for specialists in technical production , fashion management and cultural tourism sectors. In 2019 the director of the study programme interviewed the heads of cultural centres to find out the relevance of the professional qualifications to the employer's expectations. These interviews resulted in a decision on the appropriate content of professional qualification of ''Culture Manager' as well as need for and updating the professional standard was raised.

One of the purposes of employer surveys is to gain information for further development of the college's new strategic development plan and to summarize the opinion of the graduates working in a field of management of different cultural institutions. In 2019 a pilot project was implemented where   telephone interviews were held with the heads of the Balvi region cultural centres and institutions in order to identify the number and the share of college graduates among the heads of cultural institutions. The following data were obtained: of the 18 heads of local cultural institutions were surveyed, 26% of them have vocational higher education obtained in LCC , 26% have vocational secondary education acquired in the Vocational School of Cultural Workers (the predecessor of LCC) , 21% has higher education diploma (obtained in post studies or other universities), secondary education has 16% and in cases of 11% data were not released. This information is considered on ongoing work on updating the standard of occupation as the data obtained made it clear that college graduates have been required to run regional cultural institutions.

The employers opinion about theoretical knowledge and practical skills acquired by students can be also obtained through the analysis of the characteristics of the qualification internship . After the qualification internship of 2019, where qualification project events were implemented, the employers assessing the strengths of students in the field of culture has mentioned strong skills of the students in team building and communication, in understanding the importance of the profession in the context of culture, project writing and management skills , the ability to apply theoretical knowledge in practice and a creative approach to problem solving. Improvements would be needed in the acquisition of a variety of technical computer programs (light design and performance engineering), in order to enable more high skilled tasks to be performed ,as well as more attention should be paid to the ability to link the theory to the analysis of different specific situations.

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

In order to attract new foreign students, within the Erasmus+ projects KA103 and KA107, students' mobility is implemented. Up to now, student attraction has been implemented through collaboration of higher education institutions. While evaluating the number of students using mobility opportunity in specific programmes, currently in the "Management of Art Institutions" study programme, there is the highest number of attracted students as the knowledge of the English language of students has improved during the reporting period and the motivation to carry out the procedures for completing all the necessary documents has increased. There is a higher share of outgoing mobility in the use of both study and traineeship and post-graduate opportunities. The incoming students are more likely to use the opportunities of traineeship. Taking into account the experience gained in the provision of studies, improvements are being made in the offer of study modules to incoming students.

Students mobility in College

Table 12

Study year	Number of outgoing mobility students	Number of incoming mobility students
2013./2014.	7	
2014./2015.	5	
2015./2016.	3	1
2016./2017.	6	
2017./2018.	16	2
2018./2019.	11	

Compared to the previous reporting period, the opportunities offered by the Erasmus + Programme have benefited considerably more students, some even repeatedly. 54 students have participated in 59 outgoing activities, mainly educational opportunities, and the annual number of 8 activities in the 2013/2014 year has increased to 18 in the year 2017/2018. There have been two ingoing activities: 1 student from Italy under the Erasmus + Programme and a pilot project, offering educational opportunities for 2 students from Kazakhstan to explore the possibility of teaching foreign students under the "Management of Arts Institutions" programme. Work on preparing the offer for foreign students has been launched and continued.

The Study Division has a developed system for recognition of acquired study courses within mobility. There are data that the outgoing mobility is used by self-motivated students and thus there is an essential increase in their professional competence level, and these students are capable of working according to individual plans in order to acquire study courses which were not available within the mobility period.

Courses learned under the Erasmus + exchange studies of the College shall be treated in accordance with the procedures and requirements laid down in the "Erasmus + Programme of the European Union" and in the "Procedures for academic recognition of courses in previous

education".

Before a student goes to the mobility of Erasmus + studies, a tripartite study agreement between a student, a college and a host foreign university includes information about the planned courses that the student will learn, including those courses that will be recognised. As a result, the student has already gained an idea of what the results of the planned recognition and recognition will be.

After the end of the period of study mobility, the student shall submit a statement of achievement with the courses learned in the framework of Erasmus + study mobility: the courses learned are recognised academically by comparing them to the corresponding courses in the college semester. If the number of ECTS acquired as part of the mobility of studies is less than that of the relevant college semester CP, expressed in ECTS, the opinion on the alignment of study courses indicates which study courses should be completed individually by a given date. If the number of ECTS acquired as part of the mobility of studies is less than that of the relevant college semester CP, expressed in ECTS, the opinion on the alignment of study courses indicates which study courses should be completed individually by a given date. Since the preliminary recognition of study courses is made before the exchange journey, the student is asked how to do study courses acquisition more successfully – some students do it remotely, in parallel with Erasmus + studies, by individually communicating with lecturers (e.g. in the "Project management" study course – the lecturer sends study materials, presentations, student performs and sends the necessary homework, independent jobs, final work to students and receives an assessment).

