

APPLICATION

Study field "Education and Pedagogy" for assessment

Study field	<i>Education and Pedagogy</i>
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Self-evaluation report

Study field "Education and Pedagogy"

Jāzeps Vītols Latvian Academy of Music

Self-evaluation report	2
Study field	4
1. Information on the Higher Education Institution/College	4
2.1. Management of the Study Field	13
2.2. Efficiency of the Internal Quality Assurance System	27
2.3. Resources and Provision of the Study Field	37
2.4. Scientific Research and Artistic Creation	59
2.5. Cooperation and Internationalisation	68
2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures	74
Annexes	78
Other annexes	80
Music, dance, arts vocationally oriented and interest-related education teacher (41141)	81
Study programme	83
3.1. Indicators Describing the Study Programme	83
3.2. The Content of Studies and Implementation Thereof	90
3.3. Resources and Provision of the Study Programme	99
3.4. Teaching Staff	104
Annexes	111
Music, theatre arts, dance, visual arts teacher (42141)	112
Study programme	116
3.1. Indicators Describing the Study Programme	116
3.2. The Content of Studies and Implementation Thereof	124
3.3. Resources and Provision of the Study Programme	136
3.4. Teaching Staff	142
Annexes	151

1. Information on the Higher Education Institution/College

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

Jāzeps Vītols Latvian Academy of Music (JVLAM) is a higher education institution founded by the state on 20 August 1919. At the moment, the JVLAM is an institution of higher education, science and culture. The JVLAM has been designated as a university of arts and culture, and in accordance with Paragraph 1.5 of Cabinet Order No 449 of 21 June 2022 on *Strategic Specialisation of State Higher Education Institutions*, the stated initial strategic specialisation of the JVLAM is in the field of humanities and arts, as well as in the thematic field of education - the arts.

The JVLMA operates on the basis of the *Law on Higher Education Institutions*, the *Law on Scientific Activities* and the Constitution of the JVLMA, observing the Constitution of the Republic of Latvia, the Law on Education, and other regulatory enactments. The JVLMA has the legal status of a public entity, is registered in the Register of Educational Institutions as required by law, and is also in the Register of Scientific Institutions. The JVLMA is under the supervision of the Ministry of Culture.

According to Paragraph 2 of Cabinet Order No 655 of 17 September 2021 on *the types of state higher education institutions*, the JVLMA is included in the - *Universities of Arts and Culture* type of higher education institutions. In turn, in accordance with Paragraph 1.5 of Cabinet Order No 449 of 21 June 2022 on *Strategic Specialisation of State Higher Education Institutions*, the stated initial strategic specialisation of the JVLMA is in the field of humanities and arts, as well as in the thematic field of education - the arts.

According to Article 7 of the JVLAM's Constitution, the mission of the JVLAM is to provide internationally recognised higher education in the fields of music and performing arts, arts education and science, and to preserve and develop the Latvian national musical cultural traditions. In pursuit of its mission, the JVLAM promotes excellence in artistic creativity, develops talent and creativity, and contributes to the development of professional art, culture and science, thus providing the labour market and the cultural sector with competent, artistically creative and internationally competitive specialists.

The vision of JVLMA (defined in *the 2016-2023 Development Strategy of the JVLAM*, the latest amendments to which were approved at the Constitutional Assembly meeting on 10 March 2021) - in 2023, JVLMA is the leading music education centre in Latvia and one of the leading music education centres in the Baltic region. JVLMA is open to new interdisciplinary study programmes in creative industries, artistically creative projects and projects of scientific research. A modern, high-quality, internationally competitive academic and scientific environment enables JVLMA to be one of the most important European music education centres.

The JVLMA implements study programmes in two fields:

1) Study field *Arts*, which in the academic year 2022/2023 implements 5 study programmes, including:

- Professional Bachelor's study programme '*Music and Performing Arts*';
- Professional Master's study programme '*Music and Performing Arts*';
- Academic Master's study programme '*Music*';

- Academic doctoral study programme '*Musicology*';
- Joint professional doctoral programme '*Arts*'.

2) Study field *Education and Pedagogy*, where three professional bachelor study programmes have been implemented since 2013:

- Professional bachelor's study programme *Professional Music Subject Teacher*;
- Professional bachelor's study programme *General Education Music Teacher*;
- Professional bachelor's study programme *Dance and Rhythmics Teacher*.

, and two study programmes that were licenced in 2020:

- professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*;
- 1st level professional higher education study programme *Music, Dance, Art Vocational and Interest Education Teacher*.

Both new study fields are being promoted for evaluation and accreditation in the field *Education and Pedagogy*.

As the JVLMA does not have a branch, it does not run study programmes at ranches and does not plan to do so in the near future.

In 2013, the number of students at the JVLMA was 543. In subsequent years, there was a slight drop in enrolments. After that, the number of students grew, and in 2017, for the only time, it exceeded 600 students. In 2022, the number of students at the JVLMA is 555, 12 more than at the beginning of the evaluation period. Taking the number of students at the beginning of the evaluation period as a baseline, the fluctuations during the evaluation period have been in the range of 12%. Therefore, it is reasonable to state that the dynamics of the number of students at the JVLMA has been relatively stable during the evaluation period. This is a good indicator, given that Latvia's population has been shrinking every year during this period.

According to the Law on Higher Education Institutions, the objectives of *Institutions of Arts and Culture* are determined by the *Law on Higher Education Institutions*, in accordance with the specialisation defined by its founder.

The *JVLMA Development Strategy* has been drawn up with the aim to define directions of development, objectives, tasks and results to be achieved for JVLMA in the time period from 2016 to 2023 in order to ensure fulfilment of the mission of JVLMA. The development strategy is available in Latvian here:

https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/1.2-jvlma-attistibas-strategija-10.03.2021.pagarinata.pdf

Development directions of the JVLMA for 2016 – 2023:

- (1) A high quality, internationally competitive centre of excellence in music, performance arts, music pedagogy studies, and artistic creation;
- (2) Cultural heritage-based research that promotes innovation;

The first direction defines the following objectives:

- To ensure the access to studies to anyone who is willing, possesses the abilities and has undergone the appropriate training;
- To ensure high-quality studies, setting it as the key priority for all persons involved;

- To ensure competitiveness of studies;
- To ensure sustainable operation and development of JVLMA by targeting the possibilities of internationalisation.

The second development direction defines the following objectives:

- To strengthen its status as the country's leading scientific research centre for music;
- To maintain high standards of research quality;
- To promote international recognition of the Latvian music science.

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

In accordance with Section 12 of the Law on Higher Education Institutions and Paragraph 14 of the JVLMA Constitution, the JVLMA has the following decision-making bodies:

The **Council** is the collegial supreme decision-making body of the JVLMA, which is responsible for the sustainable development, strategic and financial oversight of the JVLMA, as well as for ensuring that the JVLMA operates in accordance with the objectives set out in its development strategy. The Council is composed of 5 members, 2 of whom are nominated by the Senate, 2 by the Ministry of Culture and approved by the Cabinet, and 1 nominated by the President of Latvia.

The **Senate** is the collegial supreme academic decision-making body of the JVLMA, which is responsible for the excellence, development and compliance with internationally recognised quality standards of the JVLMA's education, research and creative activities. The Senate regulates the academic, creative and scientific activities of the JVLMA. The Senate is composed of 20 senators, including the Rector, 15 academic staff representatives and 4 student representatives. Representatives of the academic staff shall be elected to the Senate by the Constituent Assembly, student representatives shall be elected to the Senate by the Students' Self-Government. The members of the Senate elected by the Students' Self-Government shall be approved by the Senate of the JVLMA.

The **Rector** is a senior official of the JVLMA who exercises the general administrative and economic management of the JVLMA and represents the Academy without express authorization. Candidates for the post of Rector are selected by the Council and elected by the Constituent Assembly.

The **Rectorate** of the Academy is a management decision-making body, the composition of which, in accordance with Paragraph 63 of the JVLMA Constitution, is established and approved by the Rector by decree, and chaired by the Rector. The Rector's Office has Vice Rectors, a Head of Finance, a Head of HR and a lawyer. The Rector's Office has no student or academic staff representatives. The Rector may delegate to the Rector's Office the consideration, discussion and decision-making on matters within the Rector's competence related to the management, financial and organisational issues of the JVLMA. The support of the Rectorate's activities is provided by the structural unit "Rectorate Office", which is also competent for such issues as the organization of circulation and storage of JVLMA documents, the organization and provision of internal and external communication, the provision of legal support and quality management. Staff from the rectorate's office are selected through an open competition and employed on the basis of an employment contract. Vice-rectors are selected by the rector and enter into an employment contract with them

for the term of rector's term.

The **Constituent Assembly** is the representative body of the academic, general staff and students of the JVLMA, which approves the Constitution, elects the Rector, elects representatives of the academic staff to the Senate and to the Academic Arbitration Court. The Constituent Assembly is composed of 40 members, elected by the JVLMA staff representative groups: 24 representatives from the academic staff, 8 from students, 8 from the general staff.

The **Academic Arbitration Court** reviews the applications of academic staff and students concerning restrictions of academic freedoms and rights set forth in the Constitution of the Academy, applications of Academy staff concerning challenges to administrative enactments issued or actions taken by the Academy, disputes between officials of the Academy, governing bodies of the departments under its authority, and makes appropriate decisions within its competence. The Academic Arbitration Court is composed of five members, 3 of whom are academics and 2 of whom are students. The Academic Arbitration Court shall be elected by the Constituent Assembly

The **Ethics Committee** is a collegial body that considers the conduct of the staff (employees and students) of the Academy regarding violations of the Code of Ethics of the Academy, including violations of academic integrity. The Ethics Committee is established and approved by the Rector's decree and includes at least 1 representative of the general staff, at least 1 representative of the academic staff and 1 representative of the students.

The **Students' Self-Government** represents the interests of students in matters of academic, social and cultural life of the academy and other state institutions and determines the procedure for students to be elected to the collegial bodies of the Academy. The Student Self-Government Board is composed of 9 student members, who are elected by the General Meeting of Students. The Student Council does not include representatives of academic staff or general staff.

Departments are the basic units of study, scientific, creative, artistic and methodological work, which represent a specialisation or profile of a certain sub-programme of a study field implemented by the JVLMA and unite the academic staff involved in the implementation of the study courses within the competence of the department and external teaching staff. The main task of the departments is to develop the content of study courses appropriate to the objectives and level of the JVLMA, to ensure quality implementation of the content and to control the development of study courses within its competence. Chairs are staffed entirely by lecturers. There are no student or general staff representatives in the departments. The heads of departments for each academic year are selected and approved by the rector by order. Lecturers of the academic staff of departments are elected to an academic position for the provision of a specific study course within the competence of the department.

Units are structural divisions of the JVLMA established for the organisation of students' academic and professional higher education activities in one or more specialisations or profiles. The task of a department is to organise and manage the students' study process. The head of a unit is also the director of the study programme. Units bring together departments and students from study programmes. The heads of unit shall be selected in an open competition. Program directors are approved by the Senate.

The decision-making bodies and academic bodies considered above take decisions in accordance with the competence assigned to them. The execution of the decisions taken by these institutions, as well as the taking of decisions related to ensuring their execution, shall also be ensured by other structural units and officials of the JVLMA, who are employed on the basis of employment contracts and are selected according to the open competition procedure. All units of the JVLMA are listed in the Annex – structure of the JVLMA, including:

1) The Foreign Affairs Division, whose competence is related to the coordination of the ERASMUS+ exchange programme project, as well as the coordination of other international studies or artistic creative projects;

2) Project management, which ensures the development and management of projects of the European Structural Funds or other financial instruments, shall also be directly subordinated to the rector. It is coordinated by a development project manager. The work of each specific project manager shall be co-ordinated and managed according to the specifics of the project content – rector or vice-rector of the field or head of another structural unit.

Annexes:

Annex 1.2. A – a schematic representation of **the competences of the main decision-making bodies - Council, Senate, Rector** (available only in Latvian);

Annex 1.2.B – list of **the main** internal laws and regulations - **extract from the Register of Internal Laws and Regulations** (available only in Latvian).

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

The [quality](#) policy is implemented through a quality management system ensuring:

1) attraction of professional and highly qualified local and foreign academic staff - on 16 June 2021, the JVLMA Senate adopted new, uniform criteria for all academic positions (Regulations on Academic Positions at the JVLMA are available in Latvian here: [3-2022-04-27-nolikums-par-akadem-amatiem-jvlma-red.pdf](#)), which apply to the following:

- a. election to an academic post;
- b. evaluation of the qualifications of tenured professors and associate professors by the Council of Professors (every six years);
- c. annual performance appraisal of each academic staff member (conducted by the Head of Department).

Eligibility for an academic post requires a certain number of positive evaluations in each set of criteria, and some criteria also have quantitative (measurable) indicators. The amendments, by introducing a uniform, systematic performance evaluation, ensure the achievement of the performance indicator "Improved performance evaluation system for lecturers" set out in Task 1.2.4 of the Development Strategy.

2) improvement and development of staff knowledge, skills and competences - in addition to the aforementioned criteria applicable to academic staff, the JVLMA Management Competence Development Plan is implemented, in addition to the individual professional development activities included in the Human Resources Development Plan.

3) attraction of the most capable and talented young people from Latvia and abroad to study at the JVLMA - purposeful cooperation with professional Latvian music schools ensures that a consistently high number of students apply to study at the JVLMA, and as a result of an open competition, applicants with the highest possible results in the competence assessment are

admitted.

4) continuous relevance of study content, excellence in learning and teaching, modern learning and research environment and use of advanced teaching methods - since the 2013 accreditation, the content of all professional bachelor study programmes has been updated and revised, as well as the content of professional master study programmes in the *Arts* field has been revised and improved. The concept and content of study programmes in the field *Education and Pedagogy* have been completely revised - music pedagogy is provided in 1st level study programmes and in professional bachelor study programmes. Regular updating of study courses is also required for each lecturer in the annual performance evaluation, as this is one of the criteria to be evaluated annually - (No 5.2) Updating of course descriptions (updated/ partially updated/ not updated). Due to the COVID-19 pandemic, skills and opportunities in the use of information technologies have become a major part of the methods of acquiring content. The JVLMA was able to ensure a continuous study process and to adapt in terms of methods and solutions, introducing new IT solutions and forms of cooperation with professional collectives (LOLA – *low latency* – etc.). In addition to the above, the importance of improving teaching methods is also highlighted as one of the criteria for assessing the qualifications of a lecturer - (No 2.16.) Innovations in teaching methods; (No.2.17.) Use of new technologies in course delivery.

5) To promote interdisciplinarity, the Senate centrally approves the development plans and key strategies for the study process, scientific and creative activities. The Scientific Research Centre is also the unit that centrally directs and develops all research activities of the JVLMA. In 2021, the Concert Department was reorganised into the Creative Projects Division, which centrally coordinates creative projects (not only concerts) at the JVLMA and beyond. This centralised approach does not create administrative obstacles to interdisciplinary projects - these units monitor the resources needed for science or creativity and propose the use of resources as needed.

6) In order to promote synergy between studies and scientific research and/or artistic creation, a performance evaluation system has been created, which includes the following criteria for evaluating the qualifications of academic staff: (No 1.10) other activities, including student involvement in research projects; (No 3.6) student involvement in artistic and creative activities. Similarly, the call for academic staff research or creative activity projects gives priority to projects involving Masters or PhD students. The exchange of international experience in the study process is promoted by the criteria for assessing the qualifications of lecturers - (No.1.8) improvement of scientific qualifications in foreign universities and scientific institutions; (No.2.6) management of classes in foreign universities; (No.2.8) improvement of pedagogical qualifications in Latvian and foreign universities or scientific institutions; (No.2.11) Conducting master classes in Latvia or abroad; (No 2.12) Work as an external expert in examinations in Latvian and foreign higher education institutions; (No. 2.13) Involvement as a lecturer in Erasmus+, Nordplus, etc. mobility programmes; (No. 2.14) Approval of skills acquired through professional development activities and mobility programmes in study content or maintenance of the study process (No. 2.15.) Transfer of information and/or skills gained from professional development activities and mobility programmes to other lecturers in the department or class.

7) promotion of national and international cooperation in the provision of study and scientific research activities - cooperation is supported both within the ERASMUS+ and NORDPLUS programmes, and with professional ensembles - the Liepāja Symphony Orchestra (in the organisation of competitions and diploma examinations), State Academic Choir "Latvija" (in the organisation of diploma examinations, premiere performances of new works).

8) Positioning, strengthening and communicating the brand, uniqueness and sustainable value of the JVLMA at national and international level - the JVLMA has actively participated in

drafting amendments to the Law on Higher Education Institutions regarding change of governance, arguing and justifying the importance of an Arts and Culture type of university and the JVLMA's compliance with it. The JVLMA has developed a new, modern JVLMA brand and incorporated it into the new design of the Academy's website. The JVLMA has also organised its centenary celebrations, showcasing its various facets to the public as widely as possible - a free concert in Dome Square with the participation of students from the Riga Cathedral Choir School and the JVLMA Jazz Music Department's combined *Big Band* and of the Ancient Music Baroque Orchestra, as well as a special festival orchestra - of alumni, students and future students - at the concert hall "Lielā Ģilde" for the occasion. JVLMA has released a disc of choral music, recorded in the new Kokari Hall of the Mezaparks Grand Stage.

9) regular compliance monitoring, monitoring of targets, internal quality self-assessment and external quality assessment to identify performance improvement needs - see paragraphs 74 - 80 of the Quality Management Manual.

The roles of the parties involved in the process of developing and improving a quality assurance system:

Rector (key role in decisions on elements of the system);

Rectorate (role: coordinators before decisions are taken on the impact of system elements on the work of the JVLMA);

Internal Audit Committee (role: coordinators before making decisions on the impact of system elements on the interests of staff groups (students, lecturers) of the JVLMA);

Process owners (role: decision-makers on the visual representation of the process, initiators of necessary changes to internal regulations);

JVLMA unit heads, Senate (role: coordinators before decisions are taken on the impact of system elements on the interests of staff groups (departmental staff));

JVLMA Staff Representatives - (role: coordinators before decisions are taken on the impact of system elements on the interests of JVLMA staff);

The JVLMA Quality Policy is available in English here: [Scanned Document \(jvlma.lv\)](#)

The Quality Manual is available in English here: [JVLMA Quality Management Manual](#)

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>On 30 September 2020, the Senate approved the JVLMA Quality Policy.</p> <p>On 1 February 2022, the Quality Manual of the JVLMA was approved (Section 3 - Quality Assurance of Studies - Ensuring ESG Part 1 Standards at the JVLMA).</p> <p>The internal regulatory enactment "Regulations on Study Programmes" approved by the JVLMA Senate (incl. clause 2.7).</p>
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Study programme design - see under "Other Annexes" process description and drawing "New study program development process".</p> <p>Improvement of study programmes - see under "Other Annexes" process description and drawing: "Process of study program quality assessment and improvement".</p> <p>In accordance with the Regulations on Study Programmes, Paragraph 2.7, each year the Head of the Study Field, in cooperation with the Head of a Unit/Director of Study Programmes and Heads of Departments, prepares a report on the actions taken to improve the study field. The report is examined and approved by the Senate.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>The JVLMA uses rules and criteria published on its website to assess students' competence, which are applied consistently (available in Latvian here: https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.23-2022-11-02-nolikums-par-studiju-kursu-par-baudijumu-org-un-kompetences-vertesanu-red.pdf). The completion of a study course is assessed according to the content, assessment criteria and requirements specified in the course description. The JVLMA has established the Procedure for the Organisation of Study Course Examinations and the Assessment of Students' Competence (the Regulation on the Organisation of Study Course Examinations and the Assessment of Students' Competence approved by the JVLMA Senate - see here (available only in Latvian): https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.23-2022-11-02-nolikums-par-studiju-kursu-par-baudijumu-org-un-kompetences-vertesanu-red.pdf), applicable to full-time students registered in study programmes at all levels. This procedure regulates:</p> <ul style="list-style-type: none"> • types of tests and the test planning process; • test forms; • the basic documents for the assessment of the student's competence and the procedures for displaying the assessment; • taking exams outside the scheduled dates of the JVLMA; • the conduct of the tests; • criteria for assessing knowledge and skills; • Rights and responsibilities of students; • rights and duties of the procurement commission (lecturer); • an appeal procedure for justified student complaints about the assessment of knowledge and skills received during testing. <p>The JVLMA also establishes the procedure for organising and conducting state examinations, final examinations and state final examinations, the conditions for establishing the composition of state examinations, final examinations and state final examination committees, as well as the procedure for appeals in cases of justified student complaints. Available in Latvian here:</p> <p>1) Regulations on state examinations and state examination commissions in professional bachelor's and professional master's study programs (here: https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.21-2021-05-26-nolikums-par-valsts-parbaud-2.lim-prof-bak-un-mag-ar-groz-red.pdf);</p> <p>2) Regulations on the State Final Examinations of the first-level professional higher education study program Music, Dance and Art professional orientation and interest education teacher - qualification exams and national final examination commissions (here: https://www.jvlma.lv/data/doc_darba_procesu_reglamentejosie_ieksejie_normativie_akti/2.22-a-2020-05-27-nolikums-par-jvlma-41141-st-ud-progr-nosleguma-parbaudijumiem-1.-limena-red.pdf).</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>On 16 June 2021, the JVLMA Senate approved a new regulation on academic positions at the JVLMA, according to which a unified system of qualification evaluation and annual performance evaluation has been introduced for all academic positions - indicators of academic performance evaluation (evaluated annually) and qualification evaluation criteria (collected and analysed annually, evaluated every six years) have been established for lecturers. See the Regulations on Academic Positions at the JVLMA, available in Latvian here: https://www.jvlma.lv/data/doc_darba_procesu_reglamentejosie_ieksejie_normativie_akti/4.3-2022-04-27-noliku-ms-par-akadem-amatiem-jvlma-red.pdf</p> <p>An information technology system for entering evaluation data on these lecturers is also planned to be implemented in the near future (by December 2022), which will greatly facilitate the collection, aggregation and use of data for decision-making.</p>

5.	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>The quality of studies for students of the JVLMA is analysed and the decision on the change of the source of study funding is proposed by the Study Quality Commission, which consists of the Rector, the Vice-Rector for Academic Affairs, the Head of Study Fields, as well as student representatives, heads of departments, study programme directors, and the Head of the Study Division. The Commission shall assess the results of students at least once a year.</p> <p>Students' study performance is analysed and evaluated in depth within their specialities - at departments.</p> <p>Information on graduates' employment is collected, but the number of respondents tends to decrease:</p> <p>JVLMA Alumni Questionnaire</p> <ul style="list-style-type: none"> -) Year 2015 - 88 [Number of respondents (graduates)]; -) Year 2016 - 92 [Number of respondents (graduates)]; -) Year 2017 - 3 [Number of respondents (graduates)]; -) Year 2018 - 43 [Number of respondents (graduates)]; -) Year 2019 - 71 [Number of respondents (graduates)]; -) Year 2020 - 21 [Number of respondents (graduates)]. <p>The Senate has determined that from December 2021 the Head of the Study Programme shall develop and maintain a system of regular surveys related to the study process, including the content, frequency, form and obligation to use the data obtained, preparing reports on issues concerning the study process and the quality of its implementation and organisation (Paragraph 2.6.¹ of the Regulations on Study Programmes).</p> <p>Information on students' achievements, graduates' employment, students' satisfaction with the study programme, academic staff efficiency, available means of study and respective costs, relevant indicators of the institution's performance are collected and analysed through self-evaluation reports (see the structure of the self-evaluation report) and the Rector's annual report on the institution's performance. As part of the improvement of the quality management system, a process measurement system will be gradually introduced.</p>
6.	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>Improvement of study programmes - see under "Other Annexes" process description and drawing: "Process of study program quality assessment and improvement";</p> <p>See section 3.9 of the Quality Manual (paragraphs 212-218)</p>

2.1. Management of the Study Field

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

The aim of the study field *Education and Pedagogy* is to provide the highest level of professional teachers of music, dance, visual arts and theatre arts, in accordance with the national standard for the teaching profession, who possess highly applicable professional and methodological knowledge, with which graduates are able to compete in the professional environment. The aim of the study programme is fully in line with the strategic specialisation of the JVLMA as an *Arts and Culture University*, i.e., Humanities and Arts (thematic area of education - the arts). Taking into account that the Cultural Policy Guidelines for 2021-2027, it is indicated that investments in cultural education are important, because the activities of cultural and creative industries, among other things, require music teachers and leaders of amateur art collectives, the field of study makes a significant contribution to the needs of society and economic development.

The aim of the study field *Education and Pedagogy* is also in line with the first of the two development directions of the *JVLMA Development Strategy 2016-2023* - a high quality, internationally competitive centre of excellence for music, performing arts and music pedagogy studies and artistic and creative activities, as well as the first three of the four objectives of this development direction, which are also considered to be the objectives of the study field at the same time: (1) Ensure access to studies for all who are willing, able and adequately prepared; (2) Ensure quality studies as a top priority for all stakeholders; (3) Ensure the competitiveness of studies.

The study field *Education and Pedagogy* includes two professional study programmes at different levels - a first-level professional higher education study programme (Latvian Qualifications Framework (LQF) level 5, Professional Qualification Level (PKL) 4) and a professional bachelor study programme (LQF 6, PKL 5). Both study programmes provide training in music, dance, visual arts and a professional bachelor's degree in theatre arts pedagogy. Graduates of both study programmes are awarded the professional qualification *Teacher*. While the profession of *Teacher* at level 4 of professional qualification entitles a person to work in pre-school, vocational education and vocational interest education programmes and institutions, the profession of *Teacher* at level 5 of professional qualification entitles a person to work in general education institutions.

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

The SWOT analysis looked at the strengths and challenges of internal and external factors. Based on the SWOT analysis, the opportunities for the development of the JVLMA have been defined and the existing threats to the existence of the JVLMA have been identified.

Strengths

1. The field of study is in line with the strategic specialisation of the JVLMA as an arts and culture university, i.e., humanities and arts (thematic area of education - the arts)
2. The JVLMA is the leading higher education and scientific institution in the country, which, in cooperation with partner art and culture universities in Latvia, implements music, dance, visual arts and theatre arts teacher education programmes at two levels (LKI 5 and LKI 6) (hereinafter - study programmes)
3. The study programme plays an important role in ensuring the intellectual, social and cultural environment of society by preparing teachers of music, dance, visual arts and theatre arts of high quality, while developing access to education, infrastructure, further education of society, promoting the artistic activity of amateurs/amateur collectives and professionals
4. The study programme provides ample opportunities for artistic activity
5. A wide range of cooperation partners with Latvian vocational schools, comprehensive schools and other educational institutions provides opportunities for individualised pedagogical practice
6. Studies and research clearly oriented towards the Latvian labour market demand - for teachers who train future specialists in music, dance, visual arts and theatre arts up to the higher education level
7. Study programmes offer the widest range of arts education studies and arts research in Latvia
8. The implementation of the study field involves highly qualified academic and guest lecturing staff: Latvia's most distinguished musicians, choreographers, arts educators who are professionals in their fields, as well as researchers in music, dance, visual arts and theatre arts pedagogy
9. Study programmes are designed so that, after completing a level 1 higher education study programme, students can continue their studies in a bachelor-level study programme
10. Systematic and creative cooperation with government institutions, professional organisations, creative industries and non-governmental organisations to update study content and plan joint sector development
11. Very high employment rate of graduates of the study programmes
12. Relatively low drop-out rates for study programmes corresponding to the field of study

Weaknesses

1. The material and technical base is insufficient and morally outdated to ensure the quality of study programmes. Insufficient resources prevent systematic renewal of the material and technical base from being planned on a long-term basis
2. Funding (per student) for both academic and research activities is insufficient and below the EU average
3. Graduates of the study field are not motivated to proceed to master studies at the JVLMA
4. There is no possibility to obtain a Professional Master's degree in Music, Dance, Visual Arts or Theatre Arts Education
5. Insufficient mobility of academic staff and students
6. The right of graduates of the Bachelor of Arts study programme to work as teachers in vocational and special interest education institutions, which undermines the uniqueness of the study programmes in the *Education and Pedagogy* field
7. Low number of students in certain sub-programmes, specialisations and profiles
8. Fragmented curricula of sub-programmes, specialisations and profiles, which make study programmes difficult to understand and administer, especially with two partner universities
9. There is no study programme in the field of study that JVLMA has the right to implement in English, which hinders the internationalisation of the field of study and prevents the admission of full-time foreign students
10. Insufficient administrative resources and capacity of study programmes, no clear separation of functions, duties, responsibilities of the Director of Study Programmes and the Head of Art Education Departments
11. A locally-oriented perspective, disconnected from the European and global academic scene, without measuring its contribution and potential against international criteria
12. Limited funding opportunities for the development of the field of study, as EU and other foreign financial instruments mainly focus on improving the quality of STEM study programmes

Opportunities

1. Negotiate with the Ministry of Culture to increase the state budget tuition fee coefficient for teacher education programmes which provide teacher qualifications
2. Targeted information campaigns for graduates of bachelor study programmes about the opportunity to acquire the *Music* and Education specialisation in the *Music* sub-programme of the *Music and Performing Arts* professional master programme within the *Arts* study programme at the JVLMA
3. Motivate staff and students involved in the field of study to intensify their foreign language learning and mobility in order to promote internationalisation opportunities
4. Promote the prestige of the teaching profession in society
5. Improve and develop cooperation with partner universities
6. Attract funding from the EU and other foreign financial instruments for the development of the quality and competitiveness of the study programmes and research work of the JVLMA
7. Separate the roles of the Director of Study Programmes and the Head of Art Education Departments

Threats

1. Declining population, school pupil numbers, applicants and consequently enrolled student numbers
2. Decreasing numbers of budget spots
3. Budget grant (part of the base funding) not fully committed for more than 10 years
4. Decrease in professional prestige and/or pay
5. The decision of the Study Quality Commission to accredit the field of study for 2 years, which would entail a significant use of resources for the evaluation and accreditation process in less than 2 years
6. Poor quality and inefficient administration of programmes due to insufficient administrative resources
7. The different interests of the cooperation partners and the conditions set for the delivery of some parts of the study programmes

Explanation of how the JVLMA plans to address/improve weaknesses, avoid threats, seize opportunities, etc.

Weaknesses of the JVLMA**Measures to address operational weaknesses**

1, 2, 12

Negotiate with the *Ministry of Culture* to increase the state budget tuition fee coefficient from for teacher education programmes; participate in working groups established by the Ministry of Education and Science on the methodology for calculating fundamental funding

3, 4

To inform graduates about the opportunity to study in the *Music and Education* specialization of the JVLMA *Music and Performing Arts* professional master's degree programme, *Music* sub-programme, to showcase its strengths

5, 9, 11	Also in the academy's strategy, make a clearer distinction that the <i>Education and Pedagogy</i> field of study is focused only on the internal labour market, while the <i>Arts</i> field of study is focused on the international market
Threat factors	Actions to address threats
2, 3	Regular and high-quality implementation of the existing budget and monitoring and communicating the number of vacancies to the <i>Ministry of Culture</i>
6, 7	Streamlining of the management of study programmes at the <i>Directorate for Study Programmes</i> , as well as more regular and accurate communication with cooperation partners

The development of the study field currently has three objectives, which are related to the objectives of the *Development Strategy* of the JVLMA: (1) Ensure access to studies for all who are willing, able and adequately prepared; (2) Ensure quality studies as a top priority for all stakeholders; (3) Ensure the competitiveness of studies. Since the *Development Strategy* of the JVLMA is developed until 2023, and as it is important that the objectives of the development of the study field are not only consistent, but also follow from the development objectives of the institution, drafting of the study field development plan will start immediately after the approval of the *Development Strategy* of the JVLMA for the next period. It is planned that it will take place in the month of September or October 2023. The head of a study field, the Director of the Study Programme, the Heads of the Music Pedagogy and Dance Pedagogy Departments, at least one student and graduate of the study programmes relevant to the study field, as well as at least one employer, will participate in the development of the Study Field Development Plan.

The next challenges for the field of study are: (1) since both study programmes corresponding to the field of study are licensed but not accredited, the challenge is to integrate both study programmes into the field of study - until November 30, 2023; (2) given the enormous number of teacher vacancies, in order to ensure the renewal of the field, the challenge is to facilitate a steady increase in the number of applicants, students and graduates in the field of study - each academic year; (3) since the field of study is also currently implementing study programmes that are not submitted for evaluation and accreditation but whose accreditation is due by 31 December 2023 or until the decision of the *Study Quality Committee* on a new accreditation period, then the challenge is to ensure that students in these programmes graduate by the end of the accreditation period - until July 30, 2023.

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study

programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.

The strategic management, supervision and control of the management of study programmes in the field of study is provided by the director of academic affairs, research and creative affairs, and infrastructure.

The development of the content of study programmes and the implementation of the programmes are planned and coordinated by **the Study Programme Directorate (SPD)**, which is supervised by the Vice-Rector for Academic Affairs. The Directorate establishes and maintains an information database on students and study programmes, analyses the achievements of study programmes, promotes further education and professional skills development of lecturers.

In 2018, changes were made to the SPD structure to improve the management of study work. The structure of the SPD is shown in the annex *Governance Structure of the Study Field*.

Decentralisation of the management of study programmes is one of the restructuring needs. The change in the governance model of the SPD is related to the JVLMA Development Strategy 2016 – 2020 Action Plan, which formulates relevant objectives and requirements. The new management system allows students and lecturers with identical or similar specialisations to be brought together for professional activities. Key benefits:

- 1) Student-centred study management,
- 2) The department brings together both students and lecturers,
- 3) The Head of Department coordinates the work of study programmes, thus contributing to the development of professional fields,
- 4) The Division brings together specialists from related professional fields, whose responsibility is to ensure the development of the field and the quality of the study programmes of the JVLMA,
- 5) Student and lecturer services will be provided in a more coordinated way in one place,
- 6) Structural changes offer higher quality of service without increasing wage costs. This results in more rational use of the JVLMA's financial resources.

From September 2018, the SPD will establish three core departments to carry out the study, scientific, creative, artistic and methodological activities of the JVLMA. These are entities without legal personality. A unit is an organisational entity established in place of a faculty where the requirements for scientific potential cannot be met in a field of higher education. A department brings together students and lecturers from one or more specialisations or profiles of study programmes to organise and implement study, scientific and artistic activities. A unit has no right to elect lecturers.

The Education and Pedagogy field of study is most relevant to the **Art Education Unit**. The head of the unit is also the director of both study programmes. The 2022 Functional Review found that it is difficult for one person to carry out governance and study management activities as both director of study programmes and head of unit. There are plans to separate the functions of the two posts. According to the Ministry of Education and Science, the JVLMA has one of the lowest student support staff costs. On the one hand, funds are rationally allocated to the provision of study courses (individual contact hours), on the other hand, there is insufficient organisational support for students. Additional human resources and redeployment are planned for the 2023 /2024 study year.

The Study Division is an entity (in addition to the three main units) whose main task is to deal with general and common organisational issues related to studies, including the admission of refugees, student registration, matriculation and matriculation, the preparation and provision of reports and reports on student personnel, and the maintenance of an information base on issues related to studies.

In 2018, the position of **the Head of Study Fields** was created for the management of the study fields; their main responsibilities are related to drafting the strategy for the development of study fields and study programmes in accordance with the JVLMA Development Strategy and the national cultural policy, implementation of the strategy for the development of study fields, development of internal regulations and documentation related to study and academic activities, coordination, control of their implementation and further development, the monitoring of compliance of the JVLMA regulatory enactments regulating the study process with external regulatory enactments. The Head of Study Fields coordinates the work of **study programme directors**. Both study programmes corresponding to the field of study Education and Pedagogy have one study programme director. Study programme directors are responsible for organising, updating and implementing the development of study programmes. Study programme directors coordinate and supervise the work of department and class masters, provide advice and information to students, provide methodological, organisational and informational support according to their competence, develop study programme content and evaluation criteria, collect student achievements and study results (in cooperation with filing clerks), organise internship work, documentation records and control of internship implementation.

For the study, scientific, creative, artistic and methodological work of the JVLMA, **departments** and **classes** have been established. A department is a subdivision devoted to the study, scientific, creative, artistic and methodological activities of a unit, representing a study programme, sub-programme, specialisation or profile and uniting academic staff involved in the implementation of study courses within the competence of the department, as well as teaching staff invited for the implementation of study courses. The main task of the departments is to develop the content of the study courses relevant to the objectives and scope of the academy, to ensure quality implementation of the content and to control the development of the study courses within its competence. To manage the implementation of study courses with professionally distinct specialisations or profiles, subunits - classes - have been created.

The Art Education Unit has 2 departments: Department of Music Teachers, Department of Dance Pedagogy. Both departments are responsible for the implementation of study courses that are directly related to music or dance pedagogy. In the maintenance of instrument playing, conducting, dance, vocal music, jazz music, musicology and general studies courses, the Head of the Arts Education Unit (also the Programme Director) works closely with the Departments of Performing Arts, Musicology, Composition and Technology or with cooperation partners - the Art Academy of Latvia or the Latvian Academy of Culture.