The experience to date with the alignment of study courses has been successful.

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

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

As the "Management of Art Institutions" study programme is the sole study programme in the relevant "Management, Administration, and Real Estate Management" study direction, the description of the informative, material, technical, and financial provision has already been provided in Chapter II. In Chapter III, the information is specified according to specific aspects of the study programme.

In the "Management of Art Institutions" study programme, students have the access to all material and technical resources of College, provided for the implementation of the study process. The College library pays additional attention to the needs of both members of the teaching staff involved in implementation of this study programme and students for providing information

services.

For the implementation of the "Management of Art Institutions" study programme, the College library ensures the selection of informative resources, which include books about cultural management and marketing, project management, human resources management, social psychology, philosophy, history of culture and art, as well as books in line with specialisations in theatre art, design, fashion, photography, and music. The members of the teaching staff are informed on an opportunity to collaborate with the College library and, if necessary, to renew the informative resources. In 2019, the teaching means for the "Research Methodology" study course were supplemented. The books in Latvian, literature in English, and also, some literature in Russian is available.

Within the study process, the Internet websites of public access, such as Directory of Open Access Journals (altogether 10,297 high-quality educational and scientific journals from 136 countries, altogether 1,849,065 publications), Directory of Open Access Books (altogether 2,759 academic, edited books by 95 publishers), Open Access Repositories (in total 40,877,877 documents by 2,414 content providers) are being updated. The library constantly offers an option to use the international databases of e-books and publications relevant to the study direction for a trial period within the "Electronic Publications for Latvian Libraries" project implemented by the Centre for Culture Information Systems.

A remote service for library users is offered (booking/ordering of books and extending term for borrowings). Library users can also use library's informational e-mail to communicate with the library, with the help of which inquiry and information services for users are provided. Information on news, current activities, and events in the College library is regularly published on the College's website, as well as on social networks.

Two reading-rooms with free-access resources are available in the College library, and the total area of premises is 141 m^2. In the library, students and members of the teaching staff are offered seven free-access workplaces, equipped with computers, and twenty-eight workplaces for studies and research work. It is possible to use Wi-Fi, when using own portative computers, as well as it is possible to print, copy, scan, and bind documents. A major contribution to the library activities is a new printer/copying/scanning machine purchased in 2018 that ensures fast and high-quality document scanning, as well as ensures coloured prints that were not possible before. The library is open six days a week, in accordance with the needs of students in the "Management of Art Institutions" study programme.

The library supports the study process, by providing thematic, corrective, and factual references. Because of the rather small library stock, interlibrary subscription services and electronic delivery of documents are in demand.

Replenishment of the available information resources in the College library is done according to the developed Policy for Library Stocking, and this is carried out according to the necessities of the teaching staff and students in line with the implementation of the study process. The demands for the replenishment of the resources are assessed by the Library Stocking Commission, which consists of the heads of the study directions, responsible for the development and monitoring of the content of College specialisations. The library constantly urges the teaching staff to plan new literature resources, informs them both on the latest-edition books in the respective field and recommendations given by students regarding useful information resources - books, professional journals, and e-resources in the respective field.

The students in the "Management of Art Institutions" study programme, acquiring both the history of world civilisation and world art, culture theory, philosophy and culture history, have the

possibility to use the information resources of the library of the Latvian Academy of Culture, both on-site and by booking the information resources for home use.

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

Not applicable.

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

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

The selection of the academic staff in the "Management of Art Institutions" study programme is based on the following principles:

1. conformity of education and professional experience of the teaching staff with the requirements specified in regulatory enactments;
2. the teaching staff members working in the respective field, are hired for industry study courses;
3. establishing a long-term collaboration relationship.

Altogether 54 members of the teaching staff are involved in the study programme in year 2019/2020. The number of teaching staff was higher in years, when there was a higher number of specialisations and when there were replacements due to being on parental leave. The staff membership is relatively steady - 50% continue to read the same study courses as at the beginning of the reporting period. According to summarised information on the changes to the composition of teaching staff during the reference period in study year 2019/2020, 30% of teaching staff of the general and industry study courses have ceased to cooperate with College due to a variety of personal reasons, 4% were on parental leave. 30% of the teaching staff of the limited-elective study courses (specialisation) worked in the previous reporting period. Compared to the teaching staff composition at the beginning of the reporting period, the number of teaching staff has decreased due to a decrease in the number of specialisations and a combination of student groups in the implementation of general and industry study courses within the study process. In study year 2013/2014, altogether 61 teaching staff members were employed in the implementation of the "Management of Art Institutions" study programme (with 12 specialisations), 18 of which (i.e., 29,50 %) were academic staff members.