Support for students and staff is provided by several structural units.

The **Creative Projects Division** is one of the academy's units that have undergone very rapid development and improvement - from initially only a few dozen concerts to more than 300 events during the academic year. The main aim of the Creative Projects Division is to provide artistic practice opportunities for both students and staff, as well as to serve the public interest by creating a link between the institution and the wider audience.

The interests of students in academic, social and cultural life are represented at the JVLMA and other state institutions by the **Students' Self-Government**. Representatives of Students' Self-Government have the right to participate in the decision-making bodies of the JVLMA, to receive

information from any official on issues affecting the interests of students.

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

Admission to the JVLMA is in accordance with the *JVLMA Admission Rules*, which are approved for each academic year. In order to determine the adequacy of professional preparation for entry to the study programmes of the JVLMA and to select the most talented applicants in a competitive procedure, all applicants are required to take additional requirements tests, which are agreed upon with the *Higher Education Council*. The Admission Rules of the JVLMA consist of two independent parts: (1) the rules for admission to study programmes, and (2) the content of the requirements of the admission tests.

Admission to both study programmes requires general secondary or vocational secondary education and passing centralised examinations in Latvian, mathematics and a foreign language.

The admission rules and the content of the admission test requirements for the following academic year shall be developed, approved and made public by the JVLMA (<https://www.jvlma.lv/en/studies/application-and-admissions>), in accordance with the procedure laid down in the Law on Higher Education Institutions. Admission to the study programme is ensured by the Admissions Committee of the JVLMA, which operates in accordance with the regulations approved by the Senate of the JVLMA (only in Latvian see here: https://www.jvlma.lv/data/doc_uznemsanas_process/3.7-2009-10-21-uzn.-komis.-nolik.pdf). The head of the Admissions Committee is the Vice-Rector for Academic Affairs, and the secretary is the Head of the Study Division.

The recognition of competences acquired outside formal education or in professional experience and the study results achieved in previous education is applied at the JVLMA through two distinct procedures, i.e. - separate procedures for the recognition of the study period for studies at later stages and for the recognition of learning outcomes acquired outside formal education or through professional experience.

1) Recognition of the study period for studies at later stages of studies at the JVLMA in the field of study *Education and Pedagogy* shall be carried out in accordance with the procedure set out in the JVLMA document *Procedure for Starting Studies at Later Stages of Studies in the Field of Study Education, Pedagogy and Sport in Study Programmes*. Document available in Latvian at

https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.29-2021-09-08-nolikums-par-skolotaju-programmas-studijam-velakajos-studiju-posmos-red-1.pdf

The procedure has been developed taking into account the requirements formulated in section 47 of the *Law on Higher Education Institutions* and Cabinet Regulation No 932 of 16 November 2004 *Procedure for Starting Studies at Later Stages*.

Students who have completed a higher education study programme or a part thereof which is licensed or accredited in accordance with the procedure established by the laws and regulations

may commence studies at later stages.

Studies at later stages may commence:

- upon transferring from another higher education institution or college to the JVLMA or transferring from a JVLMA study programme in the field of *Arts* to a study programme in the field of *Education and Pedagogy* or upon resuming studies after discontinuation of studies;
- if, in accordance with the *JVLMA Regulation on Recognition of Competences Acquired Outside Formal Education or in Professional Experience and Study Results Achieved in Prior Education*, the knowledge, skills and competences acquired *outside formal education* or in professional experience have been recognised or the study results achieved in prior education have been recognised;
- if, after completing the first level professional higher education study programme *Music, Dance, Art Vocational Guidance and Interest Education Teacher* in the JVLMA study field *Education and Pedagogy*, the person wishes to continue studies in the professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*;
- Students can start studies in the same or lower-level study programme at later stages of studies in the field of study *Education and Pedagogy* at the JVLMA.

Recognition of the study period for later stages of studies has been successfully carried out several times during the reporting period. For example, in March 2022, a student submitted an application to change her study programme from the Professional Bachelor's programme *Music, Theatre Arts, Dance, Visual Arts Teacher*, sub-programme *Teacher of Music and Cultural Studies*, specialisation *Teacher of Music/Trumpet in Vocational Education*, to the Professional Bachelor's programme *Instrumental Music*, sub-programme *Wind Instrumental Performance*, specialisation *Trumpet Performance*. The Director of the study programme evaluated the student's report card. The evaluation showed that the change of study programme and field of study was possible to the 3rd semester of the new programme, during the spring semester of the academic year 2021/2022, subject to certain requirements, which the student fulfilled.

2) Recognition of study results acquired outside formal education or in professional experience at the JVLMA shall be carried out in accordance with the regulations approved by the JVLMA Senate's *JVLMA Regulation on Recognition of Competences Acquired Outside Formal Education or in Professional Experience and Study Results Achieved in Prior Education*, available in Latvian at

https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.16-2018-10-24-nolikums-par-arpus-formalas-izglitibas-un-iepriekseja-pieredze-rezultatu-atzisanu.pdf

The Regulations have been drafted on the basis of Cabinet Regulation No 505 of 14 August 2018 "Rules for the recognition of competences acquired outside formal education or acquired through professional experience and study results achieved in previous education".

A person who wishes to have the results of their previous education or professional experience recognised shall submit an application for recognition of the results of their studies to the Rector's Office of the JVLMA. The application must be accompanied by documents certifying the results of the previous education or professional experience.

The Head of the Rector's Office shall hand over a person's application with the resolution of the Rector of the JVLMA and the documents attached to the application, to the Secretary of the Recognition Commission of the JVLMA, who shall assess the formal compliance of the documents to the specific study programme, give their opinion, copy the documents, and hand them over to the Commission for evaluation within one week. The decision on the recognition of learning outcomes achieved in previous education or professional experience shall be taken by an appropriate committee.

Within one month of receipt of the application, the Commission shall examine it and take a decision on the recognition or refusal of recognition of the results of the previous education or professional experience. The decision shall be sent to the applicant. The Commission is entitled to verify that the information and data provided correspond to the actual circumstances. If necessary, the Commission may impose tests to assess the learning outcomes of previous education or professional experience.

The JVLMA has recognised study results acquired outside formal education or in professional experience several times in the reporting period. For example, in October 2019, the JVLMA received an application with a request to assess the eligibility of the Professional Bachelor's study programme *Professional Music Teacher* for the specialisation *Guitar Teacher*. The documents, as well as audio and video files of the applicant's participation, on the basis of which the study plan was compared, were attached for the purpose of evaluation of the application. The Commission decided that the courses not covered by the comparison of the study plan, with the exception of the national examinations, should be taken at the Department of Continuing Education in order to obtain the professional qualification of *teacher* and the professional degree of Bachelor of Music Education. After completing the study courses at the Continuing Education Unit for the state examinations, one is eligible to apply for studies at the JVLMA in the later stages of studies for the 8th semester.

The JVLMA adds a confirmation that JVLMA will provide students with opportunities to continue their studies in one of the other study programmes implemented by the JVLMA, because JVLMA is the only higher education institution in Latvia that provides higher education pedagogy study programmes in the fields of music, art, theatre and dance, as determined by Informative report "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education" developed by the Ministry of Education and Science and supported by the Cabinet of Ministers on 9 January 2018 (conceptual report is available here (only in Latvian): [Latvijas Republikas Ministru Kabinets: Tiesību aktu projekti \(līdz 08.09.2021\) \(mk.gov.lv\)](#)). According to this informative report, the implementation of the standards of all pedagogical study programmes has been seen in six Latvian higher education institutions, taking into account their previous specialization in the offer of pedagogical study programmes and the need for the training of specialists in a certain field in the regions – in terms of music and cultural understanding and self-expression in the arts, the implementation of these standards was determined and provided for only by the JVLMA. The training of specialists abroad for a profession regulated in Latvia should not be assessed as an alternative to continuing studies after the closure of the study programme. And given that the JVLMA implements bachelor's study programmes in the direction of Arts, within the framework of which there is an opportunity to take courses in pedagogy and to obtain the right to work as an educator in vocationally oriented education, then this, in the opinion of the JVLMA, would be the most appropriate alternative, which would be available to students in the event that the study program was closed or its implementation discontinued.

Indicating the name of the art study programme of a particular study direction at this moment would be formal, because since the beginning of the academic year 2022/2023 until the academic year 2023/2024, the bachelor's level study programmes of the art direction will be combined into one study programme "Music and Performing Arts" with several sub-programmes, thus changing the existing study programs names: "Instrumental Music", "Vocal Music", "Conducting", "History and Theory of Music", "Composition", "Choreography" (because at the moment the study program "Music and Performing Arts" is implemented by preparing only students of jazz music and sound directing).

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

The system of evaluation of students' achievements and study outcomes is described in the Regulations of the JVLMA *Regulation on the Organisation of Study Course Examinations and the Assessment of Students' Competence* (available in Latvian https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.23-2022-11-02-nolikums-par-studiju-kursu-parbaudijumu-org-un-kompetences-vertesanu-red.pdf). The in-house regulations are available to all users of the JVLMA account on the JVLMA intranet (in-house) page, as well as on the publicly available website www.jvlma.lv, in the section "Academy", in the subsection "documents", in the entry "laws and regulations governing the study process".

The Regulations describe the types, forms and conduct of examinations, as well as the rights and obligations of students, lecturers and administrators in the process of evaluating the results of study course learning. The procedure for organising examinations and assessing the competence of students is applicable to students of all levels of study programmes. The procedure and requirements for the state examinations (in a professional bachelor study programme) and the final state examinations (in a study programme of 1st level professional higher education) shall be determined by separate JVLMA regulations on state examinations and the examination board in the respective study programmes.

The following guiding principles shall be followed in assessing the content of study programmes:

- the principle of knowledge and skill assessment transparency - a set of requirements for the assessment of the achievement of positive learning outcomes is defined in accordance with the aims and objectives of a programme and the aims and objectives of the study courses;
- the principle of compulsory assessment - one must obtain a positive grade (at least 4 points or a pass) in the study courses and national examinations included in the study plan.

Types of examinations: semester examinations, credit examinations, final examinations of a course or study programme, diploma examinations, State examinations. The most appropriate types of tests are chosen to assess the knowledge and skills acquired in the course, according to the specifics of the course. Examinations shall be evaluated by the lecturer of the study course or by an examination board, the number of members of which, as well as the duration of the examination, shall be determined by a document approved by the Senate - *Norms of Additional Resources Required for the Implementation of Study Programmes* (available only in Latvian under "Other Attachments"). National examination boards are always attended by representatives of professional organisations and employers. The content, requirements, assessment criteria and methods of an examination shall be determined by the course description, and the procedure for each examination shall be determined by the course lecturer or the chair of the examination board. According to the specifics of a course, the tests are organised as one of the following:

- written test (the student completes a written or e-test task);
- oral test (oral answers and explanations, demonstrations);
- a combined test (both oral answers and written assignments);
- artistic-creative challenge (performance of compositions, performance-making, dance

composition, choreography, playing scores, orchestral or choral work, composition, instrumentation, arrangements, improvisation, sound recording, etc., forms of artistic-creative challenge).

Criteria for assessing knowledge and skills

In the examination, the mastery of the course content is assessed on a 10-point scale:

- very high level of learning (10 - "excellent", 9 - "excellent");
- high level of learning (8 - "very good", 7 - "good");
- average level of learning (6 - "almost good", 5 - "average", 4 - "almost average");
- low level of learning (3 - "poor", 2 - "very poor", 1 - "very, very poor").

In the course of the course, the assessment of the level of learning and the achievements of the internship is either *pass* or *fail*.

Appeal procedure

Students who have a justified complaint about the assessment of their knowledge and skills in the examination have the right to submit a reasoned written request for a review of their assessment. The Vice-Rector for Academic Affairs shall assess the situation described in the application and instruct the examination board or the lecturer to evaluate the decision on the assessment of the student's knowledge and skills and to provide a reasoned explanation. The explanation shall be signed by all members of the relevant inspection panel. The Vice-Rector for Academic Affairs shall consider the explanation of the examination board or the lecturer and notify the student of their decision. If the Vice-Rector for Academic Affairs has decided to re-examine the student through appeal procedure, an examination board shall be approved, consisting of at least one lecturer who did not participate in the assessment of the previous examination.

The procedures for appealing examinations (except for State examinations, State final examinations) are laid down in the Regulation JVLMA Regulations on the Procedures for the Organisation of Study Course Examinations and the Assessment of Student Competence (available in Latvian:

https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.23-2022-11-02-nolikums-par-studiju-kursu-parbaudijumu-org-un-kompetences-vertesanu-red.pdf).

The procedures for appealing State examinations are laid down in the Regulation on State examinations and State examination commissions in professional bachelor's and professional master's study programmes (available in Latvian:

https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.21-2021-05-26-nolikums-par-valsts-parbaud-2.lim-prof-bak-un-mag-ar-groz-red.pdf).

The procedures for appealing the State final examinations are laid down in the Regulation on the teacher of professional orientation and interest education of the first level professional higher education study programme Music, Dance and Arts State final examinations - qualification examinations and state final examination commissions (available in Latvian:

https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.22.a-2020-05-27-nolikums-par-jvlma-41141-stud-progr-nosleguma-parbaudijumiem-1.-limena-red.pdf).

Student opinions

Student surveys, discussions and discussions with students are carried out to find out their opinions on the quality of studies, including the effectiveness of the evaluation system. The results of the surveys are compiled and analysed by the study programme directors and, where appropriate, referred to the relevant departments for discussion.

The JVLMA students are surveyed at the end of group lectures / study courses by filling in evaluation questionnaires. The final examination of the semester of the individual study course includes a discussion with the committee on the student's progress during the semester. Students' activity in filling in the questionnaires is low, students more often use the opportunity to inform the heads of departments or the Study Programme Directorate about the need for changes in direct communication or through the Student Self-Government of the JVLMA.

Students who have taken part in the surveys are generally satisfied with their studies. Department heads, as well as most course lecturers, inform students about the requirements, criteria and deadlines of the competency tests at the beginning of a course. In the assessment of individual courses, students' dissatisfaction tends to arise mainly on the question of the validity of the assessment of artistic-creative tasks.

The impact of Covid-19 restrictions on student performance assessment

During the reporting period, the study process was sometimes conducted face-to-face, sometimes remotely. The methods and procedures used to assess student performance had to be adapted to remote working and studying due to the limitations of the pandemic. The adaptation was particularly challenging for the artistic and creative challenges. Different departments adapted differently. For example, the Piano Department used the situation creatively, successfully conducting remote coaching and assessment of JVLMA students on the ZOOM platform, both remotely listening to student performances given at the JVLMA and listening to remote student performances from home at the JVLMA premises. In turn, the lecturer of the String Instruments Department Ē. Kiršfelds, realising that sound equipment could not be provided for each student individually, approached Latvian Radio with a request for microphones. Choreography Department students were allowed to stage and submit their diploma performances for evaluation in a format of their choice, either by setting up video dances or by submitting a video recording of a dance performance or concert programme.

In general, the evaluation system of the JVLMA is considered to be successful, the methods used correspond to the specificity of study courses, the set objectives of the programmes and the needs of the students. In improving the assessment system following feedback from students, teachers are encouraged to give more reasons for their assessment.

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

In order to ensure a favourable and creative study environment, to promote mutual respect in the student-lecturer relationship, the JVLMA has developed a *Code of Ethics*, which is publicly available on the JVLMA website here:

https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/etikaskodekss.pdf . The basic principles of professional ethics and behaviour of students, lecturers and employees with regard to academic integrity are specified in the *JVLMA Regulations on Academic Integrity*, available in Latvian on the JVLMA website

https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/2020-05-27-nolikums-par-akademisko-godigumu-jvlma-red.pdf

These define, among other things, the concept of academic integrity: adherence to ethical and professional principles, standards and practices, and a consistent value system to guide decision-making and actions in education, research and academia.

Academic integrity of the JVLMA is implemented by observing certain ethical principles and defining the responsibility of lecturers, researchers and persons carrying out scientific activities, students, experts in the evaluation of intellectual property, members of the jury commission, reviewers, members of the scientific council, members of examination boards, members of the Academic Council, members of the State Examination Board, members of the State Final Examination Board, members of the Commission for Examination of Additional Requirements for Admission, and every person involved in academia towards ensuring academic integrity.

For 1st-semester Bachelor's and Master's students, from September 2020, an information and briefing session as well as an introductory seminar in the library will be organised to familiarise students with the principles of academic integrity at the JVLMA and how to apply them.

The JVLMA has an Ethics Committee. It is a collegial body that deals with the conduct of the Academy's staff (employees and students) concerning violations of the Academy's Code of Ethics, including violations of academic integrity. The Ethics Committee is approved by the Rector's decree and includes at least 1 representative of the general staff, at least 1 representative of the academic staff and 1 representative of the students.

The *Regulations on Academic Integrity of the JVLMA*, approved by the Senate at its meeting on 27 May 2020, also define the concept of plagiarism: the use of published or unpublished works (including words, statements, phrases, passages, etc.) by another author without making an accurate and truthful reference to the author and/or work in question, including any of the following:

- the author submits a work written by another author, identifying themselves as the author;
- the author copies large passages (one or more paragraphs or parts of paragraphs) from another text without paraphrasing them; the author tries to conceal plagiarism by copying passages from several sources into their text and making small changes to the sentence structure to make the different passages fit together, but mostly the wording of the authentic text is preserved;
- the author has retained the essence of the authentic source, but has slightly rephrased it and modified key words; the author paraphrases passages from other authors' works so that the individual passages fit together, instead of writing original text; the author makes copious use of passages from their own previous works, thus violating the conditions of originality expected in an academic environment.

Procedures have been developed and approved on 26 August 2020 on how the guiding principles set out in this **Academic Integrity Statute** will be put into practice with regard to the eradication of plagiarism and the implementation of monitoring. Also, on the deadlines and forms of retention of academic work:

- a. **"Methodological guidelines for the preparation and submission of academic theses";**
- b. Decree on **the "Procedure for the storage of academic works";**
- c. Decree **"Procedure for submitting information on possible breach of academic integrity to the JVLMA and the procedure for conducting an academic integrity assessment";**
- d. Decree **on the Procedures for the Organisation of the Examination of Academic Work in the Computerised Plagiarism Control System.**

Since autumn 2019, the JVLMA has been using the Unified Computer Assisted Plagiarism Control System (VDPKS) - an inter-institution system where submitted works are compared with each other and with works submitted to other Latvian universities. All submitted written state examinations - diploma theses, bachelor theses, master theses, master's theses, doctoral dissertations - are checked in the JVLMA VDPKS system when the theses are received at the Directorate of Study Programmes before they are passed on to thesis reviewers and representatives of the State Examination Board for review. No final works with signs of plagiarism have been found since the JVLMA joined the VDPKS.

Since the development of the "Regulations on Academic Integrity at Jāzeps Vītols Latvian Academy of Music" (May 2020), the Ethics Committee has not reviewed any cases related to breach of academic integrity. However, in 2019 the JVLMA terminated its employment relationship with a lecturer elected to an academic position on the basis of section 101, paragraph 1, clause 3 of the *Labour Law* - the employee, while performing their work, acted contrary to good morals and such conduct is incompatible with the continuation of the employment relationship, because the employee submitted a manuscript at the JVLMA Scientific Council meeting which was found to have been plagiarised (passing off other authors' works as one's own and using incorrect references). The case was heard by the court to which the employee applied, but the court found the dismissal to be justified.

The forms of study agreements that have been used since the 2020/2021 academic year have been revised, as well as the study agreements with current students have been gradually updated, including provisions on the student's obligation to comply with the *Regulations on Academic Integrity at Jāzeps Vītols Latvian Academy of Music*, that the JVLMA may perform automated plagiarism checking for course examination papers and final papers (bachelor, master, qualification and diploma theses) of a study programme.

2.2. Efficiency of the Internal Quality Assurance System

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

The **Quality Management Manual** approved on 13 December 2021 is a document describing the quality policy, objectives and quality management system of the JVLMA. The quality manual shall contain or refer to the procedures of the quality management system and specify the structure of the documentation to be used for the quality management system.

Quality management is ensured by the Rector of the JVLMA. The Rector approves the quality manager, who is responsible for the implementation of quality management at the Academy.

The JVLMA quality management system is designed in accordance with the comprehensive quality management approach, using the excellence model developed by EFQM 2020 and elements of the ISO 9001:2015 standard, and integrating ESG 2015 standards and guidelines into the quality assurance of studies. The process of improving the quality management system is continuous.

The purpose of the manual is to document the quality management practices of the JVLMA to

ensure a common understanding and compliance with the quality management system by all JVLMA staff and stakeholders, and to inform the public about the quality standards at JVLMA.

The current manual is available in Latvian to everyone on the JVLMA website:

https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/1.16-jvlma-kvalitates-vadibas-rokasgramata-13.12.2021.pdf and added to the "Other Annexes" section of this report.

The need for improvement of the quality management system is assessed and planned as part of the annual strategic planning and monitoring process. Changes are made to the manual when a new version of a section is published to replace the previous one. Any employee of the JVLMA may submit suggestions for changes to the Manual, identifying inconsistencies between the implemented working practices and the working practices set out in the Manual, as well as suggesting improvements to existing working practices. Revision and updating of the manual is carried out by the JVLMA quality manager, who records changes in the manual and informs the staff.

During the reporting period (30.09.2020), the JVLMA Senate has approved the *JVLMA Quality Policy*, which is available in English on the JVLMA website:

https://www.jvlma.lv/data/doc_kvalitates_vadiba/7.6-quality-policy-jvlma-2020.pdf

The aim of the Quality Policy is to formulate the attitude and commitment of the JVLMA to quality, which will be ensured by fulfilling its mission and contributing to the balanced development of the JVLMA, in accordance with the defined strategic development directions and in line with its stated values.

The cyclical evaluation of the functioning of the internal quality assurance system is organised according to a process description: "Quality Management System Evaluation Process" (see section "Other Annexes").

JVLMA is in the process of quality improvement, which was provided by outsourced service providers SIA CSE COE (within the framework of the European Social Fund project "Ensuring Good Governance at Jāzeps Vītols Latvian Academy of Music" No. 8.2.3.0/18/A/013). In cooperation with the Quality Manager, the development of a new Quality Policy of the JVLMA, the development of a Quality Management Manual, the development of 27 process descriptions for the JVLMA, the development of a process measurement system for the JVLMA, and the implementation of risk management was ensured. In order to secure the interests of different groups of staff representatives and their opportunity to participate and express their opinions in the quality improvement process, two academic staff representatives (nominated by the Senate) were involved in the quality improvement process of the JVLMA, and both of them were not only lecturers but also experienced in organising the work of academic departments, as well as one student representative (nominated by the Student Council of the JVLMA) was included. Lecturer and student involvement was mainly divided into three types of activity:

1. Practical internal audits to identify and take a different perspective on the activities of the JVLMA and also to research, analyse and prepare information for process descriptions;
2. Coordinating and recommending actions to improve the quality management system, including:
 - a. Agreement on internal audit topics;
 - b. Involvement in the definition of the internal audit activity programme, objectives and targets, as well as the scope (not only for self-audits, but also for those of the other members of the commission).
3. Coordination, advice and proposals of outsourced services (SIA "CSE COE"), directly from the point of view of the staff group as represented by an expert, including:

- a. Harmonisation of a draft quality policy;
- b. Harmonisation of individual sections of the Quality Management Manual (e.g. harmonisation of the ESG Principles section of the manual, harmonisation of the process passport structure, harmonisation of the list of selected processes, harmonisation of composed process drawings).

The achievement of the objectives and results of the study programmes in *Education and Pedagogy* was to a large extent related to the processes of change in the field of teacher education that were taking place outside the Academy:

- 1) Dissolution of the Riga Pedagogical and Educational Management institution (RPIVA) in spring 2017 (as a result, the JVLMA took over the music teachers of another institution, as well as an additional new field - dance teacher training);
- 2) Proposals developed by the *Ministry of Education and Science* (MoES) for the conceptual development of a new teacher education system in Latvia. The new system was based on values that are important to society and in line with the new curriculum. The proposals were developed by a working group led by the Ministry of Education and Science, which included representatives from the Latvian National Centre for Culture, the University of Latvia, the University of Liepaja, Daugavpils institution, JVLMA, Rēzekne Technology Academy, the Latvian Academy of Sports Pedagogy, the Latvian Students' Association, the Higher Education Council, the "Mission Possible" foundation, and experts in the field. The proposals envisage a redesign of the structure and content of pedagogical study programmes in line with the requirements of modern competence education at all levels of higher education.

In order to ensure the innovation of study programmes and the development of teacher training, academic staff and management, the MoES envisaged investments under several EU Structural Fund activities - "Reduce fragmentation of study programmes and strengthen resource sharing", "Strengthen academic staff of higher education institutions in areas of strategic specialisation" and "Ensure better governance in higher education institutions". The JVLMA participated in and received Structural Fund financing for all these activities, which allowed it to develop conceptually new programme content and to merge JVLMA study programmes with the study programmes taken over from RPIVA. Engage cooperation partners (LKA and LMA), launch 1st level study programmes.

The fact that this has been achieved in such a short period of time is a testament to the JVLMA's ability to adapt quickly and dynamically to opportunities and not miss them. Every decision was discussed in the Senate, involving representatives of academic staff and students.

The takeover of RPIVA study programmes was carried out in accordance with the takeover action plans developed independently by the liquidation commission as well as by the JVLMA and strictly adhered to, thus ensuring that both students and staff could continue their studies and employment in their chosen profession in the autumn semester of 2017. The conceptual development of the new study programmes involved external expert working groups, a series of stakeholder consultations on content issues, resulting in balanced and sector-appropriate solutions, which were reviewed by the Senate and decided on through action plans for the implementation of the programmes.

Both of these external options were pursued through a "plan-do-check-act" approach. Initially, by deciding at a strategic level on the need for involvement, responsibility for music teacher training at national level, and by assessing the capacity to provide it in due quality. Action plans were developed for both the takeover of RPIVA study programmes (together with students and lecturers) and the conceptual development of new pedagogical study programme content, and these were agreed with the Senate or a specially formed commission/working group. Their implementation required adjustments to the plans, but in both cases appropriate and timely action followed,

resulting in the take-over of the implementation of the study programmes of another institution and the licensing of the content of conceptually new study programmes.

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

The establishment of study programmes and the review process are regulated by the *Jāzeps Vītols Latvian Academy of Music Study Programme Regulations* (available in Latvian at: https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.7-2021-12-22-nolikums-par-studiju-programmam-ar-grozijumiem-red.pdf). The Regulations have been developed on the basis of the requirements of external regulatory enactments - the Law on Higher Education Institutions, Cabinet Regulation No 793 of 11 December 2018 *Regulations on Opening and Accreditation of Study Fields* and Cabinet Regulation No 795 of 11 December 2018 *Licensing of Study Programmes*.

The objectives, regularity, stakeholders and responsibilities of the curriculum review are determined based on feedback, evaluations and suggestions received from students, graduates, academic and general staff, employers, as well as external experts, which are analysed, and decisions are made on the necessary changes. The content of study programmes, their assessment criteria, and types of tests are regularly reviewed, updated and introduced. Examples of review processes:

1) based on students' feedback and suggestions (the Study Programme Directors are responsible), e.g. when developing the content of the jazz music teacher training programme, students' suggestions were taken into account (previously, jazz education was based on the classical tradition) and a working group was formed, consisting of students (Erasmus+ exchange programme participants) as well as lecturers. Curricula were compared with several leading universities in Europe (the Netherlands) and America (Nebraska), and a hybrid content was developed, maintaining the classical tradition in combination with a modern approach. It should be noted that many foreign institution programmes are based on the classical tradition, so these changes are not related to quality assurance, but to students' interest in broadening their professional competences;

2) on the basis of annual self-assessment reports prepared by the Heads of Departments, self-assessment questionnaires of academic staff and presentations in the Departments on the information and knowledge gained during mobility and professional development activities (each time on return from mobility), reports of academic staff (responsible for the Study Programme Directors and Heads of Departments), for example, at the suggestion of the Heads of Departments, the course content was developed by integrating students of the respective specialisation as much as possible into the respective field (music, dance);

3) based on comparison with study programmes abroad (the Study Programme Directors are responsible), e.g., by comparing the content of study courses with foreign universities and the possibilities of integrating this content into the JVLMA programmes (external regulations in the country), a unique model was developed (integration of several fields into one study programme,

based on the *School 2030* guidelines, e.g. sub-programme *Teacher in Dance and Cultural Studies*). This approach is innovative, but it also poses risks if a student has to change universities due to unforeseen circumstances. Based on the comparisons made by the experts during the programme development and licensing process, it was found that the programmes of the JVLMA are comparable in substance, but not identical to those of foreign universities;

4) on the basis of the updating of course and module descriptions and its annual analysis by the Directorate of Study Programmes (responsible for the Directors of Study Programmes). The description of study courses and modules is initially developed by the lecturer and approved by the relevant department, based on the most relevant current developments in scientific research, methodological approach and the need for artistic and creative development of the students;

5) on the basis of internal and external regulatory enactments (responsible Study Programme Directors, Head of Study Fields), including in the context of content changes attributable to the amendments to the Regulations on the National Education Standard (outcomes, *School 2030*) adopted by the Cabinet, thus necessitating a review and updating of the study programme content and its learning assessment criteria.

During the evaluation period, new teacher programmes have been launched within the framework of the *Innovative Teacher Study Programmes in Music, Art, Dance and Culture Studies* project (No.8.2.1.0/18/I/001). The aim of the project is to develop the pedagogical study programmes *Music, Dance, Art Vocational and Interest Education Teacher* and *Music, Theatre Arts, Dance, Visual Arts Teacher* in accordance with the pedagogical profession standard, ensuring effective sharing of resources in higher education in Latvia and reducing fragmentation of pedagogical study programmes. The project was implemented in cooperation with partners: University of Latvia, Latvian Academy of Culture, Art Academy of Latvia, Daugavpils institution and Liepaja institution. Project implementation period 01.06.2018 – 30.06.2023.

Within the framework of the project, a seminar on "Innovation of Pedagogy Study Programmes" was organised on 20 March 2019 to inform and discuss the content of the developed standards of the pedagogy study programmes.

On 25 May 2019, the Senate of the JVLMA approved the professional bachelor study programme *Music, Dance, Art Vocational and Interest Education Teacher* and the first-level professional higher education study programme *Music, Dance, Art Vocational and Interest Education Teacher* of the Study Field *Education and Pedagogy*.

The Advisory Board for the New Development of Teacher Education at the Ministry of Education and Science submitted the new development programmes of the JVLMA to the *Skola 2030* experts for evaluation. The opinion was positive with recommendations for clarifications. These were provided.

The Ministry of Education and Science's Advisory Board for the New Development of Teacher Education has given its approval for the new development programmes. On 28 April 2020, the documents of the first level professional higher education programme in pedagogical studies - *Music, Dance, Art Vocational and Interest Education Teacher* - were submitted to the Academic Information Centre (AIC) for licensing.

On 12.06.2020 the documents of the Professional Bachelor's study programme *Music, Theatre Arts, Dance, Arts and Cultural Studies Teacher* were submitted to the Academic Information Centre (AIC) for licensing. (12.06.2020.)

On 16.06.2020. at online press conference JVLMA in cooperation with the Latvian Academy of Culture and the Art Academy of Latvia informed about the ongoing projects and development plans, including the first level professional higher education study programme in pedagogy "41. Music,

Dance, Art Vocational and Interest Education Teacher” and the professional bachelor's study programme "42. Music, Theatre Arts, Dance, Arts and Cultural Studies Teacher".

The right to implement both study programmes was granted in September and October 2020. For the 2020 /2021 academic year, second semester to commence providing study in the study field Education, Pedagogy and Sport, the first-year students of the professional bachelor's study programme “Music, Theatre Arts, Dance, Visual Arts Teacher” at the JVLMA:

- were exmatriculated from the professional bachelor's study programme General Education Music Teacher and matriculated in the professional bachelor's study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* in the sub-programme *Teacher in Music and Cultural Studies*, specialisation *General Education Music Teacher*;
- were exmatriculated from the professional bachelor's study programme Teacher of Professional Music Subjects and matriculated to the professional bachelor's study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* in the sub-programme *Teacher of Music and Cultural Studies* in the specialisation *Teacher of Music in Professional Education*;
- were exmatriculated from the professional bachelor's study programme Teacher of Dance and Rhythmics and matriculated in the professional bachelor's study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* in the sub-programme *Teacher of Dance and Cultural Studies* in the specialisation *Teacher of Dance and Cultural Studies in Professional and Vocational Education*. (20.01.2021.)

Admission to the first-level professional higher education study programme *Music, Dance, Art Vocational and Interest Education Teacher* and the professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*. Videos were published on social media, inviting people to study both programmes. (30.06.2021.)

Additional admission was announced to the first-level professional higher education study programme *Music, Dance, Art Vocational and Interest Education Teacher* and the professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*. See more: <https://www.jvlma.lv/aktuali/aktualitates/jvlma-izsludina-papilduznemsanu> (06.08.2021.)

The appendix includes descriptions of various JVLMA processes in Latvian and English, including the 9P New study program development process and the 15P Study Program quality assessment and improvement process.

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

The procedure for submission and consideration of student complaints and proposals is regulated by:

- Chapter X of the Statute of the JVLMA "Dispute Settlement Procedure at the institution" (available here: https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/1.1.-2022-05-25-eng-jvlma-satversme-apstiprinats-30.03.2022-apstiprinats-09.05.2022-pienemts-25.05.2022-precizeta-31.08.2022.senata.pdf)
- Statute of the Academic Arbitration Court of the JVLMA (available only in Latvian here: https://www.jvlma.lv/data/doc_ieksejie_reglamentejosie_dokumenti/1.6-09.05.2022-akademiskas-ski-rejtiskas-nolikums.pdf);
- Statute of the Ethics Committee of the JVLMA (available only in Latvian here: https://www.jvlma.lv/data/doc_padomes_kolegialas_institucijas/2018-04-25-jvlma-etikas-komisijas-nolikums.pdf);
- JVLMA Internal Regulations for Students (available only in Latvian here: https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.1-2021-09-08-ieksejas-kartibas-noteikumi-studejosajiem-grozijumi-red-1.pdf);
- Whistleblowing Procedure at the Jāzeps Vītols Latvian Academy of Music (available only in Latvian here: https://www.jvlma.lv/data/doc_trauksmes_celsana/4.12-2022-02-01-trauksmes-celsanas-kartiba-jvlma.pdf);

Students can obtain information on where to get acquainted with internal regulatory enactments, as well as contact persons, in the JVLMA Information Guide Student Manual (available to the user of the JVLMA account on the academy's internal website, as well as attached to this report in the section "Other Annexes" (only in Latvian)).

The procedure for the submission and consideration of student complaints and proposals is established as taking into account the requirements laid down in the Law on Complaints. Written complaints from students are very rare at the JVLMA, as problems that arise are usually addressed and resolved favourably through negotiation.

In cases where students have problems during their studies that they cannot solve by themselves in communication with lecturers, students are invited to contact the heads of the relevant departments, who get involved in solving problems. If a situation cannot be resolved at department level, students or department heads contact *the Directorate of Study Programmes* and department heads are involved in resolving the issues.

During the reporting period, complaints from students were received, for example, regarding lecturers' non-academic teaching style, unclear test timing, or inadequate requirements for obtaining grades. In order to assess the situation, the heads of the departments or study programme directors in such cases have sent questionnaires to other students of the courses in question to find out their opinions, have hosted classes, and have held discussions with lecturers. As a result, it has been possible to agree on clarification of examination requirements or deadlines, and in some cases, it was decided not to continue cooperation with lecturers. In order to reduce the conflict situation between the study support staff and a student, the institution instructed another non-conflicted and higher-ranking official to communicate with the student. Depending on the decisions taken in the case, the complainants or petitioners are informed of the actions taken and the results, according to the format of the complaint or petition received, either in writing, orally or through a meeting with the complainants or petitioners to further discuss the problem and possible solutions.

The interests of students are also actively represented by the JVLMA Student Council. In order to

facilitate the cooperation of the Student Council with the Directorate of Study Programmes, representatives of the Student Council have been invited to participate in regular meetings of the Directorate of Study Programmes during the 2021/2022 academic year. Representatives of the Student Self-Government have repeatedly used the invitation to inform the Directorate of Study Programmes about the issues of concern to students, to participate in discussions and to receive answers to their questions.

Student representatives are also actively invited to contribute with proposals to the various planning processes. Students are also invited to participate in other processes together with representatives of the Directorate of Study Programmes, for example, in the planning of new student recruitment activities, where the idea of a less formal cooperation has emerged, starting in the academic year 2021/2022 with the joint production of the JVLMA audio podcast series "Come to Study!", in which the directors of study programmes talk to students about their experience at the Academy.

Certain issues have also been raised and addressed on the initiative of a student member of the Internal Audit Committee.

In August 2021, the Academic Arbitration Court held a hearing on the application of a student of the JVLMA against the decision of the JVLMA Study Quality Assessment Commission of 21 July 2021, according to which the source of funding of the applicant's studies was changed from studies with state budget funds to studies for a fee as of the academic year 2021/2022. And, although the Arbitral Tribunal found that the decision was justified and complied with the requirements of the JVLMA's laws and regulations, it adopted a subsidiary decision to propose that the possibility of reallocating budget places to address the situation of the student in question should be assessed. Based on this suggestion, a solution was found that met the requirements of the student. This indicates that the institution's complaint handling process is not merely formal, but is aimed at finding solutions that are acceptable to all parties and comply with the laws and regulations.

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

Statistical data at the JVLMA are divided into two information extraction groups:

(1) Statistical data related to the provision of information required by external laws and regulations:

(1.1.) Cabinet Regulations No. 276 of 25 June 2019 *National Education Information System Regulations* detail what data are collected and submitted to the State Education Information System. The Head of the Study Division is responsible for providing the necessary information in the State Education Information System (VIIS).

(1.2.) Provision of data in the form of reports as stipulated in the Agreement and Memoranda of Agreement concluded between the *Ministry of Education and Science*, the *Ministry of Culture* and the JVLMA on training of specialists, development of scientific activity and artistic creation at the JVLMA with the state budget funds. The JVLMA shall inform the *Ministry of Culture* and the *Ministry of Education and Science* annually about the fulfilment of obligations under the Agreement.

(2.) Data defined in internal regulatory enactments and used for the analysis of internal activities of the JVLMA, improvement of activities, as well as for obtaining necessary information.

To ensure the assessment of students' competences and the analysis of the results achieved, information on students' achievements is compiled in a document:

- Student Progress Summary Log. The information is used by:
 - The Scholarship Committee, to award Scholarships on a competitive basis;
 - The Student Competence Assessment Board, to allocate state-funded study places to students in a competitive process using the merit ranking method;
 - Heads of Departments, to assess a student's eligibility for study exchange programmes abroad or participation in international competitions or other creative activities.
- Students' artistic/creative/research achievements in Latvian and international projects;
- artistic/creative/research/educational achievements of lecturers in Latvian and international projects;
- Statistics on student mobility (with study programmes).

The information is used in the process of performance evaluation of lecturers, development of self-assessment reports of the study field and study programmes, preparation of the Rector's annual report on the activities of the institution.

Information on how feedback is obtained at the JVLMA can be found in several internal regulatory enactments of the JVLMA, including *the JVLMA Regulations on Study Programmes*, *the JVLMA Regulations on Division, Department and Class Activities*, and *the JVLMA Student Council Regulations*.

The JVLMA hosts different types of events - for students, employers and alumni. In general, two types of questionnaires can be distinguished at the JVLMA: (1) standard questionnaires with fixed questions that are used repeatedly (cyclically or regularly), e.g., questionnaire on the quality of study courses for foreigners, employer questionnaire, JVLMA alumni questionnaire; and (2) non-standard questionnaires that are carried out to target a question of interest, e.g., student questionnaire on distance learning process. The turnout rate for the non-routine surveys is much higher than for the standard surveys, where it is low but variable. It should be noted that the surveys have so far been partly electronic and partly paper-based, which has made it difficult to compile the results.

In order to understand the mechanism of obtaining and providing feedback, it is important to take into account four specific circumstances that JVLMA has in comparison with other universities: (1) there are a lot of individual contact hours due to the content, (2) in the case of a rare instrument, a lecturer may have only a few students, (3) specialty-related study courses tend to take 6, 7 or 8 semesters, (4) most lecturers also work elsewhere as employers. Therefore, in addition to formal questionnaires, the JVLMA still has an individual/verbal way of obtaining and giving feedback, both between lecturers and students, between lecturers and graduates, and between representatives of the Academy and employers. In such cases, feedback is provided to the respondent during the conversation.

In the spring of the 2021/2022 academic year, a survey of students was carried out on the *availability of technology for the study process during distance learning*. This was particularly important in the music performance-related courses. As a result of the survey: (1) the need to purchase technology (microphones, digital recording devices) was identified; (2) a delivery mechanism for the necessary devices to students was organised; (3) in some cases, large

instruments (pianos) were provided to students.

In order to ensure systematic receipt of students', graduates' and employers' opinions, as well as systematic collection of results and taking them into account in the development of the study field, as well as to create a common understanding and clear procedure for all parties involved, a survey procedure/scheme and a new JVLMA Survey System were developed at the turn of 2021/2022 at the JVLMA. This defines the essential characteristics of the feedback questionnaire: (1) respondents or parties involved in the activities of the JVLMA, (2) purpose, (3) timing or frequency, (4) who is responsible for handling the mailing of the survey, collecting results, developing and presenting suggestions, (5) use, (5) access rights to the survey results, (6) content developer and maintainer, (7) change approver, (8) process, (9) retention period and (10) location of the results.

Through these characteristics, the following nine different surveys were defined based on the respondents and the purpose of the survey: (1) student satisfaction survey on the content of each study course and lecturer, (2) student overall satisfaction survey on the quality of the study process in the study programme, (3) reflection survey on the quality of the admission process, (4) 1st-year student survey on satisfaction with adaptation opportunities at JVLMA, suitability of the environment, (5) satisfaction survey of foreign students on the suitability of the study environment for foreign students, (6) survey of premature exmatriculants on the reasons for matriculation, (7) graduates' satisfaction survey on the quality of studies in the graduated study programme, (8) employers' satisfaction survey on the competence and labour market readiness of the graduates of the JVLMA, (9) non-routine surveys to find out their opinion on current problem situations. The *JVLMA Survey System* has been approved by the Vice-Rector for Academic Affairs and is attached as an annex (available only in Latvian).

Due to the serious Covid-19 illness of several colleagues involved, as well as the workload of the staff, the implementation of the JVLMA Survey System has taken longer than originally planned. However, the necessary preparations have been made to enable it to function successfully as of academic year 2022/2023.

As part of the quality management system development, 27 processes were described and mapped. Work on describing and drawing other processes will be further developed by adding them to the **process measurement system**, which will also be one of the mechanisms by which statistical data is collected and analysed (see Process measurement system).

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

Information about the field of study and the two corresponding study programmes is published both in the Latvian version of the JVLMA website www.jvlma.lv under *Studijas* and in the corresponding English version www.jvlma.lv/en under *Studies*. These sections contain practical, concise information with references to relevant documents. The programme directors are responsible for the information contained in these sections. The document *JVLMA Study Programme Register* is available in the *Documents* section of the JVLMA homepage under *Internal regulatory enactments regulating the study process*. The document contains detailed information on both study fields and corresponding study programmes, sub-programmes and specialisations, as well as degrees,

qualifications and other information. The Head of the Study Programme is responsible for the information contained in *the JVLMA Study Programme Register*.

The Head of the Study Division is responsible for information on study programmes, students and graduates in *the State Education Information System (VIIS)*. The Head of the Personnel Division is responsible for information on elected lecturers in the *VIIS Academic Staff Register*. The Head of the Study Division and the Head of the Personnel Division work with VIIS in accordance with the Cabinet Regulation of 25 June 2019 No. 276 *National Education Information System Regulations*.

The Head of Study Fields is responsible for the information on the E-platform. At the time of writing the Self-Evaluation Report, information on five study programmes relevant to the field of study *Education and Pedagogy* is available on the E-platform. All five of the study programmes identified are in progress at the time of writing the self-assessment report. However, only two study programmes licensed in autumn 2020 are being submitted for evaluation and accreditation. In the other three (Bachelor) programmes, all students are in their 4th year and will graduate in the current academic year. After graduation, these three study programmes will be closed and will no longer be implemented. Therefore, the self-assessment report includes information on only two of the five study programmes currently listed on the E-platform.

2.3. Resources and Provision of the Study Field

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

According to the Conceptual Report "[Introduction of a New Financing Model for Higher Education in Latvia](#)" (Available in Latvian:

<https://likumi.lv/ta/id/274944-par-jauna-augstakas-izglitiba-finansesanas-modela-ieviesanu-latvija>) approved by the Cabinet on 29 June 2015, structural reforms in the sector are gradually being implemented to ensure the establishment of an efficient and sustainable higher education system.

To achieve Latvia's development goals, a three-pillar financing model is put forward to ensure that higher education supply is aligned with the needs of Latvia's economic development and labour market, higher education content is of high quality and research-based, and higher education institutions manage results.

Pillar 1, or core funding, is delivered through state-funded study places. The number of state-funded study places is regulated by the Law on Higher Education Institutions, [sections 51](#) and [52](#) (<https://likumi.lv/ta/id/37967-augstskolu-likums#p-50515>).

Pillar 2 - Performance funding - is allocated on the basis of the results achieved by the institution in the previous planning period. The procedure for allocating this funding is governed by Regulation Paragraph 17.4.

Pillar 3 - European Union structural fund support for the development of higher education and research.

The number of state-funded study places for full-time students at the JVLMA is determined in accordance with the projected demand for cultural development, in agreement with the Ministry of Culture of the Republic of Latvia each academic year.

The amount of the basic funding for studies is determined on the basis of the number of study places at the JVLMA, as well as the basic cost of a study place and the coefficients of the cost of studies in thematic areas of education.

The cost of study ratios for thematic areas of education are indicators that determine the cost of a study place in a given thematic area of education in relation to the base cost of the study place.

Cost of study ratios for thematic areas of education across bachelor and professional study programmes are determined by the regulation approved by the Cabinet on 12 December 2006 "Procedure for financing higher education institutions and colleges from state budget funds"

(Available in Latvian:

<https://likumi.lv/ta/id/149900-kartiba-kada-augstskolas-un-koledzas-tiek-finansetas-no-valsts-budzet-a-lidzekliem>) **annex 1.** (hereinafter "the Regulation").

The values of the tuition fee coefficients for Master's programmes are one and a half times (and for Doctoral programmes, three times) higher than the values of the study cost ratios for the relevant subject area of education specified in Regulation **annex 1.**

Subject areas and coefficients of study courses implemented at the JVLMA.

Thematic areas of study	Cost coefficients of Cabinet Regulation No 994
Music, choreography	3.9
Teacher training programmes for the qualification of visual arts or music teacher	3.1

The basic cost of a study place and the cost of social security for a study place shall be determined in accordance with Regulation **annex 2.**

The Ministry of Education and Science shall annually calculate the base cost of a study place for the following budget year and by 1 November of the current year shall coordinate the calculation with the Ministry of Finance and the Ministry of Culture of the Republic of Latvia, under whose supervision the JVLMA is placed.

More detailed information on the procedure for allocating funding and the calculation per study place is available in the Regulation.

The **budget of the JVLMA** is planned in order to ensure the achievement of the JVLMA's strategic objectives, as well as to ensure the JVLMA's commitments in relation to the use of the budget grant and the commitments entered into.

The implementation of the budget plan is characterised by a balanced budget in terms of revenue and expenditure, which ensures the continued operation and development of the JVLMA, progress towards the achievement of the JVLMA's strategic objectives, and the JVLMA's commitments in relation to the use of the budget grant and prior commitments.

The budget of the JVLMA is planned for the financial year, from January to December.

In order to ensure quality implementation of study programmes, the heads of all structural units participate in the financial planning of the JVLMA and request the necessary resources. All proposals are collated by the Finance Unit and the necessary funding is calculated, a preliminary budget plan

is drawn up and submitted to the Rector's Office, the Senate and the Academy Council for consideration. (In Other Attachments, the file Process descriptions is added, see No. 24_budgeting and monitoring process)

The JVLMA Senate shall give its opinion on the draft budget for the financial year, before approval by the Council.

The Council of the Academy approves the overall budget plan of the JVLMA without dividing it by study fields and study programmes.

The budget of the JVLMA is not divided into study fields and study programmes. Such an approach to budget planning is rational and purposeful, it ensures quality implementation of all study programmes, especially taking into account the fact that in accordance with the Memorandum of Agreement with the Ministry of Education and Science and the Ministry of Culture of the Republic of Latvia, state budget funding is allocated for a certain number of study places in total with the planned average cost of a study place, without dividing it by study fields and study programmes.

The costs of each specific study programme are calculated taking into account the parameters included in the list of equipment and additional resources necessary for the implementation of study courses, the number of contact hours, types and forms of competency testing, as well as the group saturation specified in the study plan and course description of the study programmes of JVLMA.

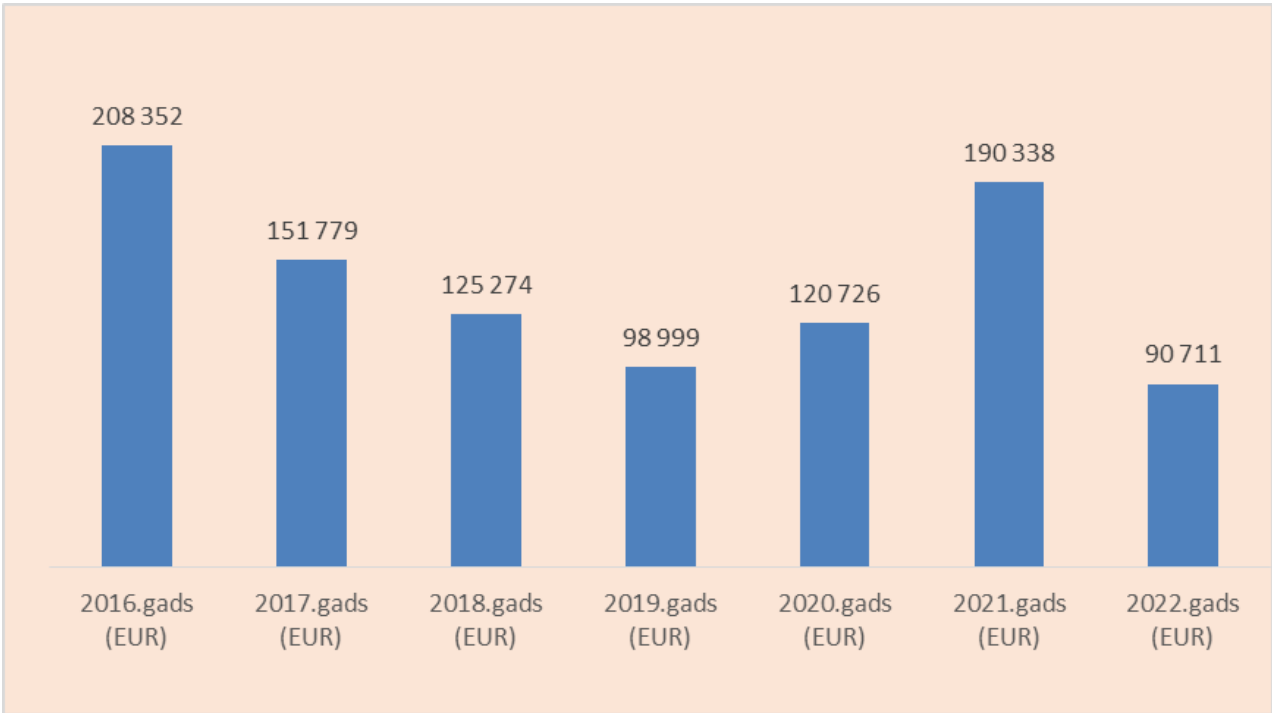
Composition of the JVLMA budget:

- Grant or basic budget funding;
- Paid student funding;
- Own revenue from paid services (concert ticket revenue, room hire, hire of musical instruments and equipment, ground rent);
- Performance funding;
- Financing of the scientific basis;
- Project funding (5 EU projects, ERDF project, CCF projects).

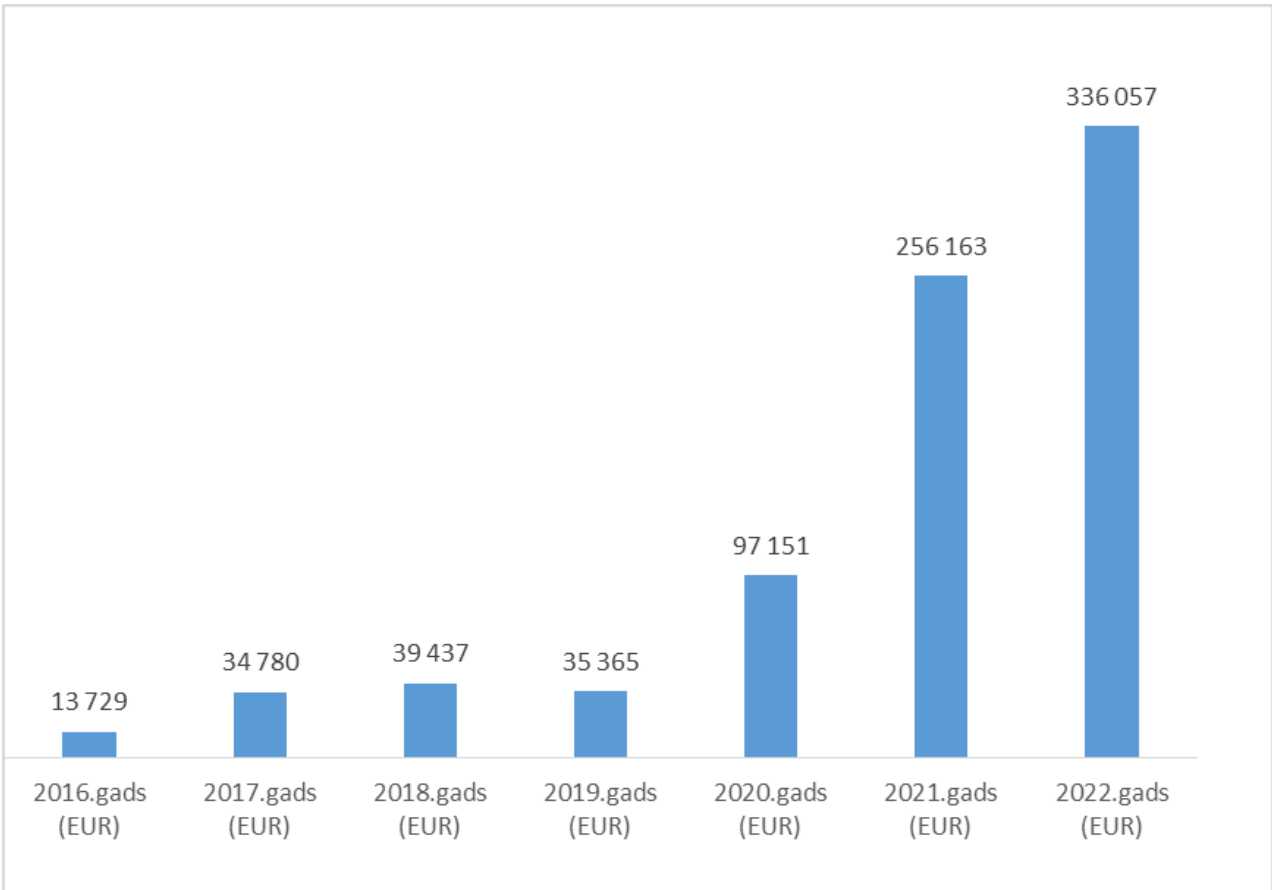
	Grant	Increase, Euro	Increase, %
2013	2 354 595		
2014	2 521 429	166 834	7,09
2015	2 521 429		
2016	2 521 429		
2017	2 773 456	132 831	5,03
2018	3 134 430	360 974	13,02
2019	3 266 302	131 872	4,21
2020	3 280 720	14 418	0,44
2021	3 515 030	234 310	7,14
2022	3 802 490	287 460	8,18

The basic funding for research (state funding) is distributed centrally. The budget allocation is decided simultaneously with the overall budget of the JVLMA, with priority allocated to the needs of the JVLMA Research Centre, scientific publications, publishing, database subscriptions, membership fees to organisations, conferences and seminars.

Financing of the scientific basis:



Funding for scientific and creative activities is available from 2016:



During the year, the JVLMA organises 2 competitions for research and creative activity projects with

internal funding, in which the funds allocated in the annual budget are distributed without any centralised division into study fields and study programmes. In the competition procedure, funding is awarded for artistic, research and interdisciplinary projects, including international ones - for the preparation and performance of concert programmes, preferably outside the JVLMA, for the creation of compositions and for research projects. Projects are administered by the Creative Projects Division of the JVLMA and supervised by the Vice-Rector for Research and Creative Work.

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

The required material base is described in the descriptions of the study programme content and implementation and in the *Arts Pedagogy Department* (prior to 2020 - *Music and Dance Pedagogy Department*) document *List of equipment and additional resources required for the implementation of study courses planned in the JVLMA Study Programmes*, approved at the Senate meeting on 27.11.2019, Minutes No.8.

Both study programmes are implemented in cooperation with the Art Academy of Latvia, and one of them - in cooperation with the Latvian Academy of Culture. The professional bachelor's study programme *Teacher of Music, Theatre Arts, Dance and Visual Arts* is implemented as follows:

- the *Teacher in Music and Cultural Studies* sub-programme is implemented on the premises of the JVLMA; internship study courses are implemented according to internship contracts;
- the *Teacher in Dance and Cultural Studies* sub-programme is implemented on the premises of the JVLMA; internship study courses are implemented according to internship contracts;
- the *Teacher in Arts and Cultural Studies* sub-programme is implemented as follows:
 - part A of the study plan is implemented at the premises of the JVLMA;
 - parts BI, BII and the Qualification part of the study plan are implemented at the premises of the Art Academy of Latvia (LMA);
 - specialisation internship study courses are implemented at the premises of the LMA, while pedagogical internship study courses are implemented under internship agreements.
- the *Teacher in Theatre Arts and Cultural Studies* sub-programme is implemented by:
 - part A of the study plan is implemented on the premises of the JVLMA and the Latvian Academy of Culture (LKA);
 - parts BI, BII and the Qualification part of the study plan are implemented at the premises of LKA;
 - specialisation practice study courses are implemented at the premises of LKA, while pedagogical practice study courses are implemented in accordance with internship agreements.

1st-level professional higher education study programmes *Music, Dance, Art Vocational and Interest Education Teacher* are implemented as follows:

- the *Music Teacher* sub-programme is implemented on the premises of the JVLMA; internship study

courses are implemented according to internship contracts;

-the *Dance Teacher* sub-programme is implemented on the premises of the JVLMA; internship study courses are implemented according to internship contracts;

-the *Art Teacher* sub-programme implements:

- part A of the study plan is implemented at the premises of the JVLMA;
- parts BI, BII and the Qualification part of the study plan are implemented at the premises of the Art Academy of Latvia (LMA);
- specialisation internship study courses are implemented at the premises of the LMA, while pedagogical internship study courses are implemented under internship agreements.

Description of the material base necessary for the implementation of *Teacher in Music and Cultural Studies*, *Teacher in Dance and Cultural Studies* professional bachelor study programme sub-programmes *Teacher in Music*, *Theatre Arts*, *Dance*, *Visual Arts*, as well as 1st level professional higher education study programme *Music*, *Dance*, *Art Vocational and Interest Education Teacher* sub-programmes *Teacher in Music* and *Dance Teacher*.

Name of the material resources needed for music studies	Quantity (per number of students)
Classrooms with equipment - video equipment, audio equipment, computer equipment, pianos, interactive whiteboards, whiteboards with music lines, window dimmers	3 classrooms for 15-20 students; 1 classroom for 60 students; 4 classrooms for 10 - 15 students
Teaching rooms with piano	15 classrooms for individual or small group work. One method room with K. Orff instrumentation.
Information technology equipment	Computer class with 16 work places
Audio, recorded music, video and recorded video equipment	Audio-visual Recordings Unit
Library (professional and methodological literature, reference materials and handouts)	Library with reading room - books and sheet music section
Facilities and equipment for teaching practice	According to the traineeship agreement - for each lesson, in accordance with industry regulations
Concert hall with technical equipment suitable for choir/orchestra	At least 60 students
Sound recording studio	Adequate sound recording studio equipment, for at least 3 work places

Gym - basketball, volleyball, badminton, table tennis, mini-football. Several gyms offer a variety of exercise packages - for corrective exercise, athletic exercise, general fitness.	According to the regulations for each sport
<i>Name of the material resources needed for dance studies</i>	Quantity (per number of students)
Dance hall with equipment - dance floor, bars, mirrors, piano, music player, DVD player, TV, whiteboard	2 dance halls for 15 - 20 students
Classroom with equipment - video equipment, audio equipment, computer equipment, whiteboard, window dimmers	3 classrooms for 15-20 students; 1 classroom for 60 students; 4 classrooms for 10 - 15 students
Information technology equipment	Computer class with 16 work places
Audio, recorded music, video and recorded video equipment	Audio-visual Recordings Unit
Library (professional and methodological literature, reference materials and handouts)	Library with reading room - book section
Facilities and equipment for teaching practice	According to the traineeship agreement - for each lesson, in accordance with sectoral regulations
Gyms - for corrective exercise, athletic exercise, general fitness	According to the regulations for each sport
Gym (basketball, volleyball, badminton, table tennis, mini-football. Several gyms offer a variety of exercise packages - for corrective exercise, athletic exercise, general fitness.	According to the regulations for each sport

The ASIMUT system, which is used to book the Academy's premises, is available to the faculty and students of the JVLMA; access to the system will be granted to all those who have a domain email address for the JVLMA - lecturers, students and general staff. Some rooms are only available to students or lecturers of specific departments (e.g., the *Jazz Department* rooms or the *Sound Direction* rooms), but both lecturers and students can use the other rooms for classes and rehearsals (the JVLMA offers a total of 82 classrooms and concert halls). Detailed information on the ASIMUT system is available in Section 2.3.4.

Name of the material resources needed for theatre studies (LKA)	Quantity (per number of students)
Classrooms with equipment - video equipment, audio equipment, computer equipment, whiteboards, window dimmers	Classrooms and practical rooms are available for students at Ludzas iela 24, 557 sq. m.
Information technology equipment	National Film School, Elijas iela 17, Computer classroom with 8 workstations
Audio equipment, video equipment	National Film School, Elijas iela 17
Library (professional and methodological literature, reference materials and handouts)	Library with reading room 35 m2, Ludzas iela 24
Facilities and equipment for teaching practice	According to the traineeship agreement - for each lesson, in accordance with industry regulations
Facilities and equipment for specialisation practice	Latvian Academy of Culture Theatre House "Zirgu pasts" (3 halls), 46 Dzirnau Street, Latvian Academy of Culture Eduards Smilģis Theatre Museum (3 halls), E. Smilģa iela 37
Facilities and equipment for the implementation of professional specialisation courses in theatre arts	Latvian Academy of Culture Theatre House "Zirgu pasts" (431 m2), Latvian Academy of Culture Eduards Smilģis Theatre Museum
Facilities and equipment for audio-visual studies	National Film School of the Latvian Academy of Culture
Name of the tangible resources needed for art studies (LMA)	Quantity (per number of students)
Classrooms with equipment - video equipment, audio equipment, computer equipment, whiteboards, window dimmers	3 classrooms for 15-20 students 1 classroom for 60 students 4 classrooms for 10-15 students
Information technology equipment	Computer class with 16 work places
Audio equipment, video equipment	Audio/video Unit
Library (professional and methodological literature, reference materials and handouts)	Library with reading room
Facilities and equipment for teaching practice	According to the traineeship agreement - for each lesson, in accordance with industry regulations

Painting and printmaking workshops	With 16 work places
Workshop for hands-on design	With 16 work places
Workshops for plastic arts (sculpture, ceramics, glass)	With 16 work places

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

Systems and procedures applied for the development and acquisition of methodological and information support.	The JVLMA library plays an important role in the provision of methodological and cognitive literature. In cooperation with the heads of departments and lecturers of study courses, the library updates, supplements and accumulates all the necessary teaching resources in order to achieve the results of study courses and programmes.
Library and database access for students (including digital).	<p>The library's resources and services are available to all students of the JVLMA both in person and remotely.</p> <p>The library provides students with learning materials - sheet music, monographs, sound and video recordings.</p> <p>Students have access to 3 library databases and 9 subscription databases (three of them funded by the Ministry of Education and Science). Database access is based on the JVLMA IP address range, but access to databases is also provided remotely via a VPN connection or by issuing access credentials for a specific database.</p> <p>The Library's new acquisitions can be found in the "New acquisitions" section of the JVLMA website, as well as in the Music and Book Departments, where new acquisitions exhibitions are regularly held to showcase the latest books and sheet music in the JVLMA library.</p>
Library working hours.	<p>Standard library opening hours:</p> <p>From the second half of 2019/2020, the opening hours are linked to the epidemiological situation in the country.</p>

Number of rooms, space, suitability for permanent study and research.

The library is structured in three departments:

- Music department (103A -79,1 m2; 103B -78,6 m2),
- Book department and reading room (105 - 4,46 m2; 106 - 61,8 m2; 107 - 35,8 m2),
- Audio-visual department (215 - 36,2+21,5 m2).

Library storage (003A - 25,9 m2)

Library manager's office (104 -23,5 m2)

The Music Department is equipped with 3 computer workstations and a digital piano.

The reading room is equipped with 4 workstations at the computers and a communal table for 10 people to work independently or in groups. One computer is equipped with a scanner.

The reading room also has a touchscreen. The Audio-visual Department also has three computer workstations for listening to discs, records and cassettes.

Library services.

Free services

For registered users

For non-registered users

Home subscription

-

Electronic ordering and reservation of information resources in the library's electronic catalogue

-

Scanning (self-service)

Use of electronic resources (subscription, open access, trial)

Use of the reading room

Enquiries and advice in the library, by phone or email

Paid services

Photocopying - order for library staff

Copying - self-service using cards

Scanning service (order from the librarian)

Binding (with plastic spiral)

Printing information from a computer

Databases available to students.

Databases created by the library:

Library electronic catalogue

The *image database* contains photographs and historical evidence of the history of Latvian music up to the present day.

JVLMA Digital Library The Digital Library collection includes manuscripts of Latvian composers, which are stored in the Library's Latvian Music Archive and Jāzeps Vītols Memorial Room.

Database subscriptions:

Oxford Music Online (Grove Music Database) is the leading online database for music research, offering a comprehensive collection of music knowledge and full-text dictionaries from The New Grove Dictionary of Music and Musicians, 2nd edition (2001), The New Grove Dictionary of Opera (1992) and The New Grove Dictionary of Jazz, 2nd edition (2002).

[Letonika.lv](#) is a database of encyclopaedic reference information, terms in various fields, dictionaries, unique and high-quality digital resources about Latvia in Latvian. The portal currently offers the possibility to read and search information in 10 encyclopaedias, use dictionaries in more than 10 translation strands, and view images, audio and video recordings separately.

The *Berliner Philharmoniker Digital Concert Hall* offers concerts, films and interviews.

The *Naxos Music Library* contains over 2 216 700 tracks from over 143 040 CDs - classical, jazz, blues and more. Composer and artist biographies, a list of the works included on the CD and cover art are available.

Naxos Music Library Jazz offers more than 207 400 jazz tracks from over 17 610 CDs. More than 12 000 jazz artists are represented in the database. This is one of the most complete catalogues of jazz music, as well as one of the largest catalogues of blues and R&B music.

JSTOR is a database of journals, books and primary sources, consisting of several collections. JVLMA subscribes to the JSTOR Arts & Sciences III collection. More information about the collection [here](#).

The *ScienceDirect* database contains full-text journals from Elsevier in the sciences, engineering, social sciences and humanities.

SCOPUS is Elsevier's multidisciplinary database of scientific publications, bibliographic and citation information. The database provides visual analysis of journals, searches by author, institution name, keywords and other criteria, and provides a citation index for journals and articles, allowing access to the scientific achievements of the authors of publications.

Web of Science is an electronic resources research platform that combines bibliographic and citation index searches. Find the latest and most relevant information on more than 20 000 peer-reviewed, high-quality journals in the sciences, social sciences, humanities and arts.

The library's replenishment procedure and database subscription procedure and facilities. Literature for the field of study.

The collection is carried out in compliance with the principle of balance of information provision in all study programmes, and in cooperation with the JVLMA teaching staff according to the needs of study programmes the Library acquires sheet music materials, books, sound and video recordings. The possibilities of renewal and improvement of the information support are implemented in accordance with the state budget funds allocated to the JVLMA.

Students can make their suggestions for additions to the collection by filling in the form in the "Suggestion for additions to the collection" section of the JVLMA Library website.

As of 2013:

- Books - 458 copies (300 titles) - 11900.33 EUR
- Sheet music - 1093 copies (978 titles) - 25387.24 EUR
- CD - 264 copies (261 titles) - 3629.62 EUR
- DVD - 4 copies (4 titles) - 37.35 EUR

Donations received from various organisations:

- Books - 65 copies (50 titles) - 772.19 EUR
- Sheet music - 635 copies (482 titles) - 3851.75 EUR
- CD and DVD - 67 copies (60 titles) - 739.32 EUR

The library also regularly receives donations of sheet music, books, CDs and DVDs from individuals.

Subscriptions to databases are based on the suggestions of staff and students and on an assessment of financial possibilities. It also takes into account the interest shown in existing subscriptions. Database subscriptions are contracted both directly with the database and through the Cultural Information Centre.

The Head of the JVLMA Library, in collaboration with specialists in the field, regularly keeps up to date with the latest publications in pedagogical methodology and pedagogy. Much attention has been paid to creating an environment for the availability of print and digital tools in new developments in pedagogy, such as digitisation in creative pedagogy, adaptive learning musicality tests, etc. Recent publications such as Music Learning Today: Digital Pedagogy for Creating, Performing, and Responding to Music; Leadership of Pedagogy and Curriculum in Higher Music Education (ISME Global Perspectives in Music Education); Digital Organization Tips for Music Teachers (Essential Music Technology (Essential Music Technology: The Prestissimo) can be found in the JVLMA library. Access to the Musicality Research and Methodology Database is provided in collaboration with the University of London (prof. D.Muehlensiefen, LongGold Project)

<https://adaptiveeartraining.com/macgregor/>

https://shiny.gold-msi.org/longgold_demo/

<https://longgold.org/>

http://www.doc.gold.ac.uk/~mas03dm/papers/Preckeletal_TADModel_2020.pdf

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

Several information and communication technology solutions are used in the implementation of the study process at JVLMA.

The JVLMA uses the **subsystems of the University of Latvia Information System (hereinafter - LAIS)** to document the study process in order to accelerate and automate the circulation of information on the organisation of the study process. During the reporting period, several LAIS functions have been and continue to be implemented in the documentation of the study process at the JVLMA. The LAIS system is used to enter and maintain data on students, to prepare study agreements and orders related to the study process, to register students for study courses, to upload and link current study plans to student profiles, to input course grades by lecturers, etc. Students can use the LAIS system to apply for scholarships, electronic ticket with a student discount in Riga city public transport (e-talons), view the list of study courses and their performance in the semester, as well as provide feedback by filling in questionnaires about the study courses and the work of lecturers in the semester.

While expanding the use of the LAIS system in the organisation of the study process, work continues on the introduction of several functions, for example, to create the possibility for students to select restricted and free elective study courses for the next semester in the LAIS system, to indicate the choice of the related instrument, while the heads of departments plan the resources of the study courses transferred to the competence of the departments, to create charging cards for lecturers according to the contact hours of study courses and the number of students.

The **ASIMUT system** is used for planning the study process and scheduling classes at JVLMA - it is computer software used in many music, theatre and art universities around the world. The system is accessible to students, faculty and administrative staff and provides all the necessary information on room reservations, timetables and other activities related to the study process and the life of the Academy. The ASIMUT system is available for use on computers and mobile phones. It is an information system that does not contain information about study plans or credits, but about the locations and times of classes, so both students and JVLMA staff can keep track of group class schedules and book rooms for their own rehearsals.

Before the start of the school term, the ASIMUT system is used to create a transcript of all group and individual classes. After all days and times have been confirmed and all students have been added to the group classes so that there is no overlap, this timetable is published and is available to any user of the JVLMA information systems. During the academic year, lecturers and students keep track of the information and changes that are posted in the system and make all their bookings online, making the process of tracking room availability easier and more accessible than before the system was introduced (according to both lecturer and student feedback). When classes are online, it is possible to add Zoom or Google Meet links in ASIMUT so that students and lecturers can access remote classes instantly from their own timetables.

The **JVLMA e-learning environment** (MOODLE platform) <https://estudijas.jvlma.lv/> provides an opportunity to ensure a convenient, modern study process for both the student and the teaching staff. The e-learning environment is an opportunity for the lecturer to quickly and easily share with students the materials necessary for the study process, track students' activities in a given study course, conduct knowledge and skills tests, fill in surveys, and get full feedback. The first acquaintance with the e-learning environment takes place before the students are admitted to the JVLMA, as the e-learning environment contains samples of theoretical entrance examinations.

The platform played a particularly important role in the distance learning process. In 2020, e-learning training was organised for the academic staff of the JVLMA, facilitating the full implementation and use of the functions offered by the e-learning environment. More than 230 study courses are currently deployed in the e-environment.

During the reporting period, the available European Social Fund (ESF) funding was successfully used to promote the development of the e-learning environment of the JVLMA, both for training of

teaching staff in the use of this environment and for the development of new course materials. For example, in the academic years 2021/2022 and 2022/2023, new study materials are being developed for a number of general education courses with the support of ESF funding.