Quality of the academic staff of the Study Programme "Management of Arts Institutions" has not changed significantly since study year 2013 /2014, elected and appointed teaching staff of industry and general education courses all have a master's degree and in study year 2019/2020, 12

lecturers have a master's degree, 1 PhD in Pedagogy. Higher education (including bachelor's degree) has increased due to the trend in creative industries linked to the development of digital technologies which have significantly reduced the requirements for academic education over the last 10 years.

Altogether 100 % of College academic staff ensuring the compliance of the content of a study course with the industry needs are involved in general and industry study courses, such as "Professional Ethics", "Project Management", "Human Resources Management", "Culture Policy", "History of Latvian Culture", and "Professional Foreign Language". The director of the study programme is an experienced manager of various cultural projects, since she undertakes active tasks in the Latvian Association of Cultural Workers and various creative projects of the related field of culture.

In the analysis of academic staff by age group, compared to 2013 lecturers aged over 65 have not been employed, there has been a increase in the number of lecturers aged 35 to 50 (55.56%), a slight decrease in the number of lecturers aged 50 to 65 and under the age of 35 (22.22% and 22.22%). Changes in the age group from 35 to 50 are the result of decisions by young lecturers to pursue their professional careers at College in the previous reporting period.

In general the changes made during the reporting period are considered to have a positive impact on the quality of the studies as a teaching collective has emerged capable of achieving the results planned in the study programme and implementing creative projects.

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

During the reporting period, the College staff policy in study programme "Management of Arts Institutions" has been designed in such a way that the qualifications of academic staff and guest lecturers meet both the conditions for the implementation of the study programme, the provisions of both the Law on Higher Education Institutions, and Cabinet Regulations No. 793 of 11 December 2018 "Regulations Regarding the Opening and Accreditation of Study Directions."

In study year 2019/2020, 5,56% of the teaching staff has a doctoral degree, 66,4% has a master's degree, and 28,30% of the staff members have completed studies in higher education and gained appropriate professional experience. For the comparison, in study year 2014/2015, 7,44% of the teaching staff had a doctoral degree, 63,82% were with master's degree, and 28,72% had acquired higher education. In spite of quantitative changes (decrease in the number of specialisations and the number of student groups), there is no change in the qualitative composition of the teaching staff. According to a trend, there is a slight increase in the number of teaching staff who were awarded the master's degree. At the time being, 3 members of the teaching staff with the professional bachelor's degree involved in the implementation of the study programme, continue their studies in years 1 and 2 to obtain a master's degree. It is essential for the teaching staff having acquired the higher education and involved in the industry study courses, to have practical experience in cultural management and cultural marketing. This is the specifics of the College, and,

particularly in the recruitment of specialists for specialisation study courses, it is hard to find competent staff members in the field of various technologies with an academic degree or higher education. For the implementation of limited elective study courses (Part C), the members of the teaching staff with completed higher education, must have 5-year-work experience in the respective field and/or creative activities as specified in normative enactments.

50% of the required staff for the implementation of the study programme forms the College academic staff. One of the development aspects of the study programme is to increase the proportion of the academic staff in the study programme; however, it has to be taken into account that this is a professional education programme, and for the development of professional competencies, specialists working in the respective field are attracted. Thus, the qualification and professional activities of guest lecturers allows both to follow current trends in the field of culture and improve both the content of study courses and traineeship tasks, and to involve students in creative projects and research.

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

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

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

The analysis of the involvement of the academic staff in scientific research has been done in Paragraph 4 of Chapter II. Taking into account the strategic development indicative guidelines for 2021-2027, research and innovation (creation) are focused on exploring the work environment and capabilities of small business and non-governmental organisations, culture, active recreational and creative industries in order to promote the development of cultural export services. The second area of research is the opportunities for digitisation of cultural heritage and the acquisition of new digital technologies by developing cooperation at an international level. The collaboration with the

Bulgarian Academy of Science, in carrying out research in cultural heritage digitalisation will be continued.

For example, the students of the photo and video specialisation, have the opportunity to learn about the potential of the latest technologies in the guest lecture by Dr. phil. Cris Hales "Brain –Tech and Creative Photography".

The creative work of the teaching staff will be promoted. In 2019, Daina Gāga-Ēķe, the supervisor of the fashion and design specialisation, published the book for children "I Wish to Be Designer" ("Gribu būt dizainers"). Children as the target audience can perceive the content of the book by the bright, expressive, and stylised illustrations. The book has visualised professions, such as a graphics, fashion, and interior designer, each of which has its own story, but they relate to each other, thereby developing children's associative thinking.

The summary of the research activities done by the members of the teaching staff is provided in Annex 9.