The development of information and communication technology solutions applied in the study process during the reporting period was facilitated by the constraints of the epidemiological situation, seeking and finding various solutions at a time when full face-to-face study was not possible. For example, in 2020, EUR 150 000 was received and additional funding of EUR 149 009 was received from the Ministry of Culture of the Republic of Latvia to support distance learning and face-to-face studies, within the framework of which an online conferencing system solution was developed for the Senate Hall of the JVLMA, a mobile multi-camera video recording system was purchased for the JVLMA concert halls for lectures, examinations, concerts, IT systems - computer network modernisation, hardware purchase (25 computers, 3 mobile displays, 17 network switching devices and computer line renewal). The LOLA streaming system was introduced - a low-latency, high-quality audio/video transmission system for networked musical performances and interaction, developed by the Conservatorio di Musica "Giuseppe Tartini" of Trieste (Italy) in collaboration with GARR, an Italian research and academic network. Portable sound and recording systems have been purchased to support the study process.

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

Based on the [Development Strategy](#) (Available in Latvian) of the JVLMA and its core values (excellence, academic freedom, academic culture and responsibility), the JVLMA has approved a *Personnel Policy*, which defines the principles of the JVLMA in the areas of human resources planning, remuneration, staff development and professional development, work organisation, work environment and employee health, as well as social activities.

The elections of JVLMA teaching staff shall be held in accordance with the *Law on Higher Education Institutions* and 25 February 2021 Cabinet Regulation No. 129 *Procedures for the evaluation of the scientific and pedagogical qualifications or the artistic creation of a candidate for the post of professor or associate professor and of an incumbent professor or associate professor*. The requirements for applicants for academic posts, the procedures for election and recruitment, as well as the tasks and criteria for performance evaluation, are set out in [The Regulation on Academic Positions at the JVLMA](#) (Available in Latvian). The Regulations, as well as the JVLMA Rules of Procedure (please see "Other Attachments" section) , also address the responsibilities, rights and obligations of the JVLMA academic staff related to the quality assurance of studies, involvement in decision-making, activities outside the JVLMA, etc.

The JVLMA sets appropriate requirements for applicants seeking academic positions at all levels, i.e., assistant professors, lecturers, associate professors and professors, as well as research assistants, researchers and senior researchers ([Regulations on Academic Positions at the JVLMA](#)).

According to the Regulations, the procedure for the election of academic staff is divided into the following stages:

- Before the beginning of each academic year, the need for academic posts in each department is identified, taking into account the terms of election of existing teaching staff. A vacancy for an

academic staff member may be initiated by the Department, by providing an assessment of the staff development in the annual report on the work of the Department, as well as by the Vice-Rector for Academic Affairs in accordance with the development directions and achievable results defined in *the Development Strategy* of the JVLMA. The need for vacancies of academic staff (lecturers) shall be assessed by the Vice-Rector for Academic Affairs, taking into account the basic directions of academic work development defined in *the Development Strategy* of the JVLMA, the information included in the self-assessment reports of study fields and study programmes, the results of the performance assessment of lecturers in previous years, the proportion of lecturer positions in relation to the quotas defined in the calculation formula of state budget funding, as well as the suggestions of the departments.

- The number and proportion of academic staff - professor, associate professor, assistant professor, lecturer, assistant professor - in a unit or study programme shall be determined by the Senate in accordance with the need for resources for the quality implementation of study programmes and the availability of funding.

- The competition and application for the vacant academic positions is announced by publishing an advertisement on the JVLMA website, in the official publication of the Republic of Latvia *Latvijas Vēstnesis*, as well as in the local information environment of the JVLMA.

- In accordance with the *Regulations on Academic Positions at the JVLMA*, the documents submitted by applicants for academic positions are evaluated, and all applicants are invited to a meeting so that those present at the Senate, Professorial or Scientific Council meeting can ask the applicant questions about their qualifications, previous work experience, motivation for applying for an academic position, as well as make a justified assessment of each applicant.

- After reviewing the applicant's documents, the results of the summaries of the individual evaluations of the members of the Senate, the Council of Professors or the Scientific Council, the results of student surveys on the applicant and after discussions with the applicants, the Senate, the Council of Professors or the Scientific Council shall, by open vote, decide on the election and award of the academic title, or non-election. The decision shall be based on the results of the aggregate of the individual assessments for each criterion and on whether the applicant's qualifications have been assessed positively. The Chair of the Council of Professors organises the evaluation of applicants for professorships and associate professorships by an independent, internationally recognised expert.

- Election results. The Rector shall conclude an employment contract with the person elected to the academic post.

The JVLMA promotes the generation of academic staff by involving graduates in studies and research, as well as by implementing various activities to attract the highest-qualified intellectual potential, including encouraging the re-emigration of qualified academic staff from abroad and from non-academic fields of activity in Latvia. For example, Edgars Tomševics, concertmaster of the Latvian National Opera, was initially invited to work at the JVLMA as a guest lecturer, but has now been elected to the post of academic assistant. Composer and multiple winners of the Grand Music Prize Ēriks Ešenvalds is now also a member of the JVLMA academic staff as an assistant professor. Krišjānis Geidāns, a sound engineer and active member of the Latvian music scene, has also just been elected to the post of assistant professor. Also among the lecturers is composer Krists Auznieks, who until recently was on the faculty of the Yale School of Music and Montclair State institution. These and other outstanding musicians, professionals in their fields have made a major contribution to the development of young professionals.

The teaching staff consists not only of staff elected to academic positions, but also of guest

lecturers and lecturers who are professionals in their field and are invited to teach individual study courses. In certain cases, representatives of the staff of the JVLMA, as well as retired academic staff of the JVLMA, may be involved in the implementation of study and scientific work. At the request of the chairs, the Rector signs a contract with these lecturers for a specific academic year.

The process of recruiting and/or employing teaching staff is regulated in:

- *Regulations on Academic Positions at the JVLMA* (available only in Latvian here:

https://www.jvlma.lv/data/doc_darba_procesu_reglamentejosie_ieksejie_normative_akti/4.3-2022-04-27-nolikums-par-akadem-amatiem-jvlma-red.pdf)

- *Statute on Remuneration, the JVLMA Rules of Procedure, Employment Contracts and Staff Job Descriptions, the Decree on the professional development of higher education of academic staff, the Regulations on mobility of staff of the JVLMA within the Erasmus+ Lifelong Learning Programme, the Procedures for planning and organising business trips and qualification improvement activities and their documentation, the Procedures for granting academic leave to academic staff for scientific research or scientific/creative work at the JVLMA* (please see "Other Attachments" section)

JVLMA account users (employees and students) on the internal website, in the "Documents" section have access to all internal regulatory enactments of the JVLMA. In the "Documents" section of the publicly available JVLMA website, only [Regulations on Academic Positions at the JVLMA](#) are available in the "Laws and Regulations Governing the Work Process" subsection, as it is also binding on persons who wish to apply for academic positions.

In compliance with the conditions set out in the documents, as well as their actual implementation, the JVLMA has established and maintains clear, open and fair procedures for the recruitment of staff, as well as working conditions that confirm the importance of studies, provide opportunities and encourage teaching staff to develop their professionalism, promote scientific activity, thus strengthening the link between education and science, encourage innovation in teaching methods and the use of new technologies.

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

A procedure has been developed for ensuring the qualification and quality of work of the academic staff. The head of the relevant department is responsible for the quality of the work of lecturers, planning of qualification upgrading and opportunities for mastery development, based on the requirements set out in the documents regulating the employment process.

The *Regulations on Academic Positions at the JVLMA* were approved at the Senate meeting on 16 June 2021 and updated at the Senate meeting on 27 April 2022. The Regulations specify the requirements for academic staff laid down in external regulatory enactments, applying them to the JVLMA as an art higher education institution and a scientific institution in accordance with the aims and objectives of its activities as laid down in its Constitution.

The Regulations provide:

- (1) the procedure for determining the number of academic staff posts;
- (2) the requirements for applicants for academic posts;
- (3) the procedure for the election and recruitment of academic staff;
- (4) the tasks of the academic staff and the procedures and criteria for performance evaluation.

Academic staff are offered further training opportunities in different segments, based on an assessment of their capabilities and needs.

For example, training in the use of the e-learning environment (Moodle) was organised in 2019 on the basis of a needs assessment, while in 2021, with the expansion of the LAIS system, some lecturers were trained in the use of this system. Taking into account that work is currently underway to adapt the LAIS system to the needs of the JVLMA and to expand the field of activity, the JVLMA is planning to train a wider range of lecturers in autumn 2022.

The JVLMA also organises English language courses, in which 38 staff members have already improved their knowledge of a foreign language and are continuing to do so. For example, in the 2019/2020 academic year, 14 academically elected lecturers upgraded their English language level from B1 to B2 or from B2 to C1, while some staff started a new English language course in spring 2022.

Between 2019 and 2021, a series of group training activities were organised to improve communication skills, managerial competences and leadership skills. In particular, heads of departments, class masters and heads of structural units were invited. By dividing the participants into several groups, it was possible to update the topics according to the specialisation of each group.

After each development activity, participants complete evaluation questionnaires, which reflect the participants' interest, involvement, relevance of the topics and improvements needed.

Faculty members are also offered opportunities to participate in various conferences, seminars and workshops throughout the academic year.

For example, Professor Anda Beitāne travelled to Malta in March 2020 to participate in the international scientific conference "Performance Knowledges: Transmission, Composition, Praxis" and lead workshops, while lecturer Diāna Zandberga participated in the international conference on supervision of artistic research doctoral theses "Advancing Supervision for Artistic Research Doctorates" at the Academy of Fine Arts in Vienna in autumn 2021. In order to promote the transfer of experience and good practice in music pedagogy and choir conducting, Assistant Professor Liene Batņa travelled to Preveza (Greece) in 2019 to participate in the 37th International Choral Festival of Preveza, a conference organised by the choir association "Armonia", which includes choir competitions, master classes for conductors and music educators, and demonstrations by internationally acclaimed choirs. In 2019, assistant professors Liene Batņa, Ilze Vilde and Edgars Vītols went to the EAS International Conference in Malmö (Sweden) to ensure the effective participation of the JVLMA and the Department in the EAS International Conference for Music Teachers.

The JVLMA also hosts various professional development events. For example, in May this year, the JVLMA Department of Early Music hosted master classes by Baroque violinist Ulli Engel from the University of Music and Performing Arts in Vienna, while the JVLMA, in collaboration with the Art Academy of Latvia, the Latvian Academy of Culture, the Institute of Literature, Folklore and Art at the University of Latvia and the National Library of Latvia, invited to attend the International Artistic

Research Conference in the fields of music, visual arts, design, film, theatre, contemporary dance and choreography.

The involvement of lecturers in the educational activities organised by the institution results in the increased use of the E-learning environment in group and stream lectures, in the development of new content and the offer of diverse forms of work (independent work and individualised work guided by the E-learning environment, according to students' needs in face-to-face meetings, as well as in the development of new digital materials (Block A of the Study Plan).

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

There are 88 teaching staff involved in the implementation of the *Education and Pedagogy* field of study, 33 of them are elected to one of the academic positions at the JVLMA, and some are employed as academic staff of other universities. In close cooperation with the Latvian Academy of Culture and the Art Academy of Latvia, 34 elected academic staff members of the related higher education institutions are involved in supporting the study process. An analysis of the professionalism of the teaching staff shows whether a doctoral degree has been obtained in a field appropriate to the study course being taught. 36 lecturers have obtained doctoral degrees, 19 of them are members of the JVLMA academic staff. Faculty members are also involved in the implementation of specific study content of the study field *Education and Pedagogy* as guest lecturers.

JVLMA assesses the need and invites lecturers who have the appropriate education and extensive professional experience in the field of study.

In general, when evaluating the data on the teaching staff of the JVLMA, it can be concluded that the lecturers are professionals in their field and have obtained doctoral degrees in the field relevant to their study course.

Types of work, workload and accounting arrangements for lecturers.

Types of activity for lecturers:

1. contact hours;
2. artistic, creative, scientific, methodological and organisational work;
3. department/class management;
4. work in collegiate bodies;
5. other supplementary work, including covering for a lecturer on leave.

For JVLMA academic staff, 1000 working hours per year are defined as 1 workload, which corresponds to one work rate and is divided as follows:

Academic position	Lecturer one working load per year (total working hours per academic year)	Contact hours per year (classes, lectures, exams, dissertation/ diploma thesis advisory, review, etc.)	Artistic, creative, scientific, methodological and organisational work (hours per year) (25% of a lecturer's contact hours, up to a maximum of 200 hours)	Monthly wage rate
Professor	1000	800	200	Not less than the lowest rate of salary laid down by the Cabinet
Associate professor	1000	800	200	
Assistant professor	1000	800	200	
Lecturer	1000	800	200	
Assistant	1000	800	200	

The workload of academic staff, the rate of workload, the distribution of types of work, except for additional work and work in collegiate bodies, indicating the number of working hours per academic year, shall be reflected in the academic staff wage rates. They shall specify the number of contact hours, in accordance with the rates for contact hour resources of the relevant department approved by the Vice-Rector of Academic Work for the purpose of drawing up the tariffs, the amount of artistic, creative, scientific, methodological and organisational work, and the total workload of a lecturer (including additional work) shall not exceed the normal weekly working time set by the Labour Law - 40 hours per week or 1600 hours per academic year, excluding the substitution of lecturers on leave.

The artistic creative, scientific, methodical and organizational work for all academic positions is determined to be the same, which does not exceed 200 hours per year. In addition to this, lecturers have the opportunity to apply to the creative project competition for the implementation of larger projects and activities.

For example, Professor from Department of Music Education has been elected to both the position of Research Fellow and Professor at the JVLMA. She had a 0.3 researcher load and 510 rated contact hours of teaching work in the academic year 2021/2022. Adding the amount of artistic, creative, scientific, methodological and organisational work, which combines to 0.638, the total workload for Professor, researcher is 0.938.

Assistant professor, the head of Department of Music Education has been elected to an academic position and his teaching load, together with his artistic, creative, scientific, methodological and organisational workload, amounts to 0.527. In addition, he is the Head of the Department of Music Pedagogy for 0.28 load, thus, the total load is a 0.807 load.

Associate Professor, the head of Department of Music Technology carries out his academic work in 1.026 full-time positions, which includes both pedagogical and artistic-creative, scientific, methodological and organisational work. In addition, he holds the Chair of Music Technology with 0.09 load share. Total employment - 1037 hours per year, but not exceeding a full-time workload of

1600 hours per year. In the opinion of the JVLMA, such a total workload is acceptable.

According to the competences of the departments, the head of a department, or class master in cooperation with the head of the relevant department, shall develop a draft of the contact hour resource charging for the lecturers of the departmental study courses, observing the maximum number of contact hours allowed for 1 lecturer. If it is found that the number of contact hours planned for a lecturer together with the amount of artistic, creative, scientific, methodological and organisational work exceeds the maximum number of working hours, the lecturer's study courses and students (for individual classes) shall be reviewed again and a solution is sought by reallocating the exceeded amount of hours to another lecturer with appropriate qualifications employed at the Academy or by using an external lecturer. The resources of the Department for contact hours for the establishment of tariffication (wage charges) are approved by the Vice-Rector for Academic Affairs.

The responsible staff member of the Directorate of Study Programmes prepares the individual charge cards of the lecturers from the approved contact hour resources of the departments for the purpose of charging.

According to the individual charge cards (draft) of the lecturers of the department, the responsible person of the Directorate of Study Programmes prepares a draft summary of the lecturers' contact hours, which is approved by the Vice-Rector for Academic Affairs, and submits it to the Finance Department.

The Finance Department prepares a fee summary, which summarises the number of contact hours of the lecturer, calculates the amount of artistic-creative, scientific, methodological and organisational work and the approved workload of the department/class masters.

In accordance with the summary of the charges and the summary of the contact hours of the lecturers, the responsible employee of the Directorate of Study Programmes updates the individual charge cards of the lecturers, indicating the amount of contact hours, the contact hour load, the calculated amount of artistic, creative, scientific, methodological and organisational work. The individual charging schedules of lecturers shall be agreed with the head of the department concerned.

Artistic, creative, scientific, methodological and organisational work:

1. Artistic and creative work: solo concerts/full public concerts/portrait concerts; creation and performance of new works in concerts, creation and performance of original choreographies, dance compositions, staging and performance of new works in concerts; recordings, recordings for radio, TV, CD, DVD; publications of compositions, original choreographies; participation in programme performances at concerts, festivals, shows, competitions at national level; participation in international cultural and artistic projects (concerts, competitions, shows, festivals, etc.etc.); expert jurying (concerts, competitions, shows, festivals, etc.) at national level; expert jurying (concerts, competitions, shows, festivals, etc.) at international level; preparation and performance of dance/choreography performances at public concerts; sound recording (sound direction) for concerts and public events, etc;
2. Scientific work: publications in international academic journals of the arts (journals, almanacs, collections); participation in scientific conferences (with papers) in Latvia and abroad; management of or participation in the implementation of scientific research projects and programmes; expert activity in Latvian Science Council and international projects and programmes; preparation of monographs, collections of articles, journal issues; publications in collections of articles, journals, etc.;

3. Methodological work: preparation of lectures and classes; development and updating of course descriptions; development and management of study programmes and sub-programmes; participation in presentations at academic conferences; preparation and submission for publication of textbooks and teaching materials; qualification development at Latvian and/or foreign universities or scientific research institutions; preparation and delivery of lectures at foreign universities; preparation and delivery of master classes; work as an external expert, etc;

4. Organisational work: chairing or participating in scientific, academic and methodological committees; chairing or participating in the organisation of conferences, festivals, competitions; chairing or participating in the editorial board of scientific publications; chairing or participating in international scientific, academic or artistic associations; chairing or participating in the activities of Latvian professional non-governmental organisations; chairing or participating in the implementation of artistic creation, cultural projects and programmes, etc.

Lecturers report on their artistic, creative, scientific, methodological and organisational work in an annual report to the Head of Department.

In order to further promote the scientific and creative activities of academic staff, the JVLMA may grant funding for scientific and creative activity projects, the leaders and, above all, implementers of which are the academic staff of the JVLMA, on a competitive basis. Competition is organised if the JVLMA has received additional funding for its performance in providing research-based higher education, in accordance with the procedure set out in the "Regulations of the JVLMA Scientific and Creative Activity Project Competition".

The monthly salary rate for the work of the head of department/class master (according to the planned workload) shall not be lower than the lowest salary rate for the work of the Head of Department as determined by the Cabinet.

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

All students at the JVLMA are provided with opportunities:

- to use the premises of the JVLMA free of charge (including Saturdays and Sundays) for independent work assignments;
- to use the premises and equipment of the Sports Complex and the sound recording studio of the JVLMA in accordance with the established procedures;
- to access the internet free of charge;
- to apply for financial support to participate in international competitions, other creative or research projects;
- to apply for a scholarship;
- take out a study or student loan;
- to get information on study-related issues and job opportunities in professional and cultural

education institutions;

- within the requirements of the Law on Higher Education Institutions, the student self-government receives a set amount of funds, which are used in accordance with the self-government's statutes. The self-government allocates a significant part of its budget to support students' creative trips. In accordance with the Regulations on the Procedure for the Evaluation of Applications for Creative Trips by Students of the JVLMA, the self-administration announces at least 4 times a year a call for applications for support (up to EUR 500.00 per student), thus promoting student participation in competitions, concerts, festivals, conferences, summer schools, master classes, etc., which aims to promote the improvement of student competence in a professional field related to the study programme.

In order to attract donations and gifts from organisations, legal entities and individuals to support students, the Jāzeps Vītols Latvian Music Academy Support Foundation (JVLMA AF), a public benefit organisation, was established in 2019. The Foundation was established to support the process of professional development and creative activity of the most talented students in the fields of music, dance, education and research, as well as to promote all types of educational, musicological and interdisciplinary scientific and cultural projects. The JVLMA AF is also designed to create and develop an environment for personal development and education of graduates, current students and lecturers, exchange of knowledge and experience, professional and personal networking, as well as to support JVLMA students, staff, alumni and former staff in exceptional circumstances.

To support students, the JVLMA AF may award scholarships for professional development, to support creative processes, to cover tuition fees or other educational expenses for young people in temporary financial difficulties, to promote excellence, to provide financial support for participation in international competitions or conferences, as well as for the purchase of technical equipment or a musical instrument necessary for education. For example, in the academic year 2021/2022, 9 JVLMA students have received a scholarship from JSC Latvijas Finieris for the purchase of instruments or technical equipment worth a total of EUR 9700, while 1 student received a scholarship from the Japanese musical instrument manufacturer Yamaha Music Europe GmbH for the purchase of an instrument in the amount of EUR 1000.

During their studies, students constantly cooperate with lecturers and heads of departments in their specialisations, and representatives of professional organisations and employers are closely involved in the study process. Students are regularly offered opportunities to participate in various master classes, competitions and exchanges of experience, which contribute to the development of their professional skills and support them in their career development. For the academic year 2022/2023, work is underway to introduce a new career guidance solution.

The professional achievements of young talent (students) in cooperations with patrons are recognised with such annual awards as the JVLMA and LMT (until 2015 - Swedbank /Hansabanka) Annual Award, composer and flautist Arnolds Šturms Award, piano professor Olgerts Zīverss Award, composer Tālvilzius Ķeniņš Award, pastor Dr. Anita Gaide and rev. Ivars Gaide Prize, the Nick Gotham Prize, the 7 June Prize and the Ilga Štauvēre Prize. To find out who the winners are, please refer to: <https://www.jvlma.lv/en/academy/traditions-and-awards>.

During their studies, students are involved in artistic collectives, participate in various joint projects with other students, teaching staff and representatives of professional organisations. In order to provide students with an opportunity to fully develop their professional and artistic skills, the institution takes care of timely planning of educational activities - the JVLMA study calendar each semester includes study weeks, during which lectures, seminars and practical classes are held; practice weeks, during which internships, master classes, open lectures, consultations, orchestra programmes are held; as well as examination weeks.

Teaching artists regularly invite students to join them in various professional artistic activities, participating in rehearsals, performances and recordings, helping students to gradually integrate into the professional community, making contacts and developing the skills necessary for a successful professional career. During their studies, a large number of students work and practice with various artistic collectives.

Students of the JVLMA who go on exchange studies or on internships to foreign universities are supported and advised by the staff of the JVLMA External Relations Division.

2.4. Scientific Research and Artistic Creation

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

The objectives of the JVLMA, in accordance with the strategic specialisation defined by its founder, are (1) to develop academic and professional studies, lifelong learning programmes, artistic creation, scientific and research activities in the humanities and arts, as well as in the creative industries; (2) to develop research-based studies and artistic creation by ensuring participation in national and international artistic creation competitions and other artistic creation projects; (3) to conduct fundamental and applied research, ensuring the creation of new knowledge in the fields of study, technological and non-technological innovations, thus promoting the development and competitiveness of Latvian science and artistic creation at the national and international level; (4) to train human resources necessary for the state and national economy in the fields of music, performing arts and dance; (5) to train human resources necessary for the state and the national economy in arts education for pre-primary, primary, general secondary and vocational secondary education institutions, as well as for interest education in the fields of visual arts, music, performing arts, theatre, dance, audio-visual arts, cultural heritage, culture and creative industries; (6) to develop study, research and creative activities that preserve, develop and promote national cultural values, traditions and cultural heritage, artistic expressions and cultural diversity, as well as intercultural communication; (7) to cooperate with the cultural and creative industries, promoting growth in these and other sectors of the economy and building interdisciplinary cooperation; (8) to ensure the successful integration of the JVLMA into the international ecosystem of arts and culture universities and scientific institutions by focusing on excellence in its field of activity, both in research and in studies. The applied research and artistic creation of the study programme are fully in line with these objectives.

Until October 2018, the scientific activities of the JVLMA were organised and supervised by the *Scientific Research Centre* (hereinafter referred to as the ZPC), which, contrary to the legislation of the time, had the status of an independent scientific institution. In accordance with the amendments to the Law on Scientific Activities of the Republic of Latvia, since 1 October 2018 the JVLMA has acquired the status of a Scientific Institution and is a leading music science centre in Latvia, which implements national and international projects, including interdisciplinary projects, and is well-known in the international scientific community, especially in the field of systematic musicology and ethnomusicology. In February 2021, the JVLMA was awarded a positive rating of 3:

good *level of research* in the International Assessment of Scientific Institutions. Currently, the ZPC is an academic unit of the JVLMA scientific academic staff - researchers, senior researchers and research assistants, which provides links between education and science, preservation of national cultural heritage, research, inclusion of scientists in contemporary music research, interdisciplinary research.

Artistic creation is one of the main areas of the JVLMA's activity, in contrast to the specificity of the JVLMA as a music centre of national and international importance. artistic creation is a continuous activity and process in all areas of music. The three concert halls of the JVLMA are part of Riga's concert life, attracting a large number of audiences from all over Latvia and abroad. The artistic groups (choir, symphony orchestra, various chamber ensembles, etc.) and soloists (lecturers and students) regularly give concerts and artistic master classes outside the Academy, both in Latvia and abroad. artistic creation accounts for 20% of academic staff workload. On 29 September 2021, the Senate adopted a decision to reorganise the *Concert Department* into a new *Creative Projects Division*. The Creative Projects Division is responsible for public events, concerts at the JVLMA and beyond, as well as artistic creation at the JVLMA. Students of the *Education and Pedagogy* study programme also actively participate in artistic collectives and concert activities of the JVLMA.

The aim of the study field *Education and Pedagogy* is to provide the highest level of professional teachers of music, dance, visual arts and theatre arts, in accordance with the national standard for the teaching profession, who possess highly applicable professional and methodological knowledge, with which graduates are able to compete in the professional environment. The study field corresponds to the study programmes of the 1st level of professional higher education and the Bachelor level of professional higher education, and unlike the JVLMA study field of *Arts*, it does not correspond to the study programmes of either the Master's or the Doctoral level.

In cooperation with foreign lecturers (*Markus Christiner, Mario Aiwasian*), support activities are organised during the internship weeks to ensure students' successful involvement in research. At the undergraduate level, students produce a Bachelor's thesis at the end of their studies, and are therefore regularly invited to participate in interdisciplinary research seminars on research methods (*Psycholinguistics, neuroscience, musicology, pedagogy, educational science and singing: examining different research methods from various fields* (2021-2022)/ *Augmented Perception of Music (APoM)*) (2022) from the very beginning of their studies. In cooperation with JVLMA researchers, study courses are organised and students are involved in practical research (Valdis Bernhofs/Jachin Edward Pousson elective *Music Perception - from Sound to Music*, in the brain activity measurements module *Brain Computer Music Interface*).

The main aim of research of students of the study field *Education and Pedagogy* is related to the in-depth acquisition of theoretical studies and pedagogical practice of the particular specialisation (music, dance, visual arts, theatre arts) - theoretical substantiation and empirically tested matters. The basic principles of the choice of the topic of the study activities and the bachelor theoretical work are determined by the strategic research direction of a department, the recommendations of the supervisor in the research subject and the student's interest in the study of the specific problem situation. The most visible directions of research so far can be seen in the context of innovations in the teaching methodology of the particular specialisation, in the updating and verification of the findings of previously recognised methodologists in the perspective of the contemporary educational approach, in the possibilities of integrating different teaching approaches into the Latvian education system, as well as in research on current trends in music pedagogy and psychology (for example, the image of the teacher in the social perceptions of society, possibilities of individualisation, differentiation and personalisation in general education, etc.)

Opportunities for artistic creation are provided to students in study courses directly related to the

practical lessons of the specialisation - including in the study course *Arranging*, students create arrangements of folk songs or rearrangements of original compositions, which are approved among students and further used as methodological material in pedagogical practice. In vocal music, active cooperation is regularly established with students and lecturers of the Composition Department, whose newly created compositions are premiered in concerts and recorded, thus broadening the repertoire base of the students for their future professional activity.

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

In order to obtain a professional degree and/or a corresponding professional qualification, the JVLMA study programmes are designed as integrated studies in which the quality of academic work is ensured by the unity of studies, artistic creation (artistic practice) and research work.

The order, content and percentage (credit points) of each type of activity in relation to the study process shall be determined by the specific study programme and the content of the specific study course. The content of the study programmes is closely aligned with the specific requirements of the teaching profession standards in terms of the required professional knowledge, skills and competences.

Research papers in the library of the JVLMA are used by students as reference sources for writing their own research papers or as teaching aids for learning the content of a study course.

Pedagogical and artistic practice is organised in close connection with the learning of the repertoire of the specialisation study course (for example: piano, violin, clarinet, etc.) during contact hours, which results in the activities of pedagogical practice, repertoire performance at practice concerts or open concerts, demonstrating pedagogical and artistic maturity. The forms of work used contribute to the education of high-quality music and dance teachers, whose acquired professional competences are revealed in practical practice.

Studies, scientific research and artistic creation are the main activities of the JVLMA. The *Scientific Research Centre* (hereinafter - ZPC) operates at the JVLMA to ensure a successful research process. The ZPC provides links between education and science, preservation of national cultural heritage, research, inclusion of scientists in contemporary music research, interdisciplinary research. The ZPC is governed by statutes approved by the Senate, which are available in Latvian at <https://www.jvlma.lv/akademija/dokumenti> under *Councils, Collegiate Bodies*. The ZPC reports directly to the Vice-Rector for Research and Creative Activities. The Academy's Scientific Council, Doctoral Council, Promotion Council and the Department of Musicology play an important role in the research process.

The results of research in the field of music and dance are presented at scientific seminars and conferences and published in various journals, one of the most important of which is the periodical *Mūzikas akadēmijas raksti* [Music Academy Writings]. The aim of this publication is to involve both experienced lecturers and researchers of the Academy and future professionals from the study programmes of *Education and Pedagogy* in scientific research.

In implementing scientific research projects, the ZPC and the Department of Musicology cooperate with Latvian and foreign universities and research centres. Joint conferences, lectures, presentations of publications.

The academic staff of the Department of Musicology and the Scientific Research Centre of the JVLMA are represented by national and international authorities. The results of research by the academic staff of the JVLMA (publications, participation in conferences and international research networks, etc.) form an important part of the content of the JVLMA study process in both theoretical and practical study courses, as well as ensure regular evaluation and supplementation of study content and methods, following the latest scientific findings. The use of research results in the study process was significantly influenced by the attraction of guest professors from various European and American music universities, thus ensuring the link between the study process and international research practice and allowing students to prepare for it during their studies.

Academic departments involved in the implementation of all study programmes have been active in artistic activities and have taken advantage of international mobility opportunities offered by the JVLMA for academic, artistic and research activities.

The link between artistic creation and the study process is organised by the departments in cooperation with the Creative Projects Division. The Creative Projects Division is governed by rules approved by the Senate. In accordance with the Regulations, the Creative Projects Division implements the strategy of artistic-creative practice of students and artistic-creative activity of lecturers as defined in the study programmes of the JVLMA by initiating, establishing, implementing and supervising creative projects. The aim of the Creative Projects Division, in accordance with the mission and goals of the JVLMA, as defined in the Constitution of the JVLMA, is to ensure the successful implementation of artistic creation projects and to provide organisational support for the JVLMA's public events: (1) the implementation of artistic creation on the premises of the JVLMA at public events; (2) the implementation of artistic creation outside the premises of the JVLMA, if the event is included in the JVLMA Annual Event Plan; (3) competitions, scientific and applied conferences, seminars and master classes organised by the JVLMA or jointly with cooperation partners. The most important events of the JVLMA (e.g., student symphony orchestra, opera studio, mixed choir concerts, etc.) are included in the JVLMA Annual Events Plan. The draft of the Annual Plan of Activities of the JVLMA is prepared by the Head of the Creative Projects Division, taking into account the calendar plan for the implementation of the study plan approved by the Vice-Rector for Academic Affairs, based on the proposals submitted by the Senate and Constitutional Chairs, Heads of Departments, the Rectorate, heads of collegiate decision-making bodies by 1 July of the calendar year, and approved by the Rector by a decree no later than 1 August.

The link between artistic creation and the study process is close and continuous. The practice of artistic creation forms the basis of the study process, its research and analysis contributes the students' research and analytical work skills in theoretical study courses. The academic staff of the JVLMA in performing arts are leading Latvian musicians and choreographers actively involved in the international community. The students' involvement in regular national and international concert life is therefore under the direction of high-class artists, which is manifested in a wide range of artistic creation, such as symphonic and brass band concerts, chamber music concerts, early music and traditional music concerts, vocal music concerts, jazz concerts, choreographic performances, organ concerts, opera performances, competitions, master classes, etc. Through the Creative Projects Division, the students and faculty of the JVLMA are offered the opportunity to attend concerts organised by *Latvijas koncerti*, *Art forte*, *Rīgas Ritmi* etc., as well as concerts and rehearsals of renowned music ensembles from abroad.

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

the development of international cooperation in the field of scientific research and/or artistic creation.

Operation of JVLMA is directed to development of international cooperation on a global scale and at first to integration into the European music education system to promote student and staff exchange and maintain high quality standards in higher music education. The operation of the JVLMA is based on short-term activities (guest professor master classes, seminars, lectures), student and faculty mobility, various events (concerts, competitions, festivals, conferences, individual research), implementation of various EU projects, programmes managed by the State Education and Development Agency, embassy projects implemented with the support of the diplomatic missions of European countries, and transnational programmes - Yamaha, USA Fulbright. The JVLMA has bilateral agreements with around 100 European music universities.

The most important beneficiaries are students who have chosen to follow a pedagogy programme in one of the professional specialisation areas, e.g., dance, instrument playing. International circulation contributes to improving professional skills. The content of the pedagogical programmes was developed on the basis of two pillars: professionalism in the field of specialisation and professionalism in pedagogy.

Teachers and students from pedagogy study programmes also benefit from international research cooperation.

The researchers of systematic musicology at the JVLAM have a wide range of collaborators, because only international circulation allows to put forward and realise creative and bold ideas. The interdisciplinary approach encourages you to seek out collaborators in a wide range of fields - healthcare, psychology, neuroscience, mathematics, biology, engineering, programming and, of course, music. Currently, the closest collaboration is with neuroscientists and medical doctors at the University of Heidelberg in Germany, who are closely involved in the Music and Brain research group they founded in Germany, Austria and Switzerland. In the field of music psychology, the LongGold long-term research project on musicality in relation to cognitive and psychosocial abilities in comprehensive and music schools in the UK, Germany, Italy, Taiwan was carried out in collaboration with the University of London (UK) and Hannover University of Music, Theatre and Drama (Germany). The international project Brain-Computer Music Interfacing for Embodied Musical Interaction has been realized in collaboration with Vilnius University (Lithuania) and Taiwan University from 2019 to 2022. In the field of music neuroscience, the Music and Brain study on brain auditory field functions in clinical and non-clinical contexts was launched in 2015 in collaboration with the University of Heidelberg (Germany), the University of Graz (Austria) and the University of Basel (Switzerland), within the framework of which the JVLAM developed a test instrument for brain measurements in Germany.

In ethnomusicology, the most important international collaborations were related to Latvia's official representation in the International Council for Traditional Music (ICTM), working in several Study Groups: Multipart Music; Historical Sources; Music and Minorities; etc., as well as symposia and conferences in Austria, Estonia, Italy, Ireland, Portugal, Hungary, China, Singapore, Thailand, etc. Since 2013, there has been regular cooperation with the Institute for Folk Music Research and Ethnomusicology at the University of Music and Performing Arts in Vienna, where the Research Centre for European Multipart Music (EMM), an international network of ethnomusicologists, is based. As part of this collaboration, JVLAM is participating as a publishing partner with the publication Notes from Latvia: Multipart Music in the Field (2018) launches an international audiovisual publication series European Voices: Audiovisuals. The second publication in this series

on Macedonian Albanian musicians was published in 2019 by the JVLAM in collaboration with the University of Music and Performing Arts Vienna. In 2018, the JVLAM organised the 34th annual conference of the European Seminar in Ethnomusicology, the largest network of ethnomusicologists in Europe.

In the field of historical musicology, international cooperation has been carried out within the framework of the Central and Eastern European Music History Research Association at the Institute of Musicology at the University of Leipzig, as well as in the networking activities of the International Musicological Society (ICM). It is acknowledged that the field of historical musicology needs to be more actively involved in international processes, which is one of the strategic tasks for the next period. In order to promote international mobility of both experienced researchers and young scientists, as well as to attract visiting researchers to the JVLAM projects, a Euraxess Focal Point was established at the JVLAM in 2018.

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

The involvement of the faculty members of the JVLMA in scientific research and/or artistic creation is carried out in accordance with the tasks stipulated by the Law on Higher Education Institutions, which are specified in the JVLMA Salary Regulations. The work is planned, organised, coordinated and managed by the heads of the relevant departments. Lecturers report on their performance at the end of each academic year on a single form approved by the Senate. A sample form is available on the JVLMA website.

Scientific research and artistic-creative work is controlled by the JVLMA Vice-rector for Scientific and Creative Affairs.

In order to promote research and artistic creation activities and to improve the performance of the JVLMA in both these areas, regular meetings are organised where academic staff inform about their plans for participation in conferences, seminars and projects, planned scientific and other publications, as well as plans and results of artistic creation. Since 2018, the project *Development of international cooperation projects in research and innovation at the JVLMA* has promoted the involvement of JVLMA academic staff in the development and implementation of multilateral international cooperation research and innovation projects towards the development of music science and related synergistic fields of science by carrying out the following activities: (1) support activities to identify opportunities for international research projects; (2) support for the development of international research project ideas; (3) several international research project proposals developed and submitted; information, communication and publicity activities. This project supports academic staff in various research support activities, such as participation in project matchmaking events, international conferences and other mobility and networking activities. Since 2016, the JVLMA has regularly organised the Scientific and Creative Activity Development Project Competition, the aim of which, according to the Regulations, is to promote the scientific and creative activity of the JVLMA academic staff, and in which funding is awarded for the implementation of artistic, research and interdisciplinary projects, including international projects - the preparation and performance of concert programmes, the creation of compositions and

research projects.

The Scientific Research Centre of the JVLMA organises the activities of scientific staff by implementing the development plan for scientific and artistic-creative activities approved by the Senate, and the implementation of specific directions of scientific activities. It promotes the involvement of undergraduates, postgraduates and doctoral students, and fosters the unity of study, practice and research. It develops research directions, preservation of national cultural heritage, research, inclusion of scholars in contemporary music research, interdisciplinary research. The activities of the Research Centre are governed by statutes approved by the Rector. The Research Centre provides an annual public report on research activities and results to the JVLMA.

The statistics of publicly accessible artistic creation events (concerts, festivals, master classes, creative projects, etc.) of the JVLMA since 2013 are as follows: 2013/2014 academic year - 324 events; 2014/2015 academic year - 353 events; 2015/2016 academic year - 282 events; 2016/2017 academic year - 316 events; 2017/2018 academic year - 310 events; 2018/2019 academic year - 302 events; 2019/2020 academic year - 166 events; 2020/2021 academic year - 71 events; 2021/2022 academic year - 134 events. The dramatic decrease in the 2019/2020 and (especially) 2020/2021 academic years is due to the impact of the pandemic, which has significantly and sometimes even completely limited public artistic creation activities, while at the same time promoting the use of various information technologies (ZOOM, LOLA, etc.) to ensure the continuity of artistic creation processes. At the same time, individual artistic creation is an ongoing process for lecturers and students in creative specialities.

The priorities of the scientific work of the JVLAM are defined in *the Development Strategy* and the *Scientific Activity Strategy* of the JVLAM. The main area of scientific research at the JVLAM is musicology with its internationally defined subfields: historical musicology, systematic musicology and ethnomusicology. In historical musicology, research is mainly focused on the history of Latvian music in its local and international context. Systematic musicology involves interdisciplinary research in music psychology, music neuroscience and music pedagogy, with a focus on the processes of teaching and learning music, as well as on music performance. Ethnomusicology research focuses on the study of music, including traditional music, in different cultures, with particular emphasis on Latvia's intangible cultural heritage. Interdisciplinary and cross-sectoral research is particularly encouraged and promoted. During the period under review, the sub-discipline of systematic musicology at the JVLAM developed particularly rapidly, establishing itself among Europe's leading institutes of systematic musicology. In 2019, the Music Psychology Department acquired state-of-the-art technical equipment (EEG measuring equipment, microtonal instrument, analytical data processing software), which now allows it to fully integrate into the leading systematic music science institutes. By attracting young and talented researchers from Latvia and abroad, a branching of research interests, or the research profile of the JVLAM, has developed. The interests of the JVLAM systematic musicology include the phenomenon of musical giftedness, neuropsychological aspects of music listening and the music-making process, cognitive auditory training approaches, and the brain activity of musicians and music lovers in processing acoustic information. One of the latest challenges is an international collaborative project to develop algorithms for the brain's response during interaction. In the near future, this approach will probably lead to new types of auditory training, as well as to individual performance during a musical performance. The most significant achievement in the sub-discipline of Historical Musicology during the period of self-evaluation was participation in the project Cultural Capital as a Resource for Sustainable Development of Latvia/ CARD in cooperation with the Latvian Academy of Culture, the Art Academy of Latvia, the Institute of Literature, Folklore and Art of the University of Latvia and the National Library of Latvia (2020-2022). JVLAM implemented two sub-projects: Music in Latvia in the 17th-19th centuries: Creative Processes in Cultural Contexts and Music Culture

Latvia in the 1920s-1930s and the Second Half of the 20th Century: Under-researched processes, issues, problems.

The ethnomusicologists of the JVLAM also continued to work actively both in the local and international context. In Latvia, the contribution of JVLAM researchers to the preparation and implementation of the Law on Intangible Cultural Heritage in cooperation with the Latvian National Centre for Culture is particularly noteworthy. The most internationally significant achievement in the period of self-evaluation is the latest publication of the ICTM Study Group on Multipart Music, a collection of anonymously peer-reviewed scientific articles - the *Shaping Sounds and Values* book and CD-ROM -- to be published in 2021 under the guidance of JVLAM researchers: *Multipart Music as a Means of Social and Cultural Interaction*. The book includes articles by nine authors on traditional music of Albania, Austria and Bavaria (Germany), Borneo (Malaysia), Central Africa and Ghana (Africa), Dishu (China), Java (Indonesia), Morocco, Sardinia (Italy), Setu (Estonia) and North Latgale (Latvia).

The Scientific Research Centre of the JVLAM organises the activities of scientific staff by implementing the development plan for scientific and artistic-creative activities approved by the Senate, and the implementation of specific directions of scientific activities. It promotes the involvement of undergraduates, postgraduates and doctoral students, and fosters the unity of study, practice and research. It develops research directions, preservation of national cultural heritage, research, inclusion of scholars in contemporary music research, interdisciplinary research. The activities of the Research Centre shall be governed by Statutes approved by the Rector. The Research Centre provides an annual public report on research activities and results to the JVLAM. The Research Centre also hosts the Music Psychology Laboratory and the JVLAM Traditional Music Digital Archive, which will be part of the international project *Towards an alliance for distributed ethnomusicology data* in 2021 (Partners: The Department of Music Acoustics (IWK) at the University of Music and Performing Arts Vienna (mdw, Austria); The Department of ethnomusicology (IVE) at the University of Music and Performing Arts Vienna (mdw, Austria); The Information Management and Preservation Lab at the Institute of Software Technology and Interactive Systems (IFS) at the Technical University Vienna (Austria); The Mahidol University College of Music (Thailand); Universiti Pendidikan Sultan Idris (Malaysia); U.P. The Center for Ethnomusicology (Philippines) has started to move towards an international digital archive platform for traditional music.

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

In the content of the study programmes of the JVLMA, an important role is given to students' scientific research work. Scientific research is organised, coordinated and implemented by the Scientific Research Centre in collaboration with the heads and lecturers of Musicology and other departments. In accordance with the final requirements of the study programmes, bachelor theses were prepared and defended by students of the previously implemented professional bachelor study programmes *General Education Music Teacher*, *Professional Music Teacher* and *Dance and Rhythmics Teacher*. The themes of the theses were chosen deliberately. The topics of scientific research works are based on the specialisation of the activities of the JVLMA and the objectives of the study programme. It is mainly related to research on music and dance pedagogy and didactics.

All papers have been defended at a good, very good and excellent level. It is important that the graduates of bachelor study programmes at JVLMA have the opportunity to continue their studies in the Master of Arts level study programme *Music and Performing Arts*, specialisation *Music and Education*, thus deepening their competences in the field of pedagogy.

Because the final theses of the two study programmes submitted for the evaluation of the field of study have not yet been developed (as they will be licensed in autumn 2020), it is possible to give examples of final theses of other professional bachelor study programmes implemented in the field of study so far. The research areas of the study programme *General Education Music Teacher* are most directly related to the teaching process in general education, school choir methodology and pre-school music teaching. The research directions are reflected in the choice of themes of the bachelor theses, for example, *Feedback in the music pedagogical process in secondary school*, *Project method in the music pedagogical process in secondary school*, *Parents' participation in the teaching process of pupils in primary school in the subject "Music"*, *Development of expressiveness in adolescents in vocal lessons in special interest education*, *Vocal functioning in the post-mutation period in young people*, *Professional challenges of a music teacher starting work in special interest education*, *Musical activities in the family as promoters of social skills in 4-5 year old children*, *Professional activity of a school choir conductor*.

The research areas of the study programme *Professional Music Teacher* are related to the specifics of vocational education, vocational secondary education and special interest education, which are more related to the methodology of teaching a specific musical instrument or providing an individual approach, e.g., *Learning the flute in Latvian vocational education and Yamaha music education systems*, *The importance of rational use of the body in postural positioning in the process of learning the flute*, *Possibilities of promoting exercise play for the development of technical skills in the early stages of learning the piano*, *Robert Schumann's Fantasia in D major Op.17: pedagogical and Artistic Aspects of the Staging of the Symphonic Movement of Piano Concerto for 1st - 3rd grade students' trombone skills at music school*, *Piano skills development for 5th - 8th grade students in vocational education, distance learning*, *Classical guitar: Right hand technique and the role of repertoire in its development*.

Every year, the JVLMA, together with various cooperation partners, organises local and international competitions and offers financial support for various artistic activities: Big Band Composition Competition for young Baltic composers; Sound Art Foundation Competition for young composers; Jurjānu Andrejs International Competition for Wind Instrumentalists; JVLMA Best Chamber Ensemble Competition; Jāzeps Vītols Children and Youth Choir and Vocal Ensemble Competition "Lai skan!"; Jāzeps Vītols International Competitions for Choir Conductors, Pianists and Vocalists; JVLMA Students' Creative Travel Funding Competition; Riga Blackheads Brotherhood and JVLMA Chamber Music Concert Programme Competition; Scientific and Creative Activity Projects Competition.

The involvement of students in the JVLMA Olympiad in the subject "Music", which is organised in cooperation with the State Centre for Education Content of the Ministry of Education Science and the Latvian Association of General Education Music Teachers, is significant. The Olympiad is organised in three rounds, where students are involved in setting and evaluating the tasks, organising and managing the Olympiad. The most important benefits for the students are related to the understanding of the possible level of excellence in the subject "Music", the observation of the achievable results in practice, as well as the opportunity to get to know Latvian music teachers and their achievements.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance,

product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

Due to the Covid-19 national emergency, the study process at JVLMA was conducted entirely remotely. All courses were delivered using Zoom, Microsoft Team and other web-based applications. Music and dance pedagogy lecturers actively used all the possibilities offered by the Moodle E-learning environment for an interactive study process. At the end of the academic year, students had the opportunity to take the concert exams with the help of the audio - visual streaming system LOLA. In order to implement the choir's practical lessons in a qualitative, innovative and creative way, Audacity recording and processing software was used, and the recordings were made and processed. Teaching placements took place in the schools' Microsoft Teams and the E-klase platform.

The promotion of the new way of music pedagogy was particularly successful. On 7 April 2021, thematic Zoom forum of the JVLMA Department of Art Pedagogy was hosted, where students of music high schools and upper secondary schools, and their teachers and other stakeholders were informed about the opportunities to study in the new professional bachelor and first-level study programmes. Interview on Latvian Radio 1, Culture Rondo show, about the 1st level professional higher education study programme Music, Dance, Art Vocational and Interest Education Teacher and professional bachelor study programme Music, Theatre Arts, Dance: Liene Batņa, Head of the Department of Art Pedagogy at the JVLMA, Māra Ādiņa, Coordinator of the sub-programme "Teacher in Art and Cultural Studies" at the Art Academy of Latvia (LMA), and Rita Lūriņa, Coordinator of the sub-programme "Teacher in Theatre Art and Cultural Studies" at the Latvian Academy of Culture (LKA). The Doors Open Day included individual consultations with lecturers. Video filming of the first-level professional higher education study programme Music, Dance, Art Vocational and Interest Education Teacher and the professional bachelor study programme Music, Theatre Arts, Dance, Visual Arts Teacher. The material was published on social media and in E-klase. As a result, this academic year saw a large number of applicants to teacher training programmes. After the entrance exams, there was a competition of three people per budget place for teacher programmes.

2.5. Cooperation and Internationalisation

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

In order to ensure quality implementation of study programmes, which would contribute to quality

training of teachers of music, theatre arts, dance, visual arts, as well as teachers of music, dance, art vocational orientation and interest education, the JVLMA pays great attention to promoting cooperation with Latvian universities, employers, professional non-governmental organisations, as well as with cultural and cultural education institutions.

Since 2018, the JVLMA has been cooperating with the **PIKC "National Arts Secondary School" Riga Cathedral Choir School** in the field of pupil and student education, organising and providing the JVLMA professional bachelor study programme *Music and Performing Arts*, sub-programme *Jazz Music*, 1. Students of the level of professional higher education study programme "*Music, Dance, Art Vocational and Interest Education Teacher*", sub-programme "Teacher of Music", specialisation "Teacher of Popular and Jazz Music", students of the professional master's study programme "Music and Performing Arts", sub-programme "Music", specialisation "Instrumental Music", profile "Jazz Music", and students of the NMV RDKS "Jazz Music Programme" and "Vocal Music Programme" to practice collective music in a jointly formed jazz orchestra - "*Big Band*". From the academic year 2022/2023 onwards, the intention is to expand the cooperation to include students from Jāzeps Mediņš Riga Music Secondary School.

Cooperation with institutions is mainly organised by the JVLMA management and departmental representatives. Cooperation partners are selected both on the initiative of JVLMA representatives, assessing the potential contribution of the specific cooperation to the implementation of the study field and programme objectives, and on the initiative of other institutions. Given that more of the degrees to be awarded in Latvia are awarded only at the JVLMA, the relevant sectoral organisations are mostly interested in cooperation opportunities. Personal acquaintances are also an advantage in establishing cooperation with various Latvian organisations, given that many professional organisations in the field employ both JVLMA graduates and faculty members.

The JVLMA has the closest cooperation with the Art Academy of Latvia (LMA) and the Latvian Academy of Culture (LKA), as both study programmes are implemented in cooperation with the LKA and the LMA. The three arts and culture universities form the Association of Art Universities; students from all three universities can attend lectures at the other universities in the Association of Art Universities; joint work has been carried out on cultural policy documents, for example on amendments to *the Law on Higher Education Institutions*.

Cooperation takes various forms: organisation and participation in conferences, implementation of study courses, recruitment of lecturers to implement study courses, etc. For example:

- students at partner universities study selected parts of the study programme, as well as free elective study courses;
- lecturers listen to lectures by high-level professionals to develop their professional skills;
- joint artistic and creative projects;
- joint research projects (conferences, publications).

During the reporting period, the JVLMA actively cooperated with the Latvian National Centre for Culture (LNKC) in drafting the Law on Intangible Cultural Heritage; nominating representatives to the LNKC councils; providing expertise and support for cultural education and regular updating of the list of intangible cultural heritage, as well as regular participation in the Song and Dance Festival process; In cooperation with a music publishing house, several books and sheet music editions were published, such as Zandberga, Diāna. 2020. *Jāzeps Vītols Latvian Academy of Music, Piano Department (1919-2019)*. Rīga: Musica Baltica.

In cooperation with the Cultural Information Systems Centre (hereinafter - KISC), library users are provided with the opportunity to try out various databases available within the IP address range of

the JVLMA. The JVLMA Library has provided support to Jāzeps Mediņš Riga Music High School and Emīls Dārziņš Music High School, allowing both teachers and students to use the library's collection. On average, during one academic year, library staff members each acquire theoretical knowledge at least once in continuing education courses organised by the Latvian Academic Library Association (LATABA), KISC and the National Library of Latvia (LNB).

Targeted cooperation with employers is ensured by the concluded cooperation agreements, the subject of which is the implementation of pedagogical and artistic-creative practice, concert practice and professional mastery development of lecturers.

The JVLMA has concluded internship and cooperation agreements:

- with 146 educational institutions,
- with the Riga Latvian Society;
- with SIA JVLMA Opera Studio *Figaro*;
- with the Latvian National Opera;
- with the Department of Culture of the Riga City Council for the organisation of concert practice at St. St Peter's Church;
- with the Riga Professional Wind Orchestra;
- with the Latvian National Centre for Culture;
- with the State Agency for Cultural Information Systems;
- with the National Library of Latvia (cooperation in the creation and development of Letonika);
- with VBS Latvijas Radio.

The JVLMA has close cooperation with professional non-governmental organisations that are members of international organisations - the Piano Teachers Association, the String Instrument Teachers Association, the Clarinet Society, the Singing Teachers Association, the Latvian Choir Association, etc. As a result of the active activities and mutual cooperation of the associations, several international competitions have been held - Jāzeps Vītols International Choir Competition, Jāzeps Vītols International Piano Competition, seminars, methodological readings, master classes, etc.

Cooperation with municipalities of the JVLMA is mainly manifested in the provision of concerts by artistic units, individual performing artists and students in regions such as Cēsis, Limbaži, Ventspils, Liepāja, Madona, Gulbene, Valmiera, Daugavpils, Kuldīga, Rēzekne, etc.

Cooperation with various commercial companies is also implemented, which enables support in the study process, including offering students scholarships for the purchase of instruments or technical equipment (for example, in the 2021/2022 academic year 9 JVLMA students received a scholarship from JSC "Latvijas Finieris", 1 student received the "Yamaha Music Europe GmbH" scholarship for the purchase of an instrument).

Quality cooperation with employers is facilitated by the involvement of leading staff of professional cultural institutions, performing artists, conductors and other creative professionals in the activities of the JVLMA - both in academic positions and as guest lecturers. Close cooperation has been established with the Latvian National Opera and Ballet (hereinafter - LNO) - the chief conductor of the LNO, associate professor M. Ozoliņš; artistic director, composer, guest lecturer A. Maskats, etc.; with the Latvian National Symphony Orchestra (hereinafter - LNSO) - the musicians of the orchestra - assistant professor S. Šteinbergs, associate professor T. Ziberte-Ījaba, associate professor E.

Saksons, assistant professor S. Brīnums, Lecturer J. Semjonovs, assistant professor G. Kuzma and many others; with the Radio Choir - Artistic Director and Chief Conductor, Professor S. Kļava; with the Academic Choir "Latvija" - Artistic Director and Chief Conductor, Associate Professor M. Sirmais, etc.

The cooperation between the JVLMA and employers is manifested in the implementation of mutual artistic and creative interest study courses. The management of the JVLMA, heads of departments, lecturers, and also several students are colleagues who play different roles - at the same time they are teaching staff, students, and musicians of cultural institutions - ensembles, opera singers, conductors, choreographers, sound engineers, musicologists, etc.

Representatives of employers are involved in entrance examination committees, implementation of study courses, organisation of internship workplaces, updating of study programme content, state examination committees, evaluation of JVLMA activities, JVLMA collegial bodies - Symphony Orchestra Council, JVLMA Convention. The cooperation is very productive, aimed at improving the training of competent specialists and promoting the creative activity of the JVLMA.

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

In order to promote international visibility, strengthen the reputation of the institution, prepare students to be active participants in an interconnected world, i.e., to facilitate student mobility, attract foreign students and lecturers, JVLMA uses various forms of internationalisation, i.e. promoting international cooperation and development. The implementation of cooperation and internationalisation goals at the JVLMA is mainly the responsibility of the External Relations Division, in cooperation with the Rector's Office, heads of departments and respective lecturers.

International cooperation of the JVLMA is based on short-term activities (master classes, seminars, lectures, intensive courses), regular student and lecturer exchange via *Erasmus+* and *NordPlus*, different events (competitions, conferences, festivals, concerts, individual research), implementation of different EU projects, membership in international professional networks, different projects that are implemented with the support of foreign diplomatic representation, as well as participation in transnational programmes - *Fulbright*, *Yamaha*.

The JVLMA is active in several international organisations:

- AEC (Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen);
- ANMA (Association of the Nordic Music Academies);
- EPTA (European Piano Teachers Association);
- ESTA (European String Teachers Association);
- EVTA (European Voice Teachers Association);
- ECMTA (European Chamber Music Teachers Association);

- EAS (European Association for Music in Schools);
- EOA (European Opera Academy).

The membership of the Association of European Music Universities (hereinafter - AEC) is very useful for the JVLMA finding cooperation partners appropriate to the field of study and study programmes <https://aec-music.eu/about-aec/aec-vision-and-mission/>, which represents its member universities in Europe and worldwide. The AEC's member universities are specialised music universities, which provide higher professional music education at three levels. In addition, the AEC also includes universities with a broad profile if they have Music/Arts faculties. The JVLMA has bilateral cooperation agreements with more than 100 partners in almost all European countries, so there is no need to look for new partners - rather to critically assess existing agreements and to decide whether it is worthwhile to novate these. Under the EC Directive, bilateral contracts between universities must be digitised by the end of this year. At the same time, an agreement is not the decisive factor in institution cooperation - there is an unspoken arrangement that, if a student wants to apply for Erasmus at a institution with which there is no agreement, an agreement will be signed if the student's application is successful and the student is admitted.

Exchanges of students and staff can take place with all partner universities. The exception is student internships, which are only implemented by a handful of universities. As Erasmus guidelines state that traineeships can be carried out in any national/non-national/private organisation related to the student's field of specialisation, the possibilities are wide and only require the student's initiative. The European Opera Academy, with its 16 universities and various modules ranging from 3 to 6 months, offers good opportunities for student placements (including postgraduate ones).

The External Relations Division does not deal directly with employers, either Latvian or foreign. The task of the respective study field, of course, is to prepare its graduates for the Latvian labour market. At the same time, there are cases where a student or graduate is offered a permanent job in their country of residence during an Erasmus+ traineeship.

To train high level professional with a broad outlook, not only in their speciality is not possible without regular contacts with other European music universities, without attending international master classes/competitions, which provide knowledge of the current level of the speciality, requirements, repertoire. Of course, not all students take advantage of Erasmus study opportunities. This is why they are offered regular Erasmus+ guest master classes at the JVLMA, as well as larger-scale international events such as Woodwind and Metal Symposia, *Crossing Keyboards*, and various jazz music projects involving students from partner universities. The initiative of the Chairs is a key factor in the choice of Visiting Professors: some are more active, others less so, some listen to suggestions and proposals, others are not very interested. This is also reflected in the workshops on offer.

While students of *Arts* have ample opportunities to participate in the Erasmus programme, the same cannot be said for *Education and Pedagogy*. There are objective reasons for this - firstly, these study programmes are conducted only in the national language. Since our students cannot learn Finnish, Swedish or other languages in a few months before they start their studies, this leaves Germany and Austria. But there are also disparate approaches - for example, the University of Music in Vienna also requires a C1 level of German for Erasmus applicants to the programme. This is about music teachers in general education. Professional music teachers face another problem: There are practically no such programmes in European music universities - specialisation in pedagogy is offered in all final year courses, but one must be a pianist, violinist, etc. at a level appropriate to the institution. The students of the JVLMA do not always overcome the competition barrier, as the professional level of the students of this programme lags behind that of the

specialised departments. There is another difference - especially in German music universities, there are pedagogical programmes where students have several specialities, at least two, or even three - choral conducting and organ, choral conducting and viola, piano and cello, piano and singing, piano and trombone, etc. We have had a number of such guest students, most of whose professional level meets the requirements of our specialised departments.

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

As the studies and research work in both study programmes are clearly oriented towards the demand of the Latvian labour market - teachers who prepare future specialists in music, dance, visual arts and theatre arts up to the higher education level - both study programmes are conducted exclusively in Latvian. This means that it is not possible for foreign students to acquire the study programmes permanently. Therefore, the recruitment of foreign students and teaching staff is carried out in accordance with the requirements of the Erasmus University Charter, the agreements mutually concluded between the universities, the individual study plans and the course work programmes.

The influence of foreign students and teaching staff on the quality and improvement of studies at the JVLMA is significant in terms of better quality of practical foreign language learning, more varied methods of study content acquisition, and understanding the organisation and requirements of studies in other countries.

Short-term mobility of teaching staff is the responsibility of the JVLMA *External Relations Division*. The dynamics of mobility of teaching staff are not changing much. It is implemented in close cooperation with departments. It is very actively implemented by most of the departments involved in the implementation of the study field *Arts* - both inbound and outbound mobility, which cannot be said about the study field *Education and Pedagogy* - where outbound teaching mobility is not implemented at all, only a small number of teaching mobility (in practice it is participation in EAS conferences once a year).

There are no particular problems with faculty mobility, apart from the fact that not all needs can be met, as some visiting professors are not happy with the Erasmus terms - they are not willing to work without an honorarium, even if they keep their salary for the respective days.

The JVLMA would benefit if the departments paid more attention to long-term cooperation instead of trying to invite new guest professors. A positive example of this is the multi-year project *Crossing Keyboards*, which is implemented by the Piano Department in cooperation with the Baltic and Nordic music universities with the support of the NORDPLUS programme. It involves teachers and students from the piano departments of Helsinki, Stockholm, Reykjavik, Tallinn, Vilnius and Riga - usually 2 teachers and 4-5 students. The Jazz Department of the JVLMA has the same regular cooperation with the Viljandi Academy of Culture at the level of faculty and students.

The biggest problem with the incoming Erasmus students is that the JVLMA study field *Education and Pedagogy* does not have the right to implement study programmes in English. The INTERNATIONAL section of the website mentions that study programmes are conducted in Latvian

and provides a list of study courses in English that JVLMA teachers have developed especially for exchange students. The compulsory Master studies course *Style and Interpretation* is now also offered in English for both Erasmus and full-time international students. New digital courses in English are being developed within NORDPLUS: In 2021-2022, for the first time, the experimental digital course *Contemporary Music Analysis* was offered to composers, musicologists and symphony conductors by two faculty members of the JVLMA and two faculty members of the Lithuanian Academy of Music; Helsinki Metropolia offers a course for jazz music students *Songwriting*; the Lithuanian Academy of Music prepared a digital course *Spatial Audio for Music Composition and Studio Production* and plans to offer *Ear training* (2 semesters, 6 ECTS) in the autumn semester. The Royal Danish Academy of Music is also involved in this project - a Bachelor course in classical *Analysis* is being developed, which Baiba Jaunslaviete is also working on. Indriķis Weitners is working with Jere Laukkanen from Helsinki Metropolia on a digital *Jazz History* course. Digital courses such as these, which are developed in collaboration between faculty members of several Music Academies, will become increasingly popular in the new Erasmus period until 2027, as the virtual component is a mandatory requirement in the Blended Intensive Programmes (BIPs). Therefore, more interest from the departments, especially the Department of *Music History and Theory*, is needed.

JVLMA implements the project "*Strengthening of academic staff of JVLMA for quality implementation of newly established pedagogical study programmes*" No. 8.2.2.0/18/I/001 financed by the European Social Fund. From December 2018 to August 2022, 6 foreign lecturers were involved in the JVLMA:

1. Kristi Kiilu, 07.12.2018-06.06.2019, lecturer of the study course "Innovations in Music Teaching Methodology, Music Teaching Systems in Estonia, Music Teacher Training";
2. Eva Margareta Nivbrant Wedin, 22.04.2021.-21.10.2021, study course "European Music Universities' Experience in Developing Methodologies for Teaching Music in both Comprehensive and Music Schools. Integrating music and movement pedagogy in rhythm teaching";
3. Markus Christiner, 04.10.2021-03.10.2022, lecturer in the course "Psycholinguistics, Neuroscience, Musicology, Pedagogy, Education Sciences and Singing: an Interdisciplinary Approach to Diverse Research Methods";
4. Krists Auznieks, 20.10.2021.-19.04.2022, lecturer in the study course "20 Views on the 20th Century: aesthetic, historical and analytical perspectives of musical modernism";
5. Raffaele Mario Giacomo Trevisani, 12.11.2021.-11.05.2022, lecturer in the course "The Phenomenon of the Italian Flute School";
6. Werner Theodor Beidinger, 22.03.2022.-21.09.2022, lecturer in the study course "Carl Orff's *Schulwerk* -as a Method for Integrated Learning".

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

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

The previous accreditation of the *Education, Pedagogy and Sport* study field took place in September and November 2011. The study programmes were evaluated by international experts working within the framework of the European Social Fund project "Evaluation of Higher Education Study Programmes and Proposals for Quality Improvement" implemented by the Council for Higher Education. Accreditation experts assessed each study programme across four evaluation groups:

1. Quality;
2. Resources;
3. Sustainability;
4. Cooperation and overlap.

While evaluating the process and results of study programme implementation, the experts concluded that the study programmes of the JVLMA are considered to be sustainable, the quality of study programmes in the field *Education, Pedagogy and Sport* meets the requirements of the laws and regulations of the Republic of Latvia, complies with European standards and guidelines for quality assessment of higher education, and can be implemented in the future as well.

The Study Accreditation Commission, acting based on the documents submitted by the JVLMA and expert opinion, decided on the maximum term of accreditation of the study field - 6 years.

Expert recommendations:	Recommendation follow-up:
1) to open doors and attract foreign students to study at the JVLMA, to develop better cooperation with foreign higher education institutions in these fields of study;	During the reporting period, there were 9 inbound student mobilities and 9 outbound student mobilities. It has helped students learn intercultural communication and foreign language skills.
2) Course descriptions in English should be created and provided for the needs of international students;	The content of the course in <i>Music Teaching Methodology</i> is developed in English and delivered in English for exchange students. In addition, 6 foreign lecturers were recruited between December 2018 and August 2022.
3) The foreign language skills of lecturers need to be significantly improved;	Between September 2019 and November 2020, 14 members of academic staff acquired professional English training. In the project "Strengthening of academic staff of the JVLMA for quality implementation of newly established pedagogical study programmes", No. 8.2.2.0/18/I/001, financed by the European Social Fund, the number of academic staff members who will be provided with professional English language training has increased from 14 to 39. This will help lecturers to implement their study courses in English in cases of incoming mobility.

4) In order to optimise the use of resources, internal opportunities should be sought to combine the courses of the pedagogical blocks of the two study programmes.

Since the previous accreditation of the field of study, the field of study includes only one Bachelor's degree programme (instead of the previous three Bachelor's degree programmes) and one Level 1 higher education degree programme. Students of both study programmes study the module *Teacher's General Competence* together. Uniting study programs has made the administration of study programs more efficient.

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

During the reporting period, i.e., in 2020, two study programmes were licensed - the 1st level professional higher education study programme *Music, Dance, Art Vocational and Interest Education Teacher* and the professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*. The 1st level study programme was subject to eight recommendations from the experts, with six recommendations for the bachelor study programme. All the recommendations made by the experts for the professional bachelor's degree programme have been implemented. Of the eight recommendations for the 1st level vocational higher education study programme, six have been fully implemented and two planned to be implemented in 2023. Please see annex 2.6. *Review of implementation of recommendations* for more details.

Two circumstances had a significant impact on the implementation of the recommendations.

Firstly, after receiving the recommendations, the JVLMA developed *Recommendation Implementation Plans* for the implementation of the recommendations for both study programmes, taking into account that the accreditation deadline for the study field *Education and Pedagogy* is 31 December 2024. As both study programmes were licensed within the framework of the project *Innovation of Teacher Study Programmes in Music, Art, Dance and Culture Studies* (No. 8.2.1.0/18/I/001), one of the project conditions was that both study programmes should already be accredited in the year 2023. The status of accredited study programmes can also be secured through the procedure of including a licensed study programme in an accredited field of study. This procedure should be carried out separately for each study programme. This is like a mini-accreditation, involving both the preparation of the paperwork and the visit, and it is a paid procedure. This should in any case also be followed by an evaluation and accreditation of both study programmes within the field of study. Therefore, in order to save both financial and administrative resources of the JVLMA, a decision was made to carry out the evaluation and accreditation of the study field *Education and Pedagogy* more quickly in order to avoid undergoing two redundant evaluation procedures while also meeting the project deadlines. This decision means that the self-evaluation report for the evaluation of the field of study has to be submitted more than a year earlier than originally planned. Such a decision has its consequences. In particular, the time

originally planned for implementing the recommendations received in the study programme licensing procedures has been reduced. Previously, the recommendations for the implementation of the plan included the year 2023, but following this decision, the final year for the implementation of the recommendations is 2022.

Another very important factor at this time was the Covid-19 pandemic. The organisation and maintenance of the study process in pandemic conditions required a lot of human resources, especially taking into account the specificity of the content of the JVLMA, particularly in areas such as performing arts and collective music making. Therefore, a large part of the human resources that would normally be devoted to development issues, including the implementation of expert recommendations, were diverted to adapt to the various constraints and the series of changes due to the pandemic.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1.JVLMA Internal Regulations.docx	1.Saraksts ar galvenajiem JVLMA iekšējiem normatīvajiem aktiem.docx
The management structure of the higher education institution/ college	1.JVLMA Management structure.docx	1.JVLMA Parvaldības struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	2.1.Development of study direction.docx	2.1.Studiju virziena attīstības plans.docx
The management structure of the study field	2.1.Structure of management of study field.pdf	2.1.Studiju virziena parvaldības struktūra.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	2.1.Warranty.7z	2.1.Iespejas turpināt izglītības iegūvi.7z
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	2.1.Warranty for compensation of losses.docx	2.1.Zaudējumu kompensācijas garantija.zip
Standard sample of study agreement	2.1.Study Agreement.7z	2.1.Studiju līgums.7z
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2.2.Analysis of student, graduate, and employer survey results.docx	2.2.Studējošo, absolventu un darba devēju aptauju rezultātu analīze.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	2.3.Info about academic staff of study field.xlsx	2.3.Pamatinformācija par studiju virziena macībspēkiem.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	2.3.CV of academic staff.zip	2.3.Docetāju CV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	2.3.Knowledge of the state language of academic staff.docx	2.3. Apliecinājums par valsts valodas zināšanu līmeni.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	2.4.Quantitative data on artistic creativity.docx	2.4.Kvantitatīvie dati par maksliniecisko jaunradi.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.List of publications, works of artistic creativity.docx	2.4.Publicāciju, māksliniecisko jaunrades darbu saraksts.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2.5.List of cooperation agreements.docx	2.5.Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	2.5.Statistics on foreign students and teaching staff.docx	2.5.Statistika par ārvalstu studentiem un macībspēkiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.Mobility of students.docx	2.5.Studējošo ienākšana un izejuma mobilitāte.doc
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.Mobility of academic staff.docx	2.5.Macībspēku ienākšana un izejuma mobilitāte.doc
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	2.6.Review of implementation of recommendations.docx	2.6.Rekomendāciju izpildes pārskats.pdf
An application for the evaluation of the study field signed with a secure electronic signature	JVLMA Application.docx	JVLMA iesniegums_izglītība un pedagogija.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		

Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
AIP papildu uzņemšanas prasību saskanojums.edoc	AIP papildu uzņemšanas prasību saskanojums.edoc
1.2.A_Lemejinstituciju_kompetences.pdf	1.2.A_Lemejinstituciju_kompetences.pdf
1.2.B_Ieksejie_normativie_akti_REGISTRS_pilnais.docx	1.2.B_Ieksejie_normativie_akti_REGISTRS_pilnais.docx
JVLMQ_Quality_Management_Manual.pdf	JVLMQ_Quality_Management_Manual.pdf
9P_Jaunas_studiju_programmas_izstrades_process_v0.1_11072022.docx	9P_Jaunas_studiju_programmas_izstrades_process_v0.1_11072022.docx
9P_NEW_STUDY_PROGRAM_DEVELOPMENT_PROCESS_v0.1_eng.docx	9P_NEW_STUDY_PROGRAM_DEVELOPMENT_PROCESS_v0.1_eng.docx
15P_Studiju_programmas_kvalitates_novertesanas_un_pilnveides_process_v0.1_03082022.docx	15P_Studiju_programmas_kvalitates_novertesanas_un_pilnveides_process_v0.1_03082022.docx
15P_PROCESS_OF_STUDY_PROGRAM_QUALITY_ASSESSMENT_AND_IMPROVEMENT_v0.1_eng.docx	15P_PROCESS_OF_STUDY_PROGRAM_QUALITY_ASSESSMENT_AND_IMPROVEMENT_v0.1_eng.docx
3V_Kvalitates_vadibas_sistemas_novertesanas_process_v0.1_08072022.docx	3V_Kvalitates_vadibas_sistemas_novertesanas_process_v0.1_08072022.docx
3V_QUALITY_MANAGEMENT_SYSTEM_ASSESSMENT_PROCESS_v0.1_eng.docx	3V_QUALITY_MANAGEMENT_SYSTEM_ASSESSMENT_PROCESS_v0.1_eng.docx
Procesu_apraksti.7z	Procesu_apraksti.7z
Process_descriptions.7z	Process_descriptions.7z
JVLMQ_aptauju_veikšanas_sistema_19.08.2022..xlsx	JVLMQ_aptauju_veikšanas_sistema_19.08.2022..xlsx
Constitution_of_JVLMQ_2022.docx	Constitution_of_JVLMQ_2022.docx
Nolikums "Studiju_programmu_istenošanai_nepieciešamo_papildresursu_normativi"	4.32_2020_08_26_Studiju_programmu_istenosanas_papildresursi_ar_groz_red.pdf
Darba_samaksas_nolikums	4.2_2021_02_24_Darba_samaksas_nolikums_red.pdf
Jāzēpa_Vītola_Latvijas_Mūzikas_akadēmijas_Darba_kārtības_noteikumi	4.1_2019_06_19_Darba_kartibas_noteikumi_2019_saskan_ar_arodb_red.docx
Kārtība, kādā Jāzēpa_Vītola_Latvijas_Mūzikas_akadēmijas_akadēmiskais_personāls_īsteno_augstākās_izglītības_profesionālo_pilnveidi	4.4_2018_12_21_rikojums-par-akad-personala-augst-izglit-profesionalo-pilnveidi.pdf
Nolikums_par_JVLMQ_personāla_mobilītāti_Erasmus_mūžizglītības_programmas_ietvaros	4.6_2018_10_24_Nolikums_par_JVLMQ_akad_un_visp_personala_mobilitati_Erasmus_programmaa.doc
Kārtība_kādā_tiek_plānoti_un_organizēti_komandējumi_un_kvalifikācijas_celšanas_pasākumi,_un_to_dokumentācijas_noformēšana.	4.8_2015_komandjumu.krtba.doc
Kārtība, kādā JVLMQ_akadēmiskajam_personālam_piešķir_akadēmisko_atvaļinājumu_zinātniskajiem_pētījumiem_vai_zinātniskā / radošā_darba_veikšanai_ārpas_JVLMQ	4.9_2016_06_21_akad-atvalin-pieskirsanas-kartiba.pdf
Studējošā_rokasgrāmata	uzsakot-studijas-jvlma-2022.07.09..pdf
Ieksejie_normativie_akti_REGISTRS_01.12.2022.docx	Ieksejie_normativie_akti_REGISTRS_01.12.2022.docx
Joint_report_Education_2012.PDF	Joint_report_Education_2012.PDF

Music, dance, arts vocationally oriented and interest-related education teacher (41141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Music, dance, arts vocationally oriented and interest-related education teacher</i>
Education classification code	<i>41141</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Kristīne</i>
Surname of the study programme director	<i>Zelicka</i>
E-mail of the study programme director	<i>kristine.zelicka@jvlma.lv</i>
Title of the study programme director	<i>Mg.art.</i>
Phone of the study programme director	<i>66102826</i>
Goal of the study programme	<i>The strategic aim of the study programme is to prepare the student for the profession of a teacher of music, dance or art in vocational orientation and special interest education, promoting their development into a mentally and physically developed, free, responsible and creative personality, as well as to create motivation for further education and to provide an opportunity to prepare for the acquisition of a second level professional higher education and a fifth level professional qualification of a mu-sic, dance or art teacher.</i>
Tasks of the study programme	<i>To enhance teachers' knowledge and develop their skills:</i> <input type="checkbox"/> <i>understanding education policies;</i> <input type="checkbox"/> <i>competence in curriculum design and performance assessment;</i> <input type="checkbox"/> <i>pedagogical competence;</i> <input type="checkbox"/> <i>ICT skills;</i> <input type="checkbox"/> <i>organisational and cooperation expertise;</i> <input type="checkbox"/> <i>professional development competences.</i>

Results of the study programme	<p>1) The graduate is able to responsibly and independently perform the duties of a teacher of music, dance or art vocational orientation and interest education in accordance with the laws and regulations of the Republic of Latvia;</p> <p>2) The graduate is able to plan, organise and manage the teaching and educational process, to promote the emotional, intellectual, ethical and aesthetic growth of students;</p> <p>3) The graduate is able to analyse, evaluate and develop vocational and interest education programmes, subject programmes, select and develop teaching tools, teaching content, as well as update their content, cooperate with employers in the professional field;</p> <p>4) The graduate is able to verbalise and analyse various issues related to the specialisation, using professional terminology accurately in the national language and in a foreign language;</p> <p>5) The graduate is able to navigate and use technologies related to the specialisation, such as audio, video resources;</p> <p>6) The graduate understands professional ethics, is able to assess the impact of their professional activity on the environment and society and to participate in the development and succession of the relevant professional field.</p>
Final examination upon the completion of the study programme	<p>The qualification is structured around different tests (for each sub-programme):</p> <p>1) colloquium in pedagogy according to specialization; and/or</p> <p>2) colloquium in the content of the relevant specialization subject;</p> <p>3) conducting lessons;</p> <p>4) creative part/project.</p>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Secondary or vocational secondary education and entrance examination
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Teacher

Places of implementation

Place name	City	Address
Jāzeps Vītols Latvian Academy of Music	RĪGA	KRIŠJĀŅA BARONA IELA 1, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

On 2 September 2020 the Academic Information Centre received the licence No 04052-20 for the right to implement the first-level professional higher education study programme **Music, Dance, Art Vocational Orientation and Interest Education Teacher** for the Professional Qualification of Teacher.