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

According to the type and form of implementation of studies (full-time and part-time, intramural), the number of contact hours is defined for the implementation of study courses, and the amount of the academic work in this study programme by the implementation of the study courses, is not full academic load. On the date of the submission of the Self-Assessment Report, there are altogether 228 students in this study programme, and altogether 53 members of the teaching staff are invited in the implementation of the study programme, 13 of which are the staff involved in the industry study courses (including 8 academic staff members), 12 of which are selected both for the general study courses and industry study courses related to other study programmes (including 6 academic staff members). 2 of these teaching staff members are involved in the implementation of one general study course, and one industry study course. Altogether 11 guest lecturers are invited for general and industry study courses. In total, 30 members of the teaching staff are involved in the implementation of specialisation study courses, 7 of which are the academic staff members. 3 of these teaching staff members are involved in the implementation of industry and specialisation study courses. Over the reporting period, long-term collaboration relationship is established with guest lecturers who are selected for several study courses in specialisation.

The teaching staff involved in the implementation of general study courses due to long-term employment for the implementation of the study programme, update the content of the study courses and related teaching methods at a regular basis. The teaching staff as professionals and enthusiasts of the related field, involved in the implementation of industry study courses, are motivated to integrate the innovations of the field of culture in their study courses. The director of the study programme and supervisors of specialisations ensure the exchange of operative information between the academic staff of the College and guest lecturers, thus promoting collaboration. The fields of cooperation are defined in annual methodological meetings by planning the priorities of the study year. As a good cooperation aspect, relatively small changes to the composition of the teaching staff should be highlighted, and a high intensity of mutual contacts is

highlighted because lecturers personally know each other, and issues related to the content of study courses and the implementation of the teaching methods are flexibly addressed both in formal meetings and during joint cross-disciplinary projects.

Joint supervision of students qualification papers (the teaching staff in general and industry study courses advise students and supervise the creation of the applications for projects, and the staff member involved in the implementation of a specialisation study course is responsible for the implementation of the project according to the selected specialisation) and the monitoring of execution of traineeship tasks promotes the collaboration among the teaching staff members involved in the implementation of general, industry, and specialisation study courses. These types of cooperation allow to diagnose shortcomings in the study process, impacting the learning outcomes, and to eliminate them.

Taking part in the shows of students creative works is another successful type of collaboration helping the teaching staff gain a more comprehensive insight into students knowledge and skills, as well as it is an exchange of experience by learning various methods. For example, to provide a more objective evaluation for a term paper, a commission of 2 members of the teaching staff evaluates students presentations in defending their term papers - one is a member of the teaching staff in another specialisation; for example, the supervisor of the fashion and design specialisation participates in the defending process of term papers by the students in the specialisation of the photo and video production, but the supervisor of the photo and video production takes part in the defending process of term papers by the students in the multimedia production specialisation. Thus, a higher objectivity in the evaluation of students performance is ensured and, at the same time, this is a goof opportunity for the teaching staff to enrich their experience.

Within the study process, especially in the study programme, very close mutual relations with positive microclimate among students and the teaching staff are established because mentoring provided by the teaching staff members gives students an opportunity for discussions and exchanging professional information. Students are demanding regarding the quality of the study process, and the director of the study programme has succeeded in establishing a mutually interesting dialogue based on mutual respect. The teaching staff is being informed on the students suggestions and comments, and one of the criteria for the evaluation of the professionalism of the teaching staff is an ability to respond constructively to the expectations expressed by students. College considers that in this study programme and the relevant study direction, a target-focused team of the teaching staff has been successfully established.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	ANNEX 15_Statistical data on the Students.docx	15_pielikums_Statistikas dati par studējošiem p.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ANNEX 16_Compliance of the Study Programme MAI with the Educational Standard.docx	16_pielikums_Studiju programmas atbilstība valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	ANNEX_17.7z	17.pielikums.7z
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ANNEX 18_Mapping of the Study Courses of the Study Programme MAI.xlsx	18_pielikums_Studiju programmas MIP studiju kursu kartējums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX_19_Curriculum of the Study Programme ''Management of Art Institution''_.docx	19_pielikums_ Studiju programmas plāns_labots.docx
Descriptions of the study courses/ modules	ANNEX 20_Descriptions of the Study courses.docx	20_pielikums_Studiju kursu apraksti.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	ANNEX 21 _Sample of the diploma.docx	21_pielikums_Diploms.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Cooperation agreement with EKA.doc	Ligums ar EKU.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	ANNEX 22_ Loss Compensation Arrangements.docx	22_pielikums_Zaudējumu atlidzināšanas kārtība.docx
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	ANNEX 23 Study Agreement.docx	23_pielikums_Studiju līgums.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		