The programme started in the first semester of the academic year 2021/2022.

With the amendments made to the University Law on March 24, 2022, the law provided for the creation of study programme sub-programmes, which already existed in several universities, including JVLMA and, as recognized by the legislator (see annotation), introducing amendments to the University Law on the possibilities of creating sub-programmes, these amendments legitimized the existing practice and provided a framework for further consolidation of study programs. A sub-programme of a study programme is a part of a study programme that corresponds to a specific branch (or sub-branch) of science, branch of economy or qualification to be obtained. JVLMA licensed study programmes and sub-programmes meet the requirements that were legitimized by 24.03.2022. amendments to the law on universities.

As part of the evaluation procedure, changes in the study programme are intended to be made only in connection with:

- Clarifications of the distribution of credit points in study plans.
- 15.09.2022. Law /LV, 187, 27.09.2022/ Amendments to the Law on Universities (Effective 11.10.2022), which changes:
 1. study programme classification system, as a result of which this program is henceforth considered a short-cycle professional higher education study programme, as a result of which the person will be issued a short-cycle professional higher education and professional qualification diploma. **These changes are planned to be made as part of the assessment procedure.**
 2. The credit point system, aligning it with the European credit point transfer and accumulation system. JVLMA plans, in accordance with Article 93 of the transitional provisions of the Law on Higher Education Institutions, to ensure the transition to the amount of credit points specified in Article 1, Clauses 9 and 10 and Article 57, Parts Two and Three of this Law by December 31, 2024, but **these changes are not planned to be made within the assessment procedure.**

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the

admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

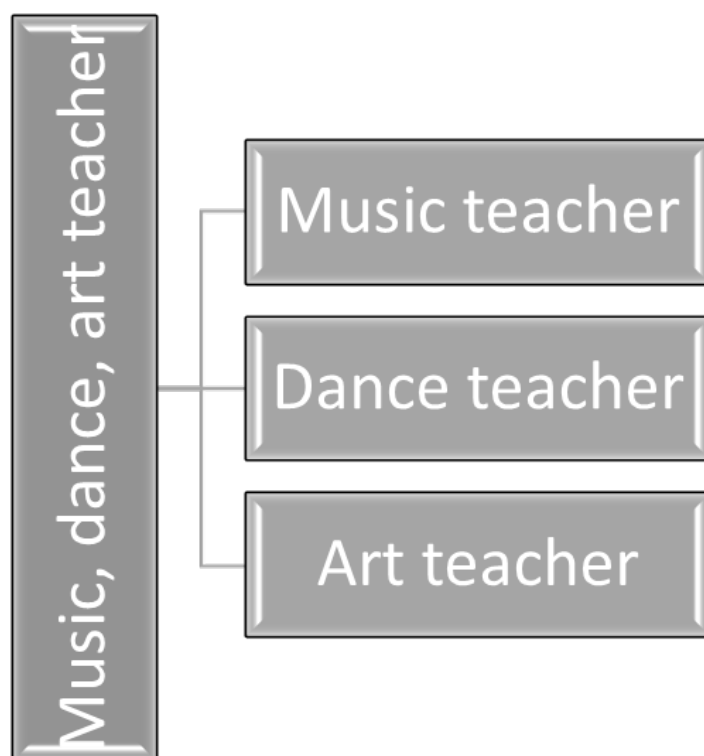
The study programme code (41 141) corresponds to Cabinet Regulation No 322 of 20 March 2001 *Regulations on the Latvian Classification of Education*, where the first two digits "41" indicate the level of higher education, more precisely - level 5 of the Latvian Qualifications Framework, while the last three digits "141" refer to the group of education programmes *Teacher Education*. The programme code awards a short-cycle diploma of professional higher education with level 5 professional qualification *Teacher*. The programme code corresponds to the title of the study programme ***Teacher of Music, Dance, Arts Vocational Training and Interest Education*** and the professional qualification *Teacher*.

The strategic aim of the study programme is *to prepare the student for the profession of a teacher of music, dance or art in vocational orientation and special interest education, promoting their development into a mentally and physically developed, free, responsible and creative personality, as well as to create motivation for further education and to provide an opportunity to prepare for the acquisition of a second level professional higher education and a fifth level professional qualification of a music, dance or art teacher*, in accordance with the set tasks, namely,

to enhance teachers' knowledge and develop their skills:

- understanding education policies;
- competence in curriculum design and performance assessment;
- pedagogical competence;
- ICT skills;
- organisational and cooperation expertise;
- professional development competences;

A structure with three sub-programmes has been established in line with the programme's aim and objectives:



For admission to the programme, applicants need a certificate of the centralized examination in the subjects Latvian, Mathematics and Foreign Language.

In addition to centralized examinations for each sub-programme according to the specification, additional admission requirements have been developed, with common tests: *a colloquium to determine the teacher's professional suitability* and a *colloquium* according to the sub-programme chosen. Additional admission requirements also include specific tests for each sub-programme, e.g., *Instrument Playing, Dance Demonstration, Combined Special Aptitude Test in Drawing, Painting and Composition*.

Additional admission requirements:

in the sub-programme *Music teacher*

(specialisations: piano, accordion, violin, viola, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion, music theory and literature)

- playing an instrument (priority);
- Colloquium in playing an instrument and a colloquium to determine the professional suitability of a teacher;
- colloquium in music theory and analysis.

sub-programme *Dance teacher*

- dance demonstration (priority);
- demonstration of a sense of rhythm;
- a colloquium to determine the professional suitability of a teacher and a colloquium on the art of dance.

sub-programme Art teacher

- a colloquium to determine the professional suitability of a teacher;
- combined special aptitude tests in drawing, painting and composition;
- colloquium on art history.

(see Annex 1 "Additional requirements for admission to the first-level professional higher education study programme Teacher of Music, Dance, Arts Vocational Guidance and Interest Education" for more details).

Such admission requirements make it possible to assess whether the applicants have the necessary theoretical knowledge and artistic skills to start their studies, as well as make it possible to compare the applicants' performance with each other, offering state budget study places to the applicants with the highest results. When summarizing test results, priority is given to the test of the specialty, which is applied with the highest coefficient in the ranking of test results.

In order to ensure as objective an assessment as possible in admission tests, the entrance examination committee includes representatives of the specialisation (heads of specialization departments or lecturers), representatives of employers - professional organizations, as well as representatives of the Directorate of Study Programmes (head of departments) who participate in the entrance examinations of several specialisations, also promoting more equal assessment application of criteria between different specialisations.

In order to achieve the goal of the study programme and the planned results, the content of the qualification work has been developed separately for each sub-programme:

in the Music Teacher sub-programme

- colloquium in Music Pedagogy;
- colloquium on the content, didactics, history of instrument development and music literature of the subject of *instrument playing/music theory and literature*;
- teaching lessons *Instrument playing/ Solfège*;
- Playing an instrument/ Teaching a lesson *Music Literature*.

in the Dance Teacher sub-programme

- colloquium in dance pedagogy;
- colloquium in Dance curriculum, didactics, history of dance development;
- teaching a dance class;
- dance composition and performance.

in the Art Teacher sub-programme

- Colloquium in Art Pedagogy and Art Teaching Methodology;
- Composition;
- Art Pedagogy Workshop Project.

The purpose of the programme, the content of the implementation and the final tests (parts of the qualification work) are designed with the intention of achieving the results of the programme:

1.The graduate is able to responsibly and independently perform the duties of a teacher of music, dance or art vocational orientation and interest education in accordance with the laws and regulations of the Republic of Latvia;

2.The graduate is able to plan, organise and manage the teaching and educational process, to promote the emotional, intellectual, ethical and aesthetic growth of students;

3. The graduate is able to analyse, evaluate and develop vocational and interest education programmes, subject programmes, select and develop teaching tools, teaching content, as well as update their content, cooperate with employers in the professional field;
4. The graduate is able to verbalise and analyse various issues related to the specialisation, using professional terminology accurately in the national language and in a foreign language;
5. The graduate is able to navigate and use technologies related to the specialisation, such as audio, video resources;
6. The graduate understands professional ethics, is able to assess the impact of their professional activity on the environment and society and to participate in the development and succession of the relevant professional field (for more details see Annex 2 "Planned learning outcomes at the end of the study programme").

The duration of the study programme is 2 years (4 semesters) with a total of 80 LV credit points (CP)/ECTS 120, where the duration of one semester is 20 CP/ECTS 30.

2 years has been chosen as the appropriate threshold for the award of a level 5 qualification.

According to the chosen sub-programme and specialisation, study programme completion enables students to work in vocational and interest education institutions, and the acquired qualification level gives the right to continue education in professional bachelor's study programmes. The study programme contributes to the training of new specialists in the field of vocational and interest education, thus ensuring and contributing to the labour market when new teachers start their careers.

The study programme *Teacher of Music, Dance, Art Vocational and Interest Education* of the short-cycle of professional higher education corresponds to the study field **Education and Pedagogy**.

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

The need for the study programme is based on the information report of the Ministry of Education and Science (hereinafter - IZM) to the Government "Proposals for conceptually new competency-based teacher education in Latvia" of 14 November 2017 (Available in Latvian: <https://www.izm.gov.lv/lv/informativais-zinojums-priekslikumi-konceptuali-jaunas-kompetences-baltas-izglitiba-prasibam-atbilstosas-skolotaju-izglitiba-nodrosinasanai-latvija>), which provided information on the necessary measures to ensure conceptually new competency-based teacher education in Latvia. To improve teacher education, the report identifies the need to develop new education programmes at all levels of higher education, including programmes of study for professional qualifications in teaching. The Ministry of Education and Science report states that teacher education should be concentrated in higher education institutions whose strategic specialisation includes the implementation of pedagogical studies, including JVLMA. The implementation of the study programme standards involves the licensing and accreditation of study programmes. The Ministry of Education and Science has identified these types of programmes as a priority for support, as the 1st level professional higher education study programme for teacher qualification must ensure the prompt and high-quality preparation of new teachers. The JVLMA is one of the largest universities in the country, with a differentiated curriculum to ensure that the educational content is as close as possible to the teacher profile required by the graduate when

starting their career in the context of the implementation of the education standard.

The need for the study programme is also justified by the shortage of teachers in educational institutions, for example, according to the data of the Latvian National Centre of Culture of July 2022, there is a shortage of 25 music teachers and 3 art teachers of various specialisations in vocational orientation (Available in Latvian:

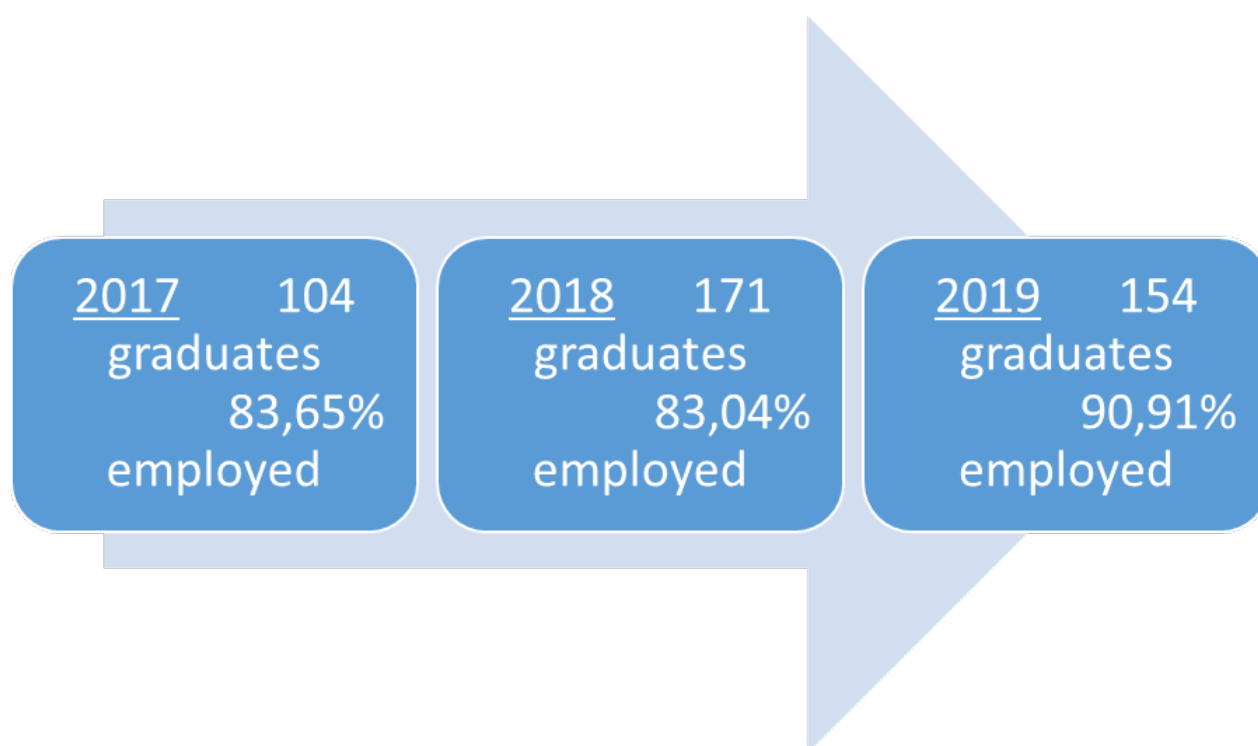
https://www.lnkc.gov.lv/lv/vakances-0?utm_source=https%3A%2F%2Fwww.google.com%2F)

For the academic year 2019-2022, the *Dance Teacher* sub-programme has received 28 job offers from various institutions/team leaders in different dance genres, requesting dance teachers, tutors, assistant directors for students. Unfortunately, it is currently impossible to meet the growing shortage of dance teachers in the country, as the number of students is lower than the labour market demand. Also, the *Esi skolotājs!* [Be a Teacher!] teacher recruitment campaign informs that every year there are several hundred teacher vacancies in Latvia - students and school teams are waiting for their new teachers (Available in Latvian: <https://esiskolotajs.lu.lv/>).

The study programme submitted for the evaluation of the study pathway started on 1 September 2021, so there is no possibility to assess the employability of graduates.

However, it is possible to provide an overall analysis of the employment of JVLMA graduates based on data from the Higher Education Graduate Monitoring Tool of the National Education Information System for the period from 2017 to 2019 (Available in Latvian:

<https://www.viis.gov.lv/monitoringa-riki>):



In conclusion, the average number of graduates from the JVLMA over the three-year period is 143 per year, with an average employment rate of 85.87%. An analysis of the available statistics shows that the employment rate is stable and will increase in 2019. Among Latvian universities of arts, JVLMA has the highest graduate employment rate.

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

languages.

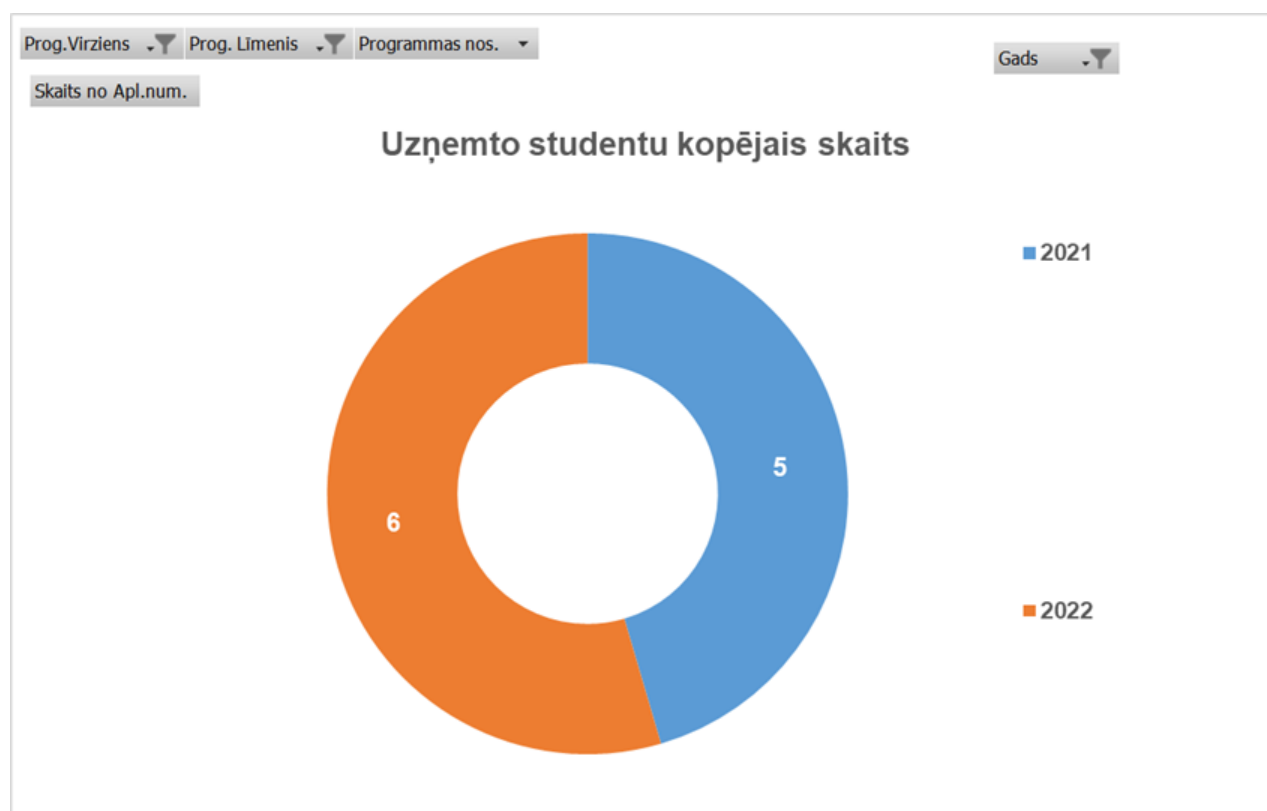
The implementation of the first-level professional higher education study programme *Music, Dance, Art Vocational Orientation and Interest Education Teacher* was launched in the first semester of the academic year 2021/2022 with the aim to prepare future teachers to work in vocational orientation and interest education in music, dance or arts, as well as to create motivation for further education to obtain a professional qualification as a teacher.

In the academic year 2021/2022, 5 students were enrolled in the programme:

- three students in the *Dance Teacher* sub-programme;
- one student in the *Music Teacher* sub-programme;
- one student in the *Art Teacher* sub-programme.

6 students were enrolled in the programme for the academic year 2022/2023:

- two students in the *Dance Teacher* sub-programme;
- two students in the *Music Teacher* sub-programme;
- two students in the *Art Teacher* sub-programme.



picture 1. Total number of students enrolled

Despite the upward trend in the number of students enrolled in the programme, attracting lecturers for this number of students is a major challenge, as we were informed by our partner. However, with more active cooperation between all relevant institutions in the funding and promotion aspects of the programme, it has sufficient potential for development, given the shortage of teachers both in the sector and at national level.

However, although the number of students enrolled in the programme is not large, the involvement of lecturers is ensured for the quality of the study process by offering students to join the

lectures/classes of students enrolled in the professional bachelor study programme and vice versa, thus ensuring the number of contact hours for students enrolled in both programmes.

During one academic year, the total number of students in the study programme has increased twice, namely in the 2021/2022. academic year, 5 students studied in the programme, but in 2022/2023 – 10 students. This positive dynamic shows the industry's interest and the need to obtain a teacher's qualification also in a short-cycle programme. Since the beginning of the implementation of the programme, all students have been studying at the expense of the state budget, and during this period one student has broken the contract.

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The content of the study programme is based on the courses common to all sub-programmes in Part A I and A II, which include modules such as *Culture in Society*, *Communication in the Professional Environment*, *General Competences of a Teacher* (covering pedagogical and psychological aspects, educational management processes, methodology, use of information and communication technologies in pedagogy). Also common to all sub-programmes are the internship and qualifying work components, which are based on the specific content of the specialisation being studied.

The other study courses have been developed by adapting them to the specifics of each sub-programme, i.e. content topicality, compliance with industry trends, as well as the needs of the labor market, for example:

- In music:

Specialisation courses in music: Solfège, Introduction to Music History, Music Theory and Analysis, History and Aesthetics of Contemporary Music, History and Theory of Music, History of Latvian Music, Traditional Music;

- courses of study for instrumental teacher: history and literature of instrumental playing, instrumental playing, ensemble playing;
- music theory and literature teacher training courses: Harmony, Polyphony, Musical Form, Instrumental Teaching, Singing and Vocal Methodology, Piano, Rhythmics.

- In dance:

professional specialisation study courses: Dance theory and history, Dance anatomy, Dance therapy, Historical dance, Folk dance, Latvian dance, Modern dance, Rhythmics;

- study courses for dance teacher in vocational education: Classical dance, Jazz dance, Dance composition, Music didactics in dance;

- dance teacher in special interest education study courses: Classical dance, Children's dance methodology, Dance composition, Dance notation, Music didactics in dance.

- In art:

History of Art and Design, Content and Techniques of Visual Arts (Painting, Printmaking, Sculpture, etc.), Art Project Development, Media Design, Content and Techniques, Content and Techniques of Design (History of Design, Methodology of Teaching Design) and Spatial Art, Basics of Composition.

The structure of the study programme and study courses content are designed to meet the requirements of music, dance and art teacher education, as well as to promote the application of the acquired knowledge and scientific knowledge in artistic and creative activity.

The programme and course content incorporate the skills, attitudes, professional knowledge and competences required for the teaching profession. Didactically evaluating the standard of the teaching profession, the content of the study process is adapted to the requirements of *Skola 2030* and the latest trends in pedagogy:

No.	Courses/modules implemented	Credit points EN CP/ECTS
1.	General Studies (AI part - compulsory)	LV 20 CP/ECTS 30
2.	Compulsory study courses in the field of pedagogy (All part - compulsory)	LV 10 CP/ECTS 15
3.	Specialisation courses in Pedagogy (Part BI - limited choice)	LV 4 CP/ECTS 6
4.	Professional study courses in a specific field (Part BII - limited choice)	LV 22 CP/ECTS 33
5.	Internship	LV 16 CP/ECTS 24

see Annex 3 "Study Programme Design" for more details

The aim of the programme is to prepare music/dance/art teachers - specialists for vocational and interest education, to develop students' understanding of the professional activity of a teacher in the relevant field, as well as to form the basis for further studies to acquire higher level knowledge and competences. The objectives of the programme are designed to educate students in accordance with the knowledge, skills and competences at level 5 of the Latvian Classification of Education (LCE), providing the first level of professional qualification in higher education.

The aforementioned outline of the study programme modules/courses content confirms that the study sub-programmes ensure a link between the information contained in the study courses/modules, the results to be achieved, the objectives set, the methods, as well as a link to the overall strategic objectives and results of the study programme.

The content of the general studies courses is based on the national standards for the teaching profession, providing new teachers with the necessary knowledge, skills, attitudes and competences.

Professional competences are developed in industry and vocational courses, with greater emphasis on the acquisition of professional knowledge and the development of skills, while students demonstrate the skills and competences they have acquired in their internships and qualification.

The content and objectives of the sectoral and professional study courses are linked to the objectives and outcomes of the study programme.

The content of study courses is developed and regularly updated according to the requirements of the labour market by the lecturers of JVLMA departments, who are directly involved in the labour market as conductors in professional orchestras and choirs, artistic directors in children's, youth, middle-aged and senior dance groups, as teachers in Latvian cultural and educational institutions, and as employees of music, dance and art institutions, in addition to their work at the university.

The content of the study courses is updated according to the proposals of the leaders of professional music groups, boards of non-governmental professional organisations and associations, as well as students and graduates. The content and quality of delivery of study courses are systematically evaluated through surveys. Taking into account the suggestions made in the surveys, the relevant chairs assess the relevance and usefulness of the suggestions, consider the impact of the suggestions on the costs of the study programme, and the relevance to professional competences. In case of a positive decision, the changes in the content of the study programmes are submitted to the JVLMA Senate for approval.

For example,

the JVLMA Choir Conducting Department actively cooperates with the Latvian National Centre of Culture in the circulation of information about conductor vacancies, as well as cooperates with school management about conductor vacancies at schools, especially in recent years in preparation for the School Youth Song Festival.

Innovation of the Department of General Piano in the course descriptions: the repertoire of the course is composed in creative cooperation between the lecturer and the student, for each student individually, assessing their technical playing abilities, as well as adapting them to the current repertoire of the specialisation. The aim of the study courses is to train qualified professionals who

are able to successfully enter the labour market and are oriented towards further education. Not only the content of study courses, but also the content of independent work, assessment methods and the reading list are regularly reviewed. The lecturers of the String Instruments Department keep abreast of the latest developments, including by attending relevant qualification enhancement activities, as well as by working in the field on a daily basis, for example, in Latvian professional symphony ensembles and music education institutions. During their studies, students acquire the necessary knowledge and skills needed in the labour market (e.g., orchestral repertoire, instrument playing methodology, pedagogical practice, art project development, etc.). The Department of Dance Pedagogy actively cooperates with the dance experts of the Latvian National Centre of Culture, taking part in the evaluation of the work of dance teachers in vocational education in order to update the improvement of study courses, cooperates with the directors of dance groups of cultural and educational institutions in the circulation of information about vacancies for dance teachers and concert masters of dance groups.

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

Not applicable.

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

The study programme consists of three sub-programmes, where the content of each sub-programme determines the adapted course of the study process. According to the admission rules, the applicant applies and takes the entrance exams according to the chosen sub-programme. The general education and pedagogy branch compulsory study courses (Part A) for all sub-programmes are implemented together. The content of the study courses of Part B and Practice Part is created according to the specifics of the branch of each sub-programme. The structure of the work part of the qualification is designed as much as possible for all subprogrammes, taking into account the individual content requirements of each sub-programme sector.

When assessing the methods of study delivery, types and methods of competence assessment, requirements and targets, it can be concluded that these components are indicated in the description of each study course (see the annex to the submitted course descriptions). The tasks and requirements of contact hours and independent work hours for the professional study courses

of the programme specialisations are very different, so it is the responsibility of each lecturer to make the course description available to all students in digital format or as handouts in the form of printouts.

Students learn the content of their studies through contact hours and independent work. Contact hours are organised as study year, group and individual sessions. According to the course description, lecturers structure stream and group classes in the form of lectures, seminars, colloquia, and individual classes in the form of practical work.

The study process is monitored by lecturers, who update the study content according to the needs of the modern market both in group lectures and individual classes. They actively communicate with the student, setting personally meaningful goals for the student's growth and quality professional performance. At the beginning of each course, the lecturer informs the students what changes have been made to the course based on the recommendations and comments of the students from the previous years, as well as the results of the questionnaire. Heads of Departments try to regularly discuss with students the factors that influence their opinion on the quality of their studies. Lecturers manage the study process in accordance with the student's individualised professionalism-focused study content. They test the student's competence using a variety of assessment methods. As a result of reflection, a critical evaluation of one's (lecturer's) professional activity is produced, assessing the effectiveness of teaching/study methods in an individual study process. All of the above activities contribute to the achievement of both the course outcomes and the study programme objectives.

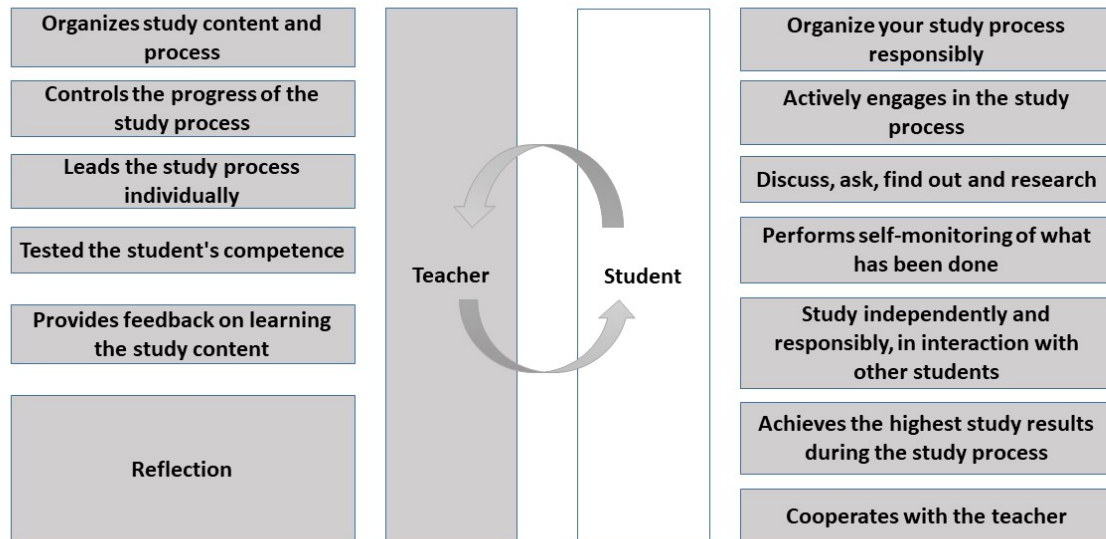
Considering the relatively small number of students in the Art Teacher sub-programme, and in order to qualitatively implement the program's intended content, which is often challenging for several study courses due to the number of students, the JVLMA Senate made a decision to admit applicants to this sub-programme not every academic year.

Involvement of students in surveys organised by the JVLMA further contributes to the achievement of study course results and study programme objectives. Once a semester, students evaluate the implementation of the study process in writing by answering a questionnaire. Students evaluate the work of lecturers, the content of study courses, lecturers' attitude and cooperation with students, evaluation methods and criteria, and other indicators. The questionnaires are anonymous.

Students can participate directly in the improvement of the study process by expressing their wishes to the lecturer of a particular study course, the head of the relevant department or the programme director. Students have the opportunity to influence their own study process, exercise their autonomy and provide feedback on the study process.

Each study sub-programme ensures the full implementation of the study outcomes. The learning outcomes are formulated at the level of each study sub-programme and at the level of study courses. The lecturer of each study course discusses the sub-programme outcomes with the students at the beginning of each study course. In order to ensure the link between the outcomes of the study sub-programme and the outcomes of the study courses, the content of the study courses and their volume in credit points are formulated and the topics and their volume in hours are designed according to the outcomes of the study course. All study courses are assessed with appropriate assessment methods.

L.Batna (2022) Student-centered approach collaborative model



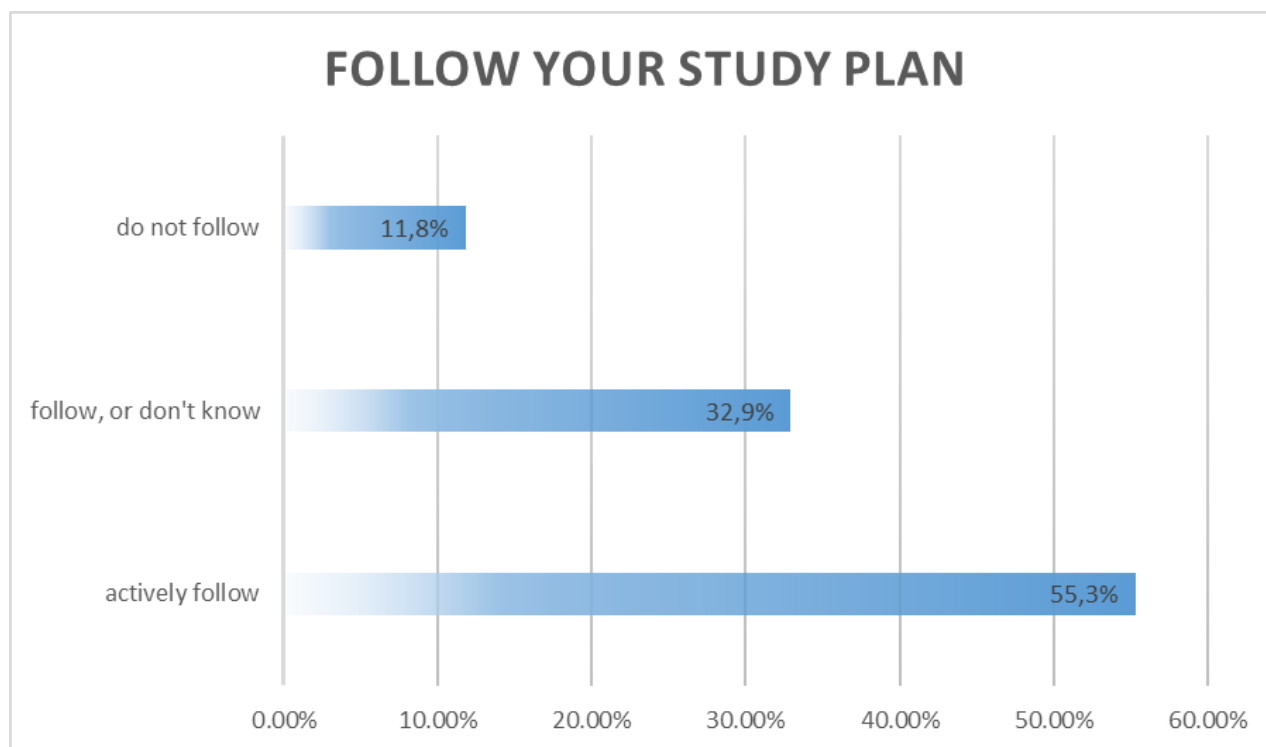
Respecting the students' desire to engage in artistic or pedagogical practice during their studies and integrate into the future working environment, as well as analysing the activity planning of cultural institutions and cultural education institutions, the JVLMA implements the study process according to the best practice of student-centred education - it uses different ways of programme implementation (according to the specifics of each sub-programme), individualises study plans (according to differences in specialisations) and study course learning methods (according to the main tasks of the chosen qualification), adapts learning paths (e.g. by selecting the appropriate artistic programme according to the individual abilities of the student), regularly evaluates and improves teaching modes and methods, giving priority to the independence of the student, while providing support to lecturers in the form of counselling. At the end of the study programme, the competence of students is assessed in accordance with the Regulations on State Examinations, which reflect the requirements and procedures for examinations, the types, forms, organisation and conduct of examinations, the duties and rights of the final state examination board, the conditions for testing and assessing knowledge and skills, the assessment criteria, as well as the appeal procedure (see picture).

In 2022, data collection and data processing on student-centred study process was carried out in cooperation with the JVLMA Student Self-Government, in which 86 students (100% respondents) from all teacher education sub-programmes participated. The survey was carried out in April 2022 with the aim of gauging students' opinions: How active and responsible are JVLMA students?

Some examples. The following answers were received to the questionnaire: how often is a student interested in the implementation of a study plan within one semester?

61.8% responded twice a semester, 26.2% once a month, 5.5% never, 2.4% at the beginning and then in the middle, 1.2% at the beginning of the year and 2.9% from time to time.

It was important to find out whether students were actively following their active study plan. The majority of respondents were found to be actively following their study plan.



At the start of their studies, students are asked to familiarise themselves with the study agreement in person and in the LAIS system. When students were asked " *Have you read the terms of the study agreement?*", it was found out that:

- 77.6% of respondents answered - Yes, familiar with the agreement and its conditions;
- 22.4% - No, not familiar with the agreement and its conditions.

By analysing the results of the survey conducted by the students' self-government in general, it can be concluded that students are interested in the development of artistic quality in the study process, and less interested in more procedural activities in the study process. The communication section of the study process regarding the circulation of the study plan and study documentation, as well as the activation of interpersonal communication and communication issues, can definitely be improved. The methods of implementation of the study process, methods of competence assessment, types and requirements are specified in the description of each study course. The tasks and requirements of contact hours and independent work hours for the professional study courses of the programme specialisations are very different, so it is the responsibility of each lecturer to ensure that the course descriptions are available to all students in digital format or as handouts.

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

The organisation of internship work at the JVLMA is governed by the Regulations (see the annex

"Regulations on the Organisation of Internship Work"), which regulate the procedure for students of first-level professional higher education programmes to acquire practical skills. The main principle of high-quality acquisition of the study programme content is the unity of study and practice.

The study programme specifies the amount of study practice in credit points, its distribution by semesters, as well as the types of competence assessment. The content of the internship is determined by the course description and the internship work programme developed in accordance with the course description.

The following internships are part of the study programme:

- professional specialisation internships;
- pedagogical practice.

The heads of the departments in charge of the implementation of the study course are responsible for the organisation and conduct of internship work.

Internships can take place at or outside the JVLMA - at other cultural institutions or educational institutions.

The internship is organised in accordance with the compulsory documents, the forms of which are available to the internship supervisor at the Directorate of Study Programmes. These documents include:

- 1) Internship agreements if the internship takes place outside the JVLMA;
- 2) Annexes to Teaching Practice Agreements - applications from the head of the teaching practice to the head of the relevant educational institution;
- 3) Practice work programmes (for individual lessons - individually developed for each student for each semester, for collective music lessons - developed for a music unit for each semester; for individual lessons, one copy of the practice work programme is kept by the practice supervisor, and the other copy is kept by the student);
- 4) Internship report (diary), a document that reflects the completion of the tasks set out in the internship work programme and forms part of the Study Card.

The practice consolidates theoretical and practical knowledge, develops professional skills and builds the skills and attitudes required of a teacher.

The internship is carried out under a internship agreement that the JVLMA concludes with the management of internship host to provide the internship. The internship agreement shall include the aim and objectives of the internship, the planning of the internship, the evaluation of the internship, and the duties and responsibilities of the parties. The aims and objectives of the internship shall include familiarisation with the management structure and operating principles of the internship organisation. Representatives of the organisations with which the internship is arranged participate in the definition of the internship aims and objectives and in the evaluation of the internship. When selecting internships, one of the criteria is the pedagogical skill of the internship supervisor.

Teaching practice is in vocational education institutions or in special-interest education. According to the course description, the internship supervisor develops a pedagogical practice programme for each student intern. In accordance with the tasks set out in the pedagogical practice programme, the pedagogical practice supervisor provides the student with a placement or accepts a placement chosen by the student intern. The supervisor informs the students at the beginning of the internship about the internship procedure and requirements, manages the internship by monitoring the

completion of the tasks of the internship programme and the student's entries in the internship report, and evaluates the progress of the internship.

At the beginning and at the end of each semester, students reflect on the internship, on the successes and failures of the learning process in their teaching practice.

The objectives of the internship are related to the outcomes of the study programme and each sub-programme and the requirements of the professional standard. The internship is a compulsory part of the study programme, the amount of which is 16 CP.

The aim of the internship is to facilitate the development of qualified, creative and capable students, by honing their professional skills and competences through the application of theoretical and practical knowledge and insights acquired during the study process.

The student chooses the place of the internship - a comprehensive school of interest education, a vocational education institution, a cultural education institution, a private school/studio with students of different age groups - pre-school, primary, primary, secondary, middle and senior - according to the sub-programme module of interest and potential job opportunities.

During the internship, students carry out lesson and class observations, evaluation of the work plan and content of collectives/groups/studios, analysis of the organisation and documentation of collective/group/studio activities, study of the thematic plan of the lesson calendar, development of lesson plans, preparation and conducting of lessons, familiarisation with the criteria for evaluation of learners' achievements, analysis and evaluation of master classes attended, analysis of events, concerts, performances attended.

Students summarise the results of the tasks performed during the internship by completing an internship report and analyse them by presenting them at the internship defence each semester (see Annex 4 "Pedagogical internship documentation and flow chart" for more details).

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

Not applicable.

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

At the end of the study programme, students take the final state examination - the qualification examination, which is evaluated on a 10-point scale and includes the defence of the qualification thesis (in accordance with Paragraph 14 of Cabinet Regulation No 141 of 20 March 2001 *Regulations on the State Standard for First-Level Professional Higher Education*).

Based on the strategic goal of the programme *to prepare students for the profession of teacher in music, dance or arts in vocational and special interest education*, the content section of the qualification thesis submitted for accreditation has been developed separately for each sub-

programme. The qualification is structured around tests:

-in the Music Teacher sub-programme:

- colloquium in Music Pedagogy;
- colloquium on the content, didactics, history of instrument development and music literature of the subject of *instrument playing/music theory and literature*;
- teaching lessons *Instrument playing/ Solfège*;
- Playing an instrument/ Teaching a lesson *Music Literature*.

-in the Dance Teacher sub-programme:

- colloquium in dance pedagogy;
- colloquium in Dance curriculum, didactics, history of dance development;
- teaching a dance class;
- dance composition and performance.

-in the Art Teacher sub-programme:

- Colloquium in Art Pedagogy and Art Teaching; Methodology;
- Composition;
- Art Pedagogy Workshop Project.

Each test in the qualification section consists of a qualifying examination, taking into account the specificities of each sub-programme, industry trends and labour market requirements.

The implementation of the first level professional higher education study programme *Teacher of Music, Dance, Arts Vocational Orientation and Interest Education* was started in the first semester of the academic year 2021/2022 and, according to the study programme implementation plan, the qualification work section will be implemented for the first time in the academic year 2022/2023, during the second semester of the academic year.

3.3. Resources and Provision of the Study Programme

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

The resources and facilities, as well as the material and technical base of the JVLMA are continuously updated and supplemented, and contribute to the achievement of quality study results, one of the components of which is the graduate's ability to navigate and use specialisation-related technologies and equipment.

For example,

In the preparation of *music teachers*, a special role should be given to methodological equipment and material and technical support. The infrastructure of the Department of Music Education (metallophones, xylophones, split metallophone, percussion kits, big drum, small drum, etc.) has

already been completely renovated and re-equipped, and the department's auditorium has been adapted to the needs of the *Skola 2030* Music Lesson/Classroom.

For the study of professional specialisation courses in dance there is a dance hall with dance floor, bars, mirrors, piano, music player, DVD player, TV, blackboard. A gym equipped with bars, mirrors and a piano was adapted for the professional specialisation courses of the *Dance Teacher* sub-programme. The sports hall is very suitable and appropriate for the study courses *Modern Dance*, *Dance Composition*, *Dance Therapy*, *Dance Notation*, *Children's Dance Methodology*, as well as for specific tasks of pedagogical practice and professional specialisation practice. However, according to the Department's assessment, at least one more dance hall with a suitable dance floor and the necessary equipment would be needed.

Resources appropriate to the *Art Teacher* specialisation are provided by the Art Academy of Latvia under a cooperation agreement.

Provision of the study base

No.	Name of the materials (by type)	Quantity (by number of students)
1.	Classrooms with equipment - video equipment, audio equipment, computer equipment, pianos, blackboards, whiteboards with music lines, window dimmers	3 classrooms for 15-20 students; 1 classroom for 60 students; 4 classrooms for 10 - 15 students
2.	Teaching rooms with piano	15 classrooms for individual or small group work.
3.	Information technology equipment	Computer class with 16 work places
4.	Audio, recorded music, video and recorded video equipment	Audiovisual Recordings Unit
5.	Library (professional and methodological literature, reference materials and handouts)	Library with reading room - books and sheet music section
6.	Facilities and equipment for teaching practice	According to the internship agreement - for each lesson, in accordance with industry regulations
7.	Concert hall with technical equipment suitable for choir/orchestra	At least 60 students
8.	Sound recording studio	Adequate Sound Recording Studio equipment, for at least 3 workstations
9.	Ballroom	Dance hall with dance floor, bars, mirrors, piano, music player, DVD player, TV, whiteboard.

10.	Gym (basketball, volleyball, badminton, table tennis, mini-football. Several gyms offer a variety of exercise packages - for corrective exercise, athletic exercise, general fitness.	According to the regulations for each sport. The gym is adapted for the professional dance specialisation courses and is equipped with bars, mirrors and a piano.
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The provision of study facilities is assessed as adequate and appropriate both for the objectives, content and outcomes of the study programme and for the quantitative average of students in the academic year.

The JVLMA library provides students with access to professional educational literature, which is updated annually, as well as international databases.

For instance, in the academic year 2020 /2021, the following resources for music pedagogy were renewed in the library:

Batņa, Liene, Skolas kora darba metodika / Rīga : Musica Baltica, 2020.

Dotzler, Verena. Sag mir, wie klingt Kunst? Musik und bildende Kunst im Dialog / Koblenz : Fidula-Verlag, 2020.

Edgar, Scott N. Music Education and Social Emotional Learning : The Heart of Teaching Music / Chicago : GIA Publications, Inc., 2017.

Grohe, Micaëla. Musik-Spiele 1 : 99 Spiele rund um den Musikunterricht / Innsbruck : HELBLING, 2021.

Jocher, Werner, Stimmbastel Lieder : Integrale Stimmbildung für Kinder und Jugendliche ab 6 Jahren / Koblenz : Fidula, 2017.

Jocher, Werner, Stimm-Kanons : Stimmbildung für Kinder, Jugendliche und Erwachsene : einzeln und in der Gruppe / Boppard am Rhein : Fifula, 2016.

Kotzian, Rainer, Orff-Schulwerk Rediscovered : Music and teaching models / Mainz : Schott, 2018.

Lamb, Jane, Orff Jams : 8 Diatonic Orff Ensemble Pieces / New York : Kendor Music Inc., 2019.

Nivbrant Wedin, Eva, Playing Music with the Whole Body : Eurhythmics and motor development / Stockholm : Gehrmans Musikförlag, 2015.

The Psychology of Music / Amsterdam : Elsevier, 2013.

Dalcroze-Jacques, Émile, Rhythm, Music and Education / [London] : British Library Cataloguing-in-Publication, 2013.

Dalcroze-Jacques, Émile, The eurhythmics of Jaques-Dalcroze / London, Constable & Company Ltd, 2018.

The IT network was upgraded in the academic year 2020/2021 to ensure the continuous operation of the audio and video equipment and better internet quality; remote-controlled video cameras and sound equipment were installed in the Great Hall, Organ Hall and LMT Hall of the JVLMA to ensure live video streaming and recording.

For the remote study and work process, 21 laptops, portable large displays/monitors, microphones and audio interfaces (low-latency equipment for audio transmissions) were purchased; for modern work, access was provided to the high-quality LoLa (low latency) audio/video system, which is actively used by music universities in many European countries for synchronous master classes and rehearsals for choir or choral groups. Its functionality is powered by superfast academic network internet. Work continues on the implementation of the JVLMA LAIS and Moodle system in practice.

The quality of the study programme requires many individual contact hours, which are more costly than group hours. Therefore, although the available resources and facilities of the JVLMA meet the conditions for the implementation of the study programme *Teacher of Music, Dance and Arts in Vocational Orientation and Interest Education* and allow to achieve the study results, for the development and improvement of the study programme it would be necessary to increase the current minimum study cost factor of 3.1 to the optimal cost factor of 3.5 for all sub-programmes.

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

Not applicable.

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

The budget of the JVLMA is planned for the financial year from January to December. In order to ensure quality implementation of study programmes, the heads of all departments participate in the financial planning of the JVLMA and order the necessary resources. All proposals are collated by the Finance Unit and the necessary funding is calculated, a preliminary budget plan is drawn up and submitted to the Rector's Office, the Senate and the Academy Council for consideration. The JVLMA Senate shall give its opinion on the draft Budget for the financial year, before approval by the Council.

The Council of the Academy approves the overall budget plan of the JVLMA without dividing it by study fields and study programmes. Such an approach to budget planning is rational and effective, it ensures quality implementation of all study programmes, especially taking into account the fact that, in accordance with the Protocol of Agreement with the Ministry of Education and Science and the Ministry of Culture of the Republic of Latvia, the state budget funding is allocated for a certain number of study places in total with the planned average cost per study place, without dividing it by study fields and study programmes.

The costs of each specific study programme are calculated taking into account the parameters

included in the list of equipment and additional resources necessary for the implementation of study courses, the number of contact hours, types and forms of competency testing, as well as the group saturation specified in the study plan and course description of the study programmes of JVLMA.

Composition of the JVLMA budget:

- grant or basic budget funding;
- fee-based student finance;
- internal revenue from paid services (concert ticket revenue, room rental, rental of musical instruments and equipment, land rental);
- performance funding;
- research base financing;
- project funding (five EU projects, an ERDF project, a CCF project).

The total profitability of the thematic areas of study is reflected in Picture No. 1 and is calculated according to the actual cost model, which includes the following sections:

1. Revenues - includes revenues from the State budget funds for the implementation of the study programme;
2. Eligible costs – costs that are attributable to providing the study process of the programme from state funding, incl. remuneration (salary and DD VSAOI), goods and services, capital formation, social payments and compensations (budget stipend);
3. Profitability – in each thematic area, the eligible costs are subtracted from the revenue.
4. The yield of each study programme per student is calculated based on the number of state-financed study places in the study programme (the total yield of the study programme is divided by the number of study places).

Picture No 1. Profitability of the thematic field of study in 2021

Total yield of the thematic areas of study per year, taking into account eligible costs and revenues				
Thematic areas	Financing from the state budget, EUR	Eligible costs for state-funded study places, EUR	Expected yield from state-financed study places, EUR	Expected yield per year, EUR
Teacher education programmes for visual arts or music teacher qualification	749 956	894 349	-144 393	-144 393
Music. Choreography	3 054 696	2 736 744	317 951	317 951
Total	3 804 652	3 631 093	173 558	173 558
Annual profitability of the thematic areas of student studies, taking into account attributable costs and revenues				
Thematic areas	Financing from the state budget, EUR	Eligible costs for state-funded study places, EUR	Expected yield from state-financed study places, EUR	Expected yield per year, EUR
Teacher education programmes for visual arts or music teacher qualification	5 319	6 343	-1 024	-1 024
Music. Choreography	7 914	7 090	824	824
Average per student	7 219	6 890	329	329

Profitability of the study programme "Music, Dance, Art Vocational Orientation and Interest Education Teacher" (Picture No. 2), in order to ensure the high-quality implementation of the study programme, state budget funding is acquired without dividing it by study directions and study programmes. The minimum number of students in the study programme in order to ensure the profitability of the study programme, assuming that the study base funding of the state budget is 1630.11 Euros and the coefficient of the thematic area is 3.1 (determined in accordance with the Cabinet of Ministers' regulations of December 12, 2006 No. 994) , there are at least 6 students in

each sub-programme of the study programme.

Picture No 2. Study programme profitability 2021

ID	Name of the study programme	Coefficient	Level of study	Coefficient of study level	Number of state-funded study places	Annual state-funded study places attributable costs in the study programme, EUR	Funding from the state budget funds for the study programme per year, EUR	Yield of the state funded study places of the annual study programme, EUR	Annual total yield of the study programme per student, EUR
12	Music, Theatre Arts, Dance, Visual Arts Teacher	3,1	Bachelor	1	131	867 850	696 768	-171 082	-1 306
13	Music, Dance, Arts Vocational and Special Interest Education	3,1	First level	1	10	26 499	53 188	26 689	2 669

At the suggestion of the Ministry of Education and Science, a study has been carried out, which has led to the conclusion that the cost of the existing study funding base is insufficient, as the situation of the JVLMA clearly demonstrates.

The implementation of the study programme is possible without dividing the total funding by study level, where a coefficient of 1.5 and 3 is applied to the base funding for higher-level studies. The state budget funding of the JVLMA, which is allocated for a certain number of study places in general with the planned average cost of a study place, is not divided into study directions and study programmes, which also allows for targeted and rational implementation of the study programme.

Percentage breakdown of the cost of the study programme per student:

- Wages and employer's social security contributions - 86% ;
- Business trip and official travel expenses - 0,10% ;
- Cost of services - 4,5% ;
- Materials, energy, water and inventory costs - 5% ;
- Cost of book and journal deliveries - 1,35 % ;
- Cost of acquiring and upgrading equipment - 3,5% .

The largest percentage of costs is wages and salaries. The remuneration of academic staff is determined by Cabinet Regulation No 445 of 05.07.2016, specifying the lowest monthly salary rate and annual workload. The JVLMA's monthly salary rate is higher than the national minimum wage rate.

The costs of the study programme include the parameters included in the list of equipment and additional resources required for the implementation of the study courses planned in the study programmes, the number of contact hours specified in the study plan and study course description, the types and forms of competency tests, as well as the filling of groups.

With the current inflation, energy and heating costs rising rapidly, it is a challenge to deliver a quality programme with existing funding.

3.4. Teaching Staff

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

The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments, ensure the achievement of the objectives and study outcomes of the study programme, all sub-programmes and the corresponding study courses. In the study programme and sub-programme, the teaching staff in charge are lecturers with appropriate education and professional experience.

The mission of the JVLMA is fulfilled by a highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal - guest lecturers. The JVLMA uses various opportunities to attract internationally renowned specialists, for example, the project "Strengthening the academic staff of the JVLMA for the quality implementation of newly established pedagogical study programmes", No 8.2.2.0/18/I/001, funded by the European Social Fund. For the election of academic staff, there are common criteria to be assessed, the most important of which are international success in music professional artistic activity. The structure of the staff of the JVLMA is based on the tasks of the JVLMA and may vary by specialisation.

For example,

- The following teachers teach courses at the Department of Music Pedagogy:

-Jānis Kudiņš - professor/Doctor of Arts in Musicology;
-Juris Kalnciems - professor/Master of Arts;
-Dace Medne - professor / Doctorate in Pedagogy;
-Ieva Rozenbaha - assistant professor / Doctor of Arts in Musicology;
-Ilze Vilde - assistant professor / Doctorate in Pedagogy;
-Terēze Ziberte-Ījaba - associate professor/ Doctor of Arts degree in musicology;
-Valdis Bernhofs - professor/ Doctor of Arts in Music History and Theory;
-Edgars Vītols - assistant professor / Doctorate in Pedagogy;
-Andris Vecumnieks - professor/ Doctor of Arts degree in Cultural Theory;
-Normunds Vīksne - professor/ Master's degree in piano duet.

- Teachers participate in the implementation of the content of the Department of Dance Pedagogy:

-Sandra Vītola - associate professor/ Doctorate in Pedagogy;
-Ginta Pētersone - guest lecturer/ Doctorate in Pedagogy;

- Gunta Ezermale - assistant professor/Master of Arts in Choreography;
- Alise Košeļeva - assistant/ Master of Arts in Choreography;
- Gunta Bāliņa - guest lecturer/ Doctorate in Pedagogy;
- Ramona Galkina - guest lecturer, associate professor/ Master of Arts in Choreography;
- Alda Skrastiņa - guest lecturer/Master's degree in dance pedagogy;
- Una Rēķe - guest lecturer/Master's degree in Art Therapy, specialisation Dance and Movement Therapy.

- The teachers involved in the sub-programme, implemented in cooperation with the Art Academy of Latvia, meet the requirements of the field, for example:

- Austra Avotiņa - guest professor / Doctorate in Pedagogy;
- Valtis Barkāns - guest assistant professor/Master of Arts in Sculpture;
- Māra Ādiņa - lecturer/ Mg.art.;
- Laima Graždanoviča - lecturer/Mg.art.;
- Kristīne Rubene - assistant professor/Mg.art.;
- Ilze Vītola - lecturer/Mg.art. (see Annex 5 "List of lecturers" for details).

At least 36 lecturers are involved in the implementation of the study programme:

- The block of general education study courses, which is common to all sub-programmes, is provided by 12 lecturers.
- There are at least 10 lecturers of the *Music Teacher* sub-programme (taking into account that the content of the study courses of part B, Practice and Qualification work is closely related to the specialization chosen by the student, for example piano playing, violin playing, flute playing, lecturers from the corresponding JVLMA department are recruited).
- There are a total of 8 lecturers of the *Dance Teacher* sub-programme.
- *Art teacher* sub-programme is implemented by 6 lecturers.

Among them are 8 professors, 3 associate professors, 14 assistant professors, 2 lecturers, 9 guest lecturers.

The qualifications of the teaching staff undoubtedly stimulate the achievement of high-quality study results, which are reflected not only in the daily study process, but also in the additional professional activities related to the current issues and content of teaching. On 21 October 2021, the 1st Art Pedagogy Methodological Online Conference "Visible and Invisible Signs in Art Pedagogy - Music, Dance, Visual and Theatre Arts" took place, organised by the Head of the Art Pedagogy Unit Liene Batņa in collaboration with the Art Academy of Latvia lecturer Mara Ādiņa, Latvian Academy of Culture lecturer Rita Lūriņa, JVLMA lecturers Sandra Vītola and Ilze Vilde. The aim of the Methodological Conference is to explore the synergy of theoretical and scientific knowledge of art pedagogy in a topical, creative pedagogical process, searching for the SIGNS and exposing them, art pedagogy in diverse practical activities. Thematic area of the online methodological conference: research-based best practice SIGNS for practical pedagogical work in the arts - music, dance, art, emphasising the process of lecturer ↔ student (future teacher) ↔ pupil interaction. The conference featured presentations by leading methodologists and artists from the JVLMA, the Art Academy of Latvia and the Latvian Academy of Culture. The conference focused on current topics in arts pedagogy, both in general and in each of the workshops (Music Pedagogy Workshop, Dance Pedagogy Workshop, Art Pedagogy Workshop) separately. The online conference was attended by

500 participants, who gave complimentary feedback on the content, speakers and organisation of the conference. In the academic year 2021/2022, students took part in practical master classes by Eva Nivbrant Vedin, lecturer at the Royal Stockholm School of Music, on *European music universities' experiences in developing music teaching methodologies. Integrating music and movement pedagogy in rhythm teaching*.

In order to maintain healthy competitive performance of the JVLMA lecturers in overall competition among higher education institutions, it would be important to additionally advertise the positions of associate professor and professor. The specific professional objectives of the JVLMA require the selection of specific lecturers with specific professional competences, e.g., Music Teaching and Rhythm Teaching Methodologies are specific fields where there is a severe shortage of professionals.

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

The first-level professional higher education study programme *Music, Dance, Art Vocational Orientation and Interest Education Teacher* was licensed on 2 September 2020 and started in the autumn semester of 2021. This means that the first cycle programme has been running for 2 full semesters and is in its third semester at the time of the submission of the self-evaluation report. There have been no significant changes in the composition of the teaching staff during this period.

At the beginning of the reporting period, two professional bachelor study programmes were implemented in the field of study - *Teacher of Music in General Education* and *Teacher of Professional Music Subjects*. Since 2017, another professional bachelor's degree programme, *Dance and Rhythmics Teacher*, has been implemented. These study programmes were implemented by the JVLMA independently, without the permanent involvement of Art Academy of Latvia (LMA) lecturers. The first-level study programme under evaluation is implemented in cooperation with the LMA.

The first-level professional higher education study programme involves 36 lecturers. 6 of them are LMA lecturers.

The JVLMA assesses the need and invites lecturers who have education appropriate and rich professional experience in a particular field to implement the study programme.

For example,

Edgars Vītols – JVLMA docent – music pedagogue, conductor. He obtained a PhD in music pedagogy at the University of Latvia. Headed the Department of Music Pedagogy for several years, participated in the project Competency approach to curriculum (School2030) implemented by the State Education Content Center, in 2015 was the artistic director and chief conductor of the 11th Latvian School Youth Song and Dance Festival.

Maija Kokare - assistant professor at JVLMA - teaches Pedagogy at JVLMA. She holds a PhD in Pedagogy and an MSc in Physics from the University of Latvia. Her professional activity is closely related to school pedagogy and management of educational processes (she is the director of Riga English Gymnasium, an expert in accreditation of educational institutions), her academic activity is related to research on organisational learning, technology integration and innovation management, as well as inclusive education. This is complemented by active involvement in international

cooperation, projects and conferences.

Ivans Jānis Mihailovs - guest lecturer - as a researcher, lecturer and expert has participated in several European projects, participated in the development of draft laws and regulations, collaborated with several professional associations and unions, is the author of more than 200 publications, including monographs on legal culture, globalisation, diversity management, educational management, etc.

The rich professional experience and high activity of the JVLMA lecturers in the specific sector definitely influence the implementation and quality of the study programme. Lecturers know the development trends of the industry, often participate in the creation and updating of content at the national level, conduct important researches for the industry. Cooperation with several educational and cultural institutions allows lecturers to be well-versed in the content, requirements, specifics of the target audience, labor market requirements of different education levels, in order to create a close connection between the content of the offered study programme, the growing interest of future applicants and the provision of the labor market with specialists in the relevant industry. Also, the resonance factor of the lecturers' professional activity is not insignificant, which increases the interest of those who want to study and undoubtedly has a positive effect on the improvement of the content of the study programme.

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

Not applicable.

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

Not applicable.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between

the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Cooperation among teaching staff is reflected in the development and interrelation of study courses, which is analysed, discussed and debated in departmental meetings. Departmental meetings are organised systematically, where lecturers discuss topical issues and there is a valuable exchange of views and experience. Study courses are regularly developed based on student suggestions and industry trends.

The process of implementing the study programme is quite complex and involves almost all departments of the JVLMA. The principle of cooperation among teaching staff is the same in all departments. Several departments will be discussed, giving examples:

- The Department of String Instruments employs the best lecturers in their field of study (leading teachers, concert masters of professional orchestras, renowned performing artists, etc.). The lecturers of the String Instruments Department regularly discuss the content of the programme and how to ensure interrelativity. Meetings are organised at least once a month, during which possible cooperation with other lecturers of the JVLMA within the framework of different study courses is often discussed, along with analysis of current issues. The lecturers of the String Instruments Department regularly collaborate with almost all the departments of the JVLMA, especially with the Chamber Ensembles and Music Technology Departments in joint concerts, master classes and other projects. There is also regular cooperation with the lecturers and students of the Orchestral Conducting Department within the *String Quartet*. Due to the Covid-19 pandemic, the JVLMA Student Symphony Orchestra projects did not take place, so the students of the Orchestral Conducting Department did not have the opportunity to practice with the orchestra in live rehearsals. In cooperation with the students of the String Instruments Department in the *String Quartet* course, young conductors have the opportunity to work with small string ensembles (miniature versions of string orchestras) - to participate in lectures, to study with the lecturers of the String Instruments Department and to acquire conducting skills in practice;
- The lecturers of the Piano Department actively cooperate with other lecturers within the study courses and cooperation also takes place among the departments, especially the extremely important cooperation with the lecturers of chamber ensemble and piano accompaniment. Department sessions are very successful and productive;
- In the Department of Chamber Ensembles and Piano Accompaniment, the cooperation among the teaching staff is very good. This is facilitated by regular joint public concerts of the department, preparation of students for festival and competition selections, joint discussion and development of study programmes;
- In the violin and guitar class, the most stable cooperation is among the conducting, ensemble conducting and arranging study courses and their lecturers, as the final results of the courses are summed up in one assessment. Thus, the journey is always a collaboration of three lecturers (three departments) and students in the preparation of a quality performance of a given examination programme. Cooperation among lecturers is also noted in various meetings and departmental meetings, as well as in various oral consultations/advice, when lecturers look for the best solutions to certain issues related to the management of their course of study;
- The cooperation among the faculty members in the orchestra class is positive. Particularly noteworthy is the successful link among the orchestra class and the orchestral conducting

department and the choral conducting department. Both heads and lecturers have been supportive and have repeatedly offered their help/opinion on various common issues. An example of this collaboration is the concert *Finally!*, which featured the JVLMA Symphony Orchestra Septet and Wind Octet, who studied the concert programme in collaboration with students of the Orchestra Conducting Department;

- The Department of Dance Pedagogy has established a creative cooperation with the lecturers of the Latvian Academy of Culture, which is manifested in mutual collegiality and professional activity;
- The Department of Music Education has established a professional cooperation with the leaders of *Skola 2030*, which has been successful in the development of the *Music* curriculum and teaching resources in the field of *Cultural Industries and Self-Expression in the Arts*.

The implementation of the study programme is not possible without the involvement of several departments, therefore the processes of cooperation of various methods described above are very important in promoting the development of the content of the study programme. By cooperating, lecturers adopt the best experience, more successful solutions, creative-motivating initiatives for the development of a new program and continuous alignment with the current affairs of the industry.

The ratio of students to lecturers in the study programme: there are approximately 3.88 lecturers per student, i.e. the number of lecturers involved in all sub-programmes of the study programme is 35 and the number of students is 9 (at the time of submission of the self-assessment report).

According to *Education at a Glance 2019 - OECD Indicators*, a low student-faculty ratio is a precondition for a personalised approach to study (<https://doi.org/10.1787/f8d7880d-en>), which in turn is an important factor in the creative professions and in pedagogy in general.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1._Diploma_and_supplement_41141.docx	3.1._Diploma_un_pielikuma_paraugs_41141.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistic_of_students_41141.xlsx	Studejoso_statistika_41141.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2._41141_compliance_national_education_standard.docx	3.2._41141_atbilstiba_valsts_izglitiba_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3.2._41141_compliance_occupational_standard.docx	3.2._41141_atbilstiba_skolotaja_profesijas_standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2._41141_compliance_regulations_N569_EN.docx	3.2._41141_atbilstiba_noteikumiem_N569.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2._41141_mapping_of_study_courses.docx	3.2._41141_Studiju_kursu_kartejums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2._41141_plan_of_the_study_programme.xlsx	3.2._41141_studiju_programmas_plans.xlsx
Descriptions of the study courses/ modules	Study_courses_41141.zip	Studiju_kursu_apraksti_41141.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4._Regulations_of_internships.docx	3.2._Prakses_nolikums_Pedagogijas_studiju_programmas.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Music, theatre arts, dance, visual arts teacher (42141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Music, theatre arts, dance, visual arts teacher</i>
Education classification code	<i>42141</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Kristīne</i>
Surname of the study programme director	<i>Zelicka</i>
E-mail of the study programme director	<i>kristine.zelicka@jvlma.lv</i>
Title of the study programme director	<i>Mg.art.</i>
Phone of the study programme director	<i>66102826</i>
Goal of the study programme	<i>to provide professional studies that meet cultural and social needs, are based on the theoretical foundations of education, the humanities and the arts, and that meet the standards of the teaching and professional specialisation professions and are applicable in practice.</i>
Tasks of the study programme	<i>- to educate students to achieve Level 5 professional qualifications, and to contribute to their competitiveness in a changing socio-economic environment and international labour market;</i> <i>- to ensure the achievement of study outcomes (knowledge, skills and competence) in accordance with the knowledge, skills and competence of level 6 of the European Qualifications Framework as defined in the Latvian Classification of Education, to build and develop the knowledge and skills of a teacher:</i> <ol style="list-style-type: none"> <i>1) understanding education policy;</i> <i>2) competence in designing learning content and assessing performance;</i> <i>3) pedagogical competence;</i> <i>4) information and communication technology skills;</i> <i>5) organisational and collaborative competence;</i> <i>6) professional development competence;</i> <i>7) global competence.</i>

Results of the study programme	<p>1) <i>The graduate is able to apply pedagogical competences in their chosen field of specialisation;</i></p> <p>2) <i>The graduate is able to creatively organise teaching and educational work in general education schools, professional music schools, vocational education institutions or in interest education;</i></p> <p>3) <i>The graduate is able to perform responsibly and independently the duties of a teacher, to analyse, evaluate and develop curricula, lesson content, select and develop teaching resources, as well as to plan, organise and manage lessons, teaching and learning process, evaluate and analyse the knowledge and skills acquired by learners, structure their own and learners' learning;</i></p> <p>4) <i>The graduate is able to direct their further learning and professional development, demonstrate a scientific approach to solving pedagogical problems, take responsibility and initiative when working individually, in a team or managing the work of others, make decisions and find creative solutions in changing or uncertain circumstances;</i></p> <p>5) <i>The graduate is able to verbalise and analyse various issues related to their specialisation, using professional terminology in the national language and in a foreign language, as well as to discuss in detail the development trends and topical issues in their chosen field of specialisation;</i></p> <p>6) <i>The graduate is able to navigate and use technologies related to the specialisation, such as audio, video resources;</i></p> <p>7) <i>The graduate understands professional ethics, is able to assess the impact of their professional activities on the environment and society and to participate in the development and continuity of the professional field.</i></p>
Final examination upon the completion of the study programme	<p>1) <i>theoretical development and defence of the thesis;</i></p> <p>2) <i>certification of subject teacher competence;</i></p> <p>3) <i>demonstration of artistic-creative competence.</i></p>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary or vocational secondary education and entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in music teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
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Jāzeps Vītols Latvian Academy of Music	RĪGA	KRIŠJĀŅA BARONA IELA 1, CENTRA RAJONS, RĪGA, LV-1050
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Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Secondary or vocational secondary education and entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in dance teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
Jāzeps Vītols Latvian Academy of Music	RĪGA	KRIŠJĀŅA BARONA IELA 1, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Secondary or vocational secondary education and entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in visual arts teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

Place name	City	Address
Jāzeps Vītols Latvian Academy of Music	RĪGA	KRIŠJĀŅA BARONA IELA 1, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Secondary or vocational secondary education and entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in theater art teacher education</i>

Qualification to be obtained (in english)	<i>Teacher</i>
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Places of implementation

Place name	City	Address
Jāzeps Vītols Latvian Academy of Music	RĪGA	KRIŠJĀŅA BARONA IELA 1, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

On 13 October 2020, the Academic Information Centre received licence No 04052-21 for the right to implement the professional bachelor's study programme **Music, Theatre Arts, Dance, Visual Arts Teacher** for the professional bachelor's degree in Music Teacher Education or Theatre Arts Teacher Education or Dance Teacher Education or Visual Arts Teacher Education and for the professional qualification of teacher.

The programme was launched in the second semester of the academic year 2020/2021, building on the development of the content of similar pedagogical programmes already in place.

With the amendments made to the University Law on March 24, 2022, the law provided for the creation of study programme sub-programmes, which already existed in several universities, including JVLMA and, as recognized by the legislator (see annotation), introducing amendments to the University Law on the possibilities of creating sub-programmes, these amendments legitimized the existing practice and provided a framework for further consolidation of study programs. A sub-programme of a study programme is a part of a study programme that corresponds to a specific branch (or sub-branch) of science, branch of economy or qualification to be obtained. JVLMA licensed study programmes and sub-programmes meet the requirements that were legitimized by 24.03.2022. amendments to the law on universities.

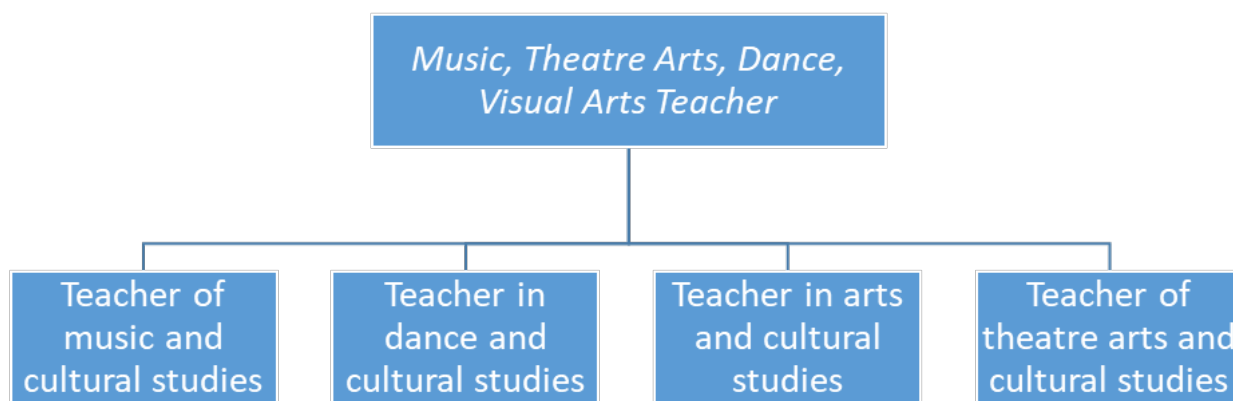
As part of the evaluation procedure, changes in the study programme are intended to be made only in connection with:

- Clarifications of the distribution of credit points in study plans.
- 15.09.2022. Law /LV, 187, 27.09.2022/ Amendments to the Law on Universities (Effective 11.10.2022), which changes:
 1. study programme classification system, as a result of which this program is henceforth considered a short-cycle professional higher education study programme, as a result of which the person will be issued a short-cycle professional higher education and professional qualification diploma. These changes are planned to be made as part of the assessment procedure.
 2. The credit point system, aligning it with the European credit point transfer and accumulation system. JVLMA plans, in accordance with Article 93 of the transitional provisions of the Law on Higher Education Institutions, to ensure the transition to the amount of credit points specified in Article 1, Clauses 9 and 10 and Article 57, Parts Two and Three of this Law by December 31, 2024, but these changes are not planned to be made within the assessment procedure.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and

professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

JVLMA is the only higher art education institution in Latvia that successfully implements the unique professional bachelor study programme *Music, Theatre Arts, Dance, Visual Arts Teacher*, licensed on 13 October 2020 (programme code 42 141) in the study programme group *Teacher Education*. The programme is divided into four sub-programmes (see Annex 1 for details):



The study programme code corresponds to Cabinet Regulation No 322 Regulations on the Classification of Latvian Education, where the first two digits "42" indicate the higher education level, more precisely - the Latvian Qualifications Framework level 6, while the last three digits "141" refer to the group of education programmes Teacher Education. The programme code awards a Professional Bachelor's degree in the relevant field of professional activity with a level 5 professional qualification Teacher. The programme code corresponds to the title of the study programme, the degree to be obtained and the professional qualification. Based on the above information, the study programme corresponds to the field of study Education and Pedagogy.

The programme's strategic goal *to provide professional studies that meet cultural and social needs, are based on the theoretical foundations of education, the humanities and the arts, and that meet the standards of the teaching and professional specialisation professions and are applicable in practice* and main objectives: to educate students to achieve Level 6 professional qualifications, and to contribute to their competitiveness in a changing socio-economic environment and international labour market; to ensure the achievement of study outcomes (knowledge, skills and competence) in accordance with the knowledge, skills and competence of level 6 of the European Qualifications Framework as defined in the Latvian Classification of Education, to build and develop the knowledge and skills of a teacher have been defined according to the programme title, code, degree and professional qualification, and four sub-programmes have been established in close linkage with the entry requirements and deliverables for each sub-programme.

For admission to the programme, applicants need a certificate of the centralized examination in the subjects Latvian, Mathematics and Foreign Language.

The specifics of the programme govern differentiated additional admission requirements, but there are common requirements for all sub-programmes, in line with the direction of the programme and the interrelation of the other criteria discussed:

- a colloquium to determine the professional suitability of a teacher;
- a test of the suitability of the skills required for the specificities of the sub-programme.

Additional requirements for admission to the sub-programme *Teacher in Music and Cultural Studies*:

1. Specialisation: General Education Music Teacher

- colloquium in the current affairs of choral music, conducting, singing and playing the piano (priority), as well as to determine the teacher's professional suitability;
- music theory and analysis.

2. Specialisation: Professional Education Music Teacher/ piano playing, accordion, violin, viola, cello, double bass, kokle, guitar, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, euphonium, tuba, percussion teacher

- instrument playing (priority);
- colloquium in instrument playing and to determine the teacher's professional suitability (except for specialization - music theory and literature teacher);
- music theory and analysis.

3. Specialisation: Professional Education Music Teacher/ music theory and literature teacher (minimum number of students in the group – 3)

- music theory and analysis, solfeggio (priority);
- music literature and a colloquium to determine the teacher's professional suitability.

4. Specialisation: Professional Education Music Teacher/ popular and jazz music teacher - jazz instrument teacher (name of a specific musical instrument), jazz music singing teacher

- instrument playing/ jazz singing (priority);
- a colloquium in jazz music and a colloquium for determining the teacher's professional suitability;
- music theory and analysis.

5. Specialisation: Professional Education Music Teacher/ academic singing teacher

- singing (priority);
- a colloquium in vocal music and a colloquium for determining the teacher's professional suitability;
- music theory and analysis.

For the sub-programme *Teacher in dance and cultural studies*, additional requirements have been developed for the admission rules:

Specialisation: vocationally oriented and interest-related dance and culture studies teacher

- dance demonstration (priority);
- a demonstration of a sense of rhythm;
- a colloquium on matters of dance art and a colloquium for determining the teacher's professional suitability.

On the other hand, additional admission requirements for the sub-programme *Teacher in art and cultural studies* are:

Specialisation: General Education Visual Arts and Culture Studies Teacher

- a colloquium to determine the teacher's professional suitability;
- combined special aptitude test - in drawing, painting and composition;

- colloquium on art history issues.

Additional admission requirements for the *Teacher in theater arts and cultural studies* sub-programme:

Specialisation: General education and interest-related theatre and culture studies teacher

- stage speech test – speaking a prose fragment and a poem by heart;
- test of potential skills in theater art – creative tasks in acting and directing, including a test of cooperation, communication and management skills;
- a colloquium to determine the teacher's professional suitability and to test cultural knowledge (see Annex 2 for details).

Such admission requirements make it possible to assess whether the applicants have the necessary theoretical knowledge and artistic skills to start their studies, as well as make it possible to compare the applicants' performance with each other, offering state budget study places to the applicants with the highest results. When summarizing test results, priority is given to the test of the specialty, which is applied with the highest coefficient in the ranking of test results.

In order to ensure as objective an assessment as possible in admission tests, the entrance examination committee includes representatives of the specialisation (heads of specialization departments or lecturers), representatives of employers - professional organizations, as well as representatives of the Directorate of Study Programmes (head of departments) who participate in the entrance examinations of several specialisations, also promoting more equal assessment application of criteria between different specialisations.

In order to achieve the goal of the study programme and the planned results, the content of the state examinations has been developed separately for each sub-programme:

1) theoretical development and defence of the thesis (research on pedagogical issues in the field);

2) certification of subject teacher competence:

- theoretical part: subject content and teaching methodology

- the practical part - conducting a lesson/class;

3) demonstration of artistic-creative competence - demonstration of acquired artistic skills in a specific field (e.g.: performance of a concert programme, creation of a dance concert/performance, exhibition of creative works, presentation, etc.; specific requirements are defined in the course description).

The purpose of the programme, the implementation content and the final tests (parts of the State examinations) are designed with the intention of achieving the results of the programme:

- The graduate is able to apply pedagogical competences in their chosen field of specialisation;
- The graduate is able to creatively organise teaching and educational work in general education schools, professional music schools, vocational education institutions or in interest education;
- The graduate is able to perform responsibly and independently the duties of a teacher, to analyse, evaluate and develop curricula, lesson content, select and develop teaching resources, as well as to plan, organise and manage lessons, teaching and learning process, evaluate and analyse the knowledge and skills acquired by learners, structure their own and learners' learning;
- The graduate is able to direct their further learning and professional development, demonstrate a scientific approach to solving pedagogical problems, take responsibility and

initiative when working individually, in a team or managing the work of others, make decisions and find creative solutions in changing or uncertain circumstances;

- The graduate is able to verbalise and analyse various issues related to their specialisation, using professional terminology in the national language and in a foreign language, as well as to discuss in detail the development trends and topical issues in their chosen field of specialisation;
- The graduate is able to navigate and use technologies related to the specialisation, such as audio, video resources;
- The graduate understands professional ethics, is able to assess the impact of their professional activities on the environment and society and to participate in the development and continuity of the professional field (see Annex 3 for more details).

According to the chosen sub-programme and specialisation, the completion of the study programme enables students to work in general education, vocational education, vocational orientation and interest education institutions, as well as the acquired professional bachelor's degree gives the right to continue education in an academic or professional master's study programme by fulfilling the admission requirements of the respective master's study programme. The study programme contributes to the training of new specialists in general, vocational, vocational and interest education, thus ensuring and contributing to the labour market when new teachers start their careers.

The duration of the study programme is 4 years (8 semesters) with a total of 160 LV credit points (CP)/ECTS 240, where the duration of one semester is 20 CP/ECTS 30.

4 years has been chosen as the minimum appropriate threshold for the award of a level 5 professional qualification.

The Professional Bachelor's study programme ***Teacher of Music, Theatre Arts, Dance and Visual Arts*** corresponds to the study field ***Education and Pedagogy***.

It is important to add that within the *Education and Pedagogy* direction, this study programme *Music, theater art, dance, visual arts teacher* is closely related to the short-cycle study programme *Music, dance, art professional orientation and interest education teacher*. The structure of both programmes gives students the opportunity to continue their studies in the later stages of the bachelor's study programme after completing the short-cycle two-year study programme.

This process is regulated by the JVLMA Regulation on the procedure for starting studies in the later study stages in the *Education, pedagogy and sports* study programmes (https://www.jvlma.lv/data/doc_studiju_procesu_reglamentejosie_ieksejie_normativie_akti/2.29-2021-09-08-nolikums-par-skolotaju-programmas-studijam-velakajos-studiju-posmos-red-1.pdf).

The applicant must submit an application with a request to evaluate the content of the study courses acquired in the previous education, its scope, compare it with the desired study programme and recognize the results of the studied courses, adding to the application other documents specified in the regulations. After completing the JVLMA short-cycle study programme *Music, dance, art professional orientation and interest education teacher* and obtaining a teacher's qualification, applicant have the opportunity to continue their studies in the *Music, theater arts, dance, visual arts teacher* study programme in the 3rd year and after successfully completing the programme, obtain advanced knowledge, skills and competences, as well as a professional bachelor's degree.

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

graduates' employment.

On the basis of the information report of the Ministry of Education and Science (hereinafter - IZM) to the Government "Proposals for conceptually new competency-based teacher education in Latvia" of 14 November 2017 (Available in Latvian:

<https://www.izm.gov.lv/lv/informativais-zinojums-priekslikumi-konceptuali-jaunas-kompetences-bals-titas-izglitibas-prasibam-atbilstosas-skolotaju-izglitibas-nodrosinasanai-latvija>), which provided information on the necessary measures to ensure conceptually new competency-based teacher education in Latvia. To improve teacher education, the report identifies the need for newly established education programmes at all levels of higher education, including programmes of study for the professional qualifications in teaching. The Ministry of Education and Science report states that teacher education should be concentrated in higher education institutions whose strategic specialisation includes the implementation of pedagogical studies, including the JVLMA. The implementation of the study programme standards involves the licensing and accreditation of study programmes. The Ministry of Education and Science has identified these types of programmes as a priority for support, as the 2nd level professional higher education study programme for teacher qualification must ensure the prompt and high-quality preparation of new teachers. The JVLMA is one of the largest universities in the country, with a finely differentiated curriculum to ensure that the curriculum is as close as possible to the teacher profile required for graduates entering the field of education.

The need for the study programme is also justified by the shortage of teachers in educational institutions, for example, according to the Riga City Council Department of Education, Culture and Sports, in July 2022, 14 music teachers and 3 visual arts teachers are needed for teaching vacancies in general education (Available in Latvian:

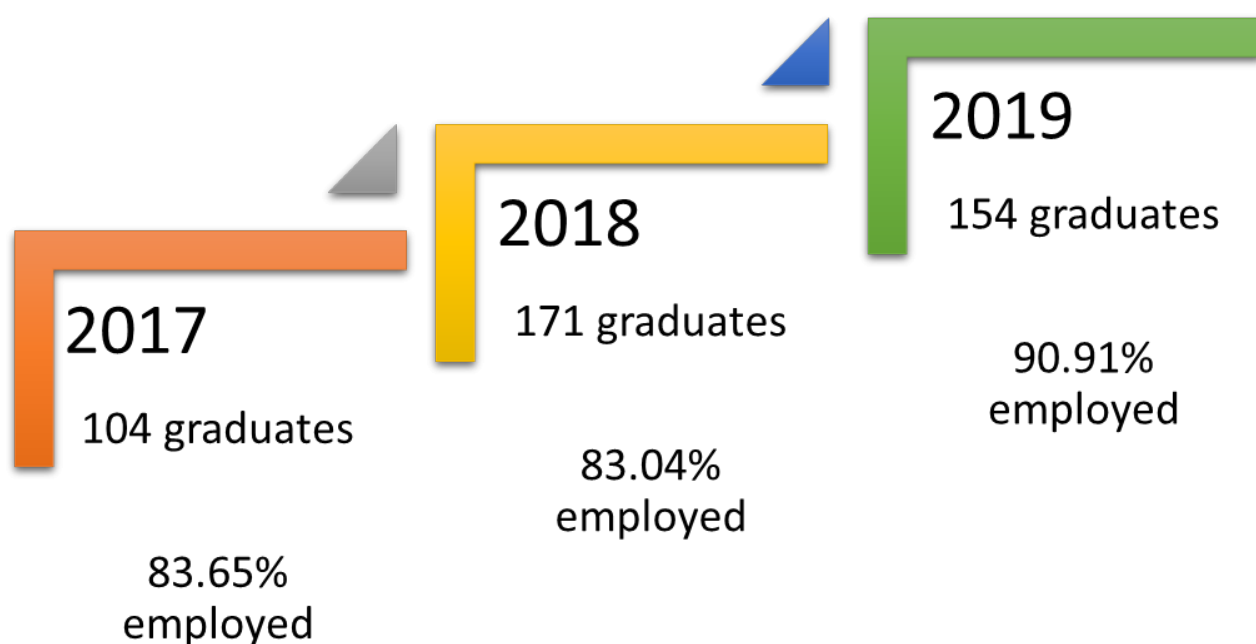
<https://izglitiba.riga.lv/lv/izglitiba/vakances/skolu-vakances?group=31>), while according to the Latvian National Centre for Culture (July 2022), there is a shortage of 25 music teachers and 3 art teachers in the vocational field (Available in Latvian:

https://www.lnkc.gov.lv/lv/vakances-0?utm_source=https%3A%2F%2Fwww.google.com%2F). For the academic years 2019-2022, the JVLMA has received 28 job offers from various institutions/leaders of dance companies in different genres, with a request to offer dance teacher, tutor, assistant director positions to students. Unfortunately, it is currently impossible to meet the growing shortage of dance teachers in the country, as the number of students is lower than the labour market demand. In the light of the general education reform and the inclusion of the subject "Theatre Arts" in the general education curriculum, there is also great potential for the sub-programme "*Teacher in Theatre Arts and Cultural Studies*". It is not possible to objectively assess teacher shortages in the context of the sectors covered by the programmes, as information on teacher vacancies is often left to the discretion of each educational institution, suggesting that educational institutions may have a higher demand for teachers in the relevant specialisation.

The study programme submitted for the evaluation of the study pathway started on 08 February 2021, so there is no possibility to assess the employability of graduates. However, given that the programme is being updated and developed on the basis of programmes with similar content, it is possible to provide a substantively equivalent analysis of JVLMA graduate general employment based on data from the Higher Education Graduate Monitoring Tool of the National Education Information System for the period 2017-2019 (Available in Latvian -

<https://www.viis.gov.lv/monitoringa-riki>);

Monitoring graduates



In conclusion, the average number of graduates from all study programmes at the JVLMA over the three-year period is 143 graduates per year, of which the average employment rate is 85.87%. An analysis of the available statistics shows that the employment rate is stable and will increase in 2019. Among Latvian universities of arts, JVLMA has the highest graduate employment rate.

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

The implementation of the study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* was launched in the 2nd semester of the academic year 2020/2021, updating and developing similar programmes - *Teacher of Professional Music Subjects, Teacher of General Education Music, Teacher of Dance and Rhythmics*, which have been implemented since the academic year 2013/2014.

Since the 2013/2014 academic year, an average of 42 students have been enrolled each year in the pedagogy programmes, but there has been some stability in enrolments over the last four years, despite the obstacles caused by the Covid-19 pandemic (see chart "Total enrolments" below).

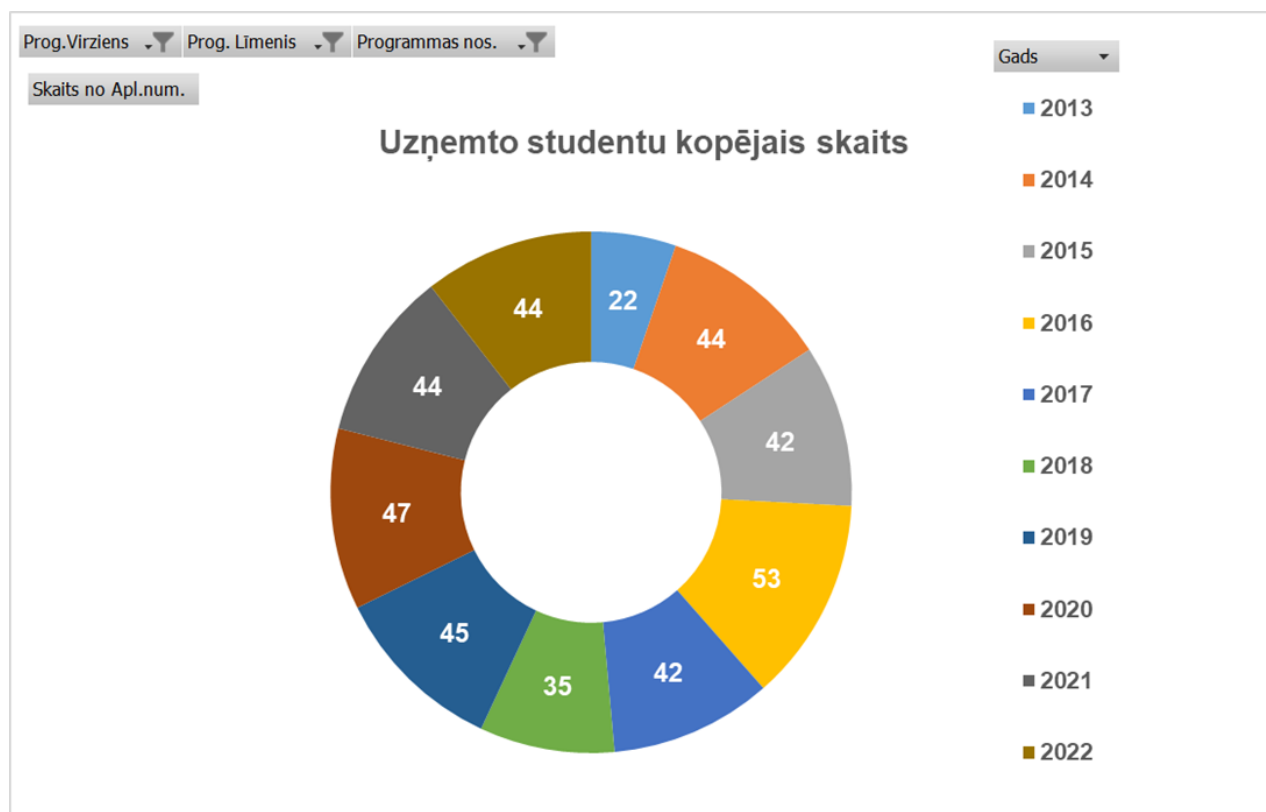


chart "Total enrolments"

Below are the statistics on enrolments for the academic year 2022/2023 by sub-programme and specialisation:

42 141	
Professional Bachelor	44
Teacher in dance and cultural studies	4
Teacher in arts and cultural studies	6
Teacher of Music and Cultural Studies [PI Teacher of Academic Singing]	3
Teacher in Music and Cultural Studies [PI Jazz Singing Teacher]	2
Teacher of Music and Cultural Studies [PI Teacher of Instrumental Playing]	21
Teacher of Music and Cultural Studies [PI Teacher of Popular and Jazz Music]	2
Teacher of Music and Cultural Studies / General Education Music Teacher [VIMS]	6
Total	44

According to statistics in September 2022, there are 157 students studying in pedagogical programmes at JVLMA, including students who have taken a study break.

Since the beginning of the programme submitted for evaluation, the upward dynamics of the number of students has been observed, where in 2020/2021 - 136 students studied in the

programme, in 2021/2022. – 149 and 2022/2023. – 157 students. Which is a very high rate in the context of industry need and programme demand.

The source of funding for students in the programme is mostly state budget funds:

2020/2021 year – 128 students/state budget funds; 8 students/personal financing;

2021/2022 year – 135 students/state budget funds; 14 students/personal financing;

2022/2023 year – 149 students/state budget funds; 8 students/personal financing.

In three academic years, the dropout rate is 0.08% of the total number of students and there are 37 students.

Despite the stable enrolment trend, the recruitment of lecturers for some sub-programmes is a major challenge, as we have been informed by our partners. However, with more active cooperation among all the responsible institutions in the funding and promotion aspects of the programme, all sub-programmes have sufficient potential for development, given the shortage of teachers both in the relevant sectors and at national level.

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The structure and content of the study programme are designed to meet the requirements of music, theatre arts, dance and visual arts teacher education, as well as to promote the application of acquired knowledge, scientific knowledge and scientific insights in artistic and creative activities.

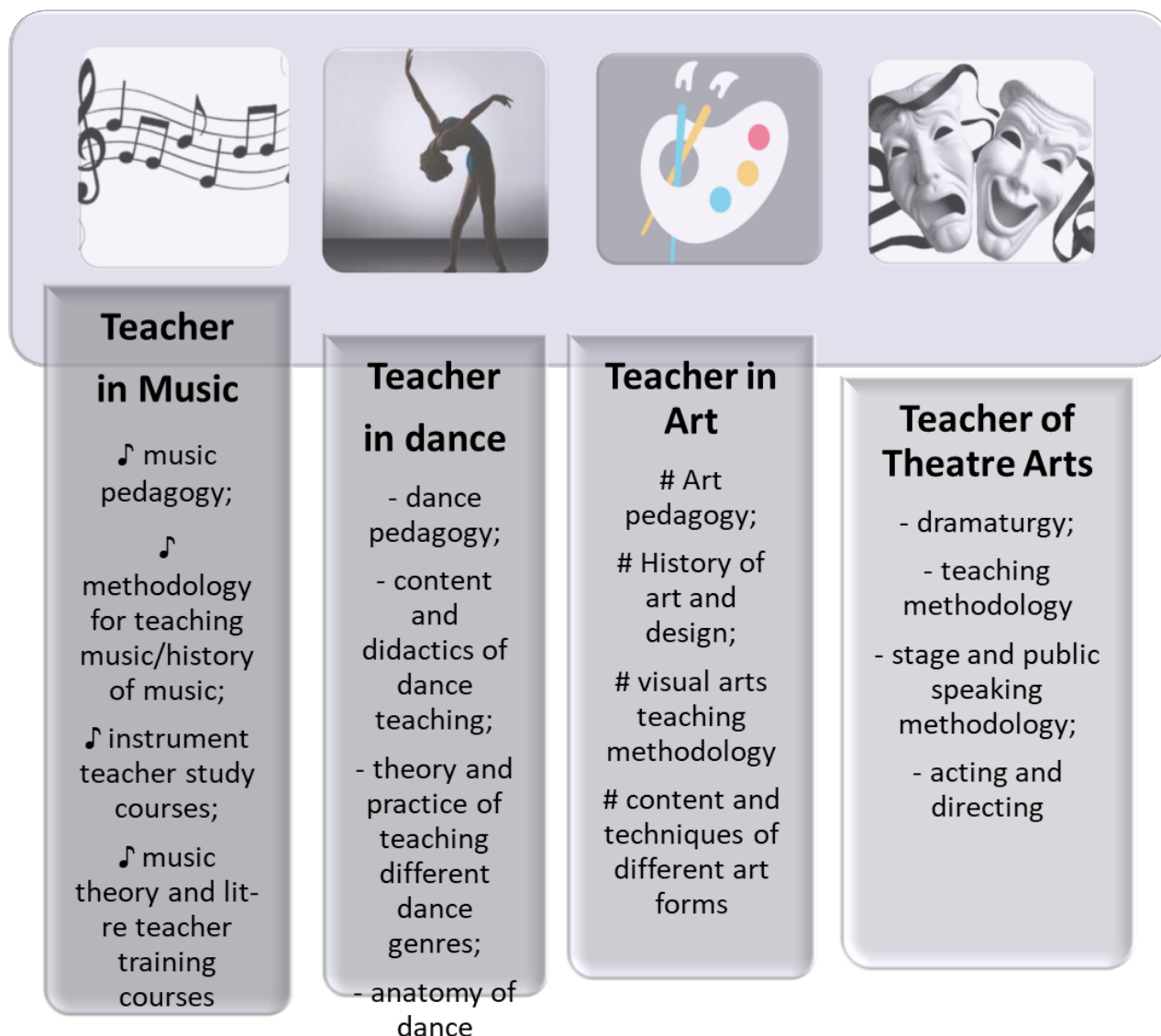
The programme and course content incorporate the skills, attitudes, professional knowledge and competences required for the teaching profession. Didactically evaluating the standard of the teaching profession, the content of the study process is adapted to the requirements of *Skola 2030* and the latest trends in pedagogy:

No.	Courses/modules implemented	Credit points EN CP/ECTS
1.	General Studies (AI part - compulsory)	LV 20 CP/ECTS 30
2.	Theoretical core courses in the field of education and information technology (All part - compulsory)	LV 14 CP/ECTS 21
3.	Theoretical core courses in the field of professional activity in the field of pedagogy and information technology courses (Part BI - limited choice)	LV 22 CP/ECTS 33
4.	Professional specialisation courses in a specific field (Part BII - limited choice)	LV 60 CP/ECTS 90
5.	Optional study courses	LV 6 CP/ECTS 9
6.	Internships (teaching internships, professional specialisation internships)	LV 26 CP/ECTS 39
7.	National examination, which includes the elaboration and defence of a thesis	LV 12 CP/ECTS 18

The content of the study programme is based on the courses common to all sub-programmes in Part A I and A II, which include modules such as *Culture in Society* or *Cultural Understanding and Expressions in Society*, *Communication in the Professional Environment*, *Fundamentals of Entrepreneurship* (which also includes a course on Civil Defence), *General Competences of a Teacher* (covering pedagogical and psychological aspects, educational management processes, methodologies, application of information and communication technologies in pedagogy). The sub-programmes also have in common practice placements and national examinations based on the specific content to be covered.

Other parts of the study programme have been adapted to the specifics of the sub-programme (see Annex 4 for details), e.g:

General description of the content of the study programme



The aim of the study programme is developed in accordance with the needs of Latvian culture, the relevant sector, as well as social needs, i.e.: to prepare music/dance/art/theatre arts and cultural studies teachers - specialists for professional education, vocational and interest education, to develop students' understanding of the professional activity of a teacher in the relevant sector, as well as to form the basis for further studies to acquire higher level knowledge and competences. The objectives of the programme are designed to educate students in accordance with the knowledge, skills and competences of level 6 of the Latvian Qualifications Framework (LKI), to ensure the acquisition of a level 5 professional qualification, and to promote students' competitiveness in the changing socio-economic conditions and the international labour market.

The content of the general studies courses is based on the national standards for the teaching profession, providing new teachers with the necessary knowledge, skills, attitudes and competences.

Professional competences are developed in industry and vocational courses, with greater emphasis on the acquisition of professional knowledge and the development of skills, while students demonstrate the skills and competences they have acquired in practice placements and national examinations.

The content and objectives of the sectoral and professional study courses are linked to the objectives and outcomes of the study programme.

The content of study courses is developed and regularly updated according to the requirements of the labour market by the lecturers of the JVLMA departments, who are directly involved in the labour market as conductors in professional orchestras and choirs, artistic directors in dance groups for children, youth, middle generation and seniors, as teachers in Latvian cultural and educational institutions, and as employees of music, dance, art and theatre art institutions.

The content of study courses is updated according to the proposals of the leaders of professional music ensembles, dance experts of the Latvian National Centre of Culture, boards of non-governmental professional organisations and associations, as well as students and graduates. The content and quality of delivery of study courses are systematically evaluated through surveys. Taking into account the suggestions made in the surveys, the relevant chairs assess the relevance and usefulness of the suggestions, consider the impact of the suggestions on the costs of the study programme, and the relevance to professional competences. In case of a positive decision, the changes in the content of the study programmes are submitted to the JVLMA Senate for approval.

For example,

the Conducting Department cites the development of a model for *distance learning in orchestral conducting* as a major challenge and innovation, which has resulted in the discovery of new methodological insights. The JVLMA Choir Conducting Department actively cooperates with the Latvian National Centre of Culture in the circulation of information about conductor vacancies, as well as cooperates with school management about conductor vacancies at schools, especially in recent years in preparation for the School Youth Song Festival.

Innovation of the Department of General Piano in the course descriptions: the repertoire of the course is composed in creative cooperation between the lecturer and the student, for each student individually, assessing their technical playing abilities, as well as adapting them to the current repertoire of the specialisation. In general, students are given more and more opportunities to perform in concerts. The strategy of the Department of Stringed Instruments is also to train excellent specialists in their field, so the content of study courses is regularly updated. The aim of the study courses is to train qualified professionals who are able to successfully enter the labour market and are oriented towards further education. Not only the content of study courses, but also the content of independent work, assessment methods and the reading list are regularly reviewed. The lecturers of the departments keep abreast of the latest developments, including by attending relevant professional development events, as well as by working in the field on a daily basis - for example, in Latvian professional symphony orchestras and music education institutions. The Department of Dance Pedagogy actively cooperates with the dance experts of the Latvian National Centre of Culture, taking part in the evaluation of the work of dance teachers in vocational education in order to update the improvement of study courses, cooperates with the directors of dance groups of cultural and educational institutions in the circulation of information about vacancies for dance teachers and concert masters of dance groups. During their studies, students acquire the necessary knowledge and skills needed in the labour market (e.g. Orchestral repertoire, Instrument playing methodology, Pedagogical practice, etc.). This is also evidenced by the evaluations submitted by trainees and employers, as well as by the evaluation and employment status of graduates.

Study sub-programmes ensure correlation between the information contained in the courses/modules, the results to be achieved, the objectives, the methods, as well as the link with the overall strategic objectives and results of the study programme.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the

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

Not applicable.

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

The methods of study implementation, methods of competence assessment, types and requirements are specified in the description of each study course (see the annexes to the course description). The tasks and requirements of contact hours and independent work hours for the professional study courses of the programme specialisations are very different, so it is the responsibility of each lecturer to make the course description available to all students in digital format or as handouts in the form of printouts.

Students learn the content of their studies through contact hours and independent work. Contact hours are organised as study year, group and individual sessions. According to the course description, lecturers structure stream and group classes in the form of lectures, seminars, colloquia, and individual classes in the form of practical work.

At the beginning of each course, the lecturer informs the students what changes have been made to the course based on the recommendations and comments of the students from the previous years, as well as the results of the questionnaire. Heads of Departments try to regularly discuss with students the factors that influence their opinion on the quality of their studies. The content of the study courses is provided by the lecturers, after the study course content has been mastered, by obtaining feedback in individual discussions with the student on the results achieved, the percentage of errors and the results to be improved. Lecturers control the study process, update the study content according to the needs of the modern market both in group lectures and individual classes. They actively communicate with the student, setting personally meaningful goals for the student's growth and quality professional performance. Lecturers manage the study process in accordance with the student's individualised professionalism-focused study content. They test the student's competence using a variety of assessment methods. As a result of reflection, a critical evaluation of one's (lecturer's) professional activity is produced, assessing the effectiveness of teaching/study methods in an individual study process. All of the above activities contribute to the achievement of both the course outcomes and the study programme objectives.

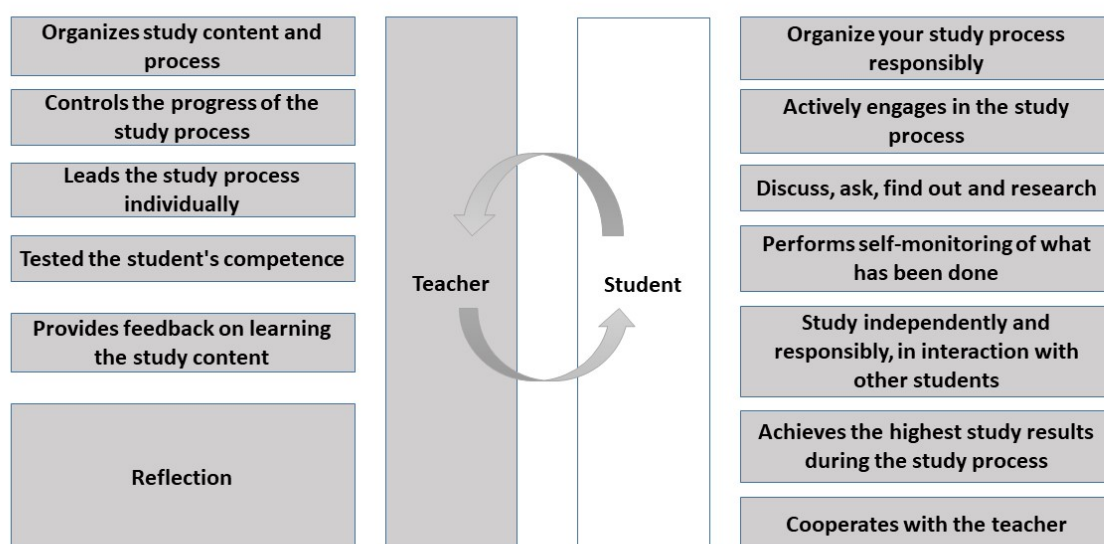
The achievement of the results of the study courses and the objectives of the study programme is further promoted by the involvement of students in surveys organised by the JVLMA. Once a

semester, students evaluate the implementation of the study process in writing by answering a questionnaire. Students evaluate the work of lecturers, the content of study courses, lecturers' attitude and cooperation with students, evaluation methods and criteria, and other indicators. The questionnaires are anonymous.

Students can participate directly in the improvement of the study process by expressing their wishes to the lecturer of a particular study course, the head of the relevant department, or the study programme director. Students have the opportunity to influence their own study process, exercise their autonomy and provide feedback on the study process.

Each sub-programme of the study programme ensures the full achievement of the learning outcomes. The learning outcomes are formulated at the level of each study sub-programme and at the level of study courses. The lecturer of each study course discusses the sub-programme outcomes with the students at the beginning of each study course. In order to ensure the link between the outcomes of the study sub-programme and the outcomes of the study courses, the content of the study courses and their volume in credit points are formulated and the topics and their volume in hours are designed according to the outcomes of the study course. All study courses are assessed with appropriate assessment methods.

L.Batna (2022) Student-centered approach collaborative model



Respecting the professional bachelor programme students' desire to engage in artistic or pedagogical practice during their studies and integrate into the future working environment, as well as analysing the activity planning of cultural institutions and cultural education institutions, the JVLMA implements the study process according to the best practice of student-centred education - it uses different ways of programme implementation (according to the specifics of each sub-programme), individualises study plans (according to differences in specialisations) and study course learning methods (according to the main tasks of the chosen qualification), adapts learning paths (e.g. by selecting the appropriate artistic programme according to the individual abilities of the student), regularly evaluates and improves teaching modes and methods, giving priority to the independence of the student, while providing support to lecturers in the form of counselling. At the end of the study programme, the competence of students is assessed in accordance with the Regulations on State Examinations, which reflect the requirements and procedures for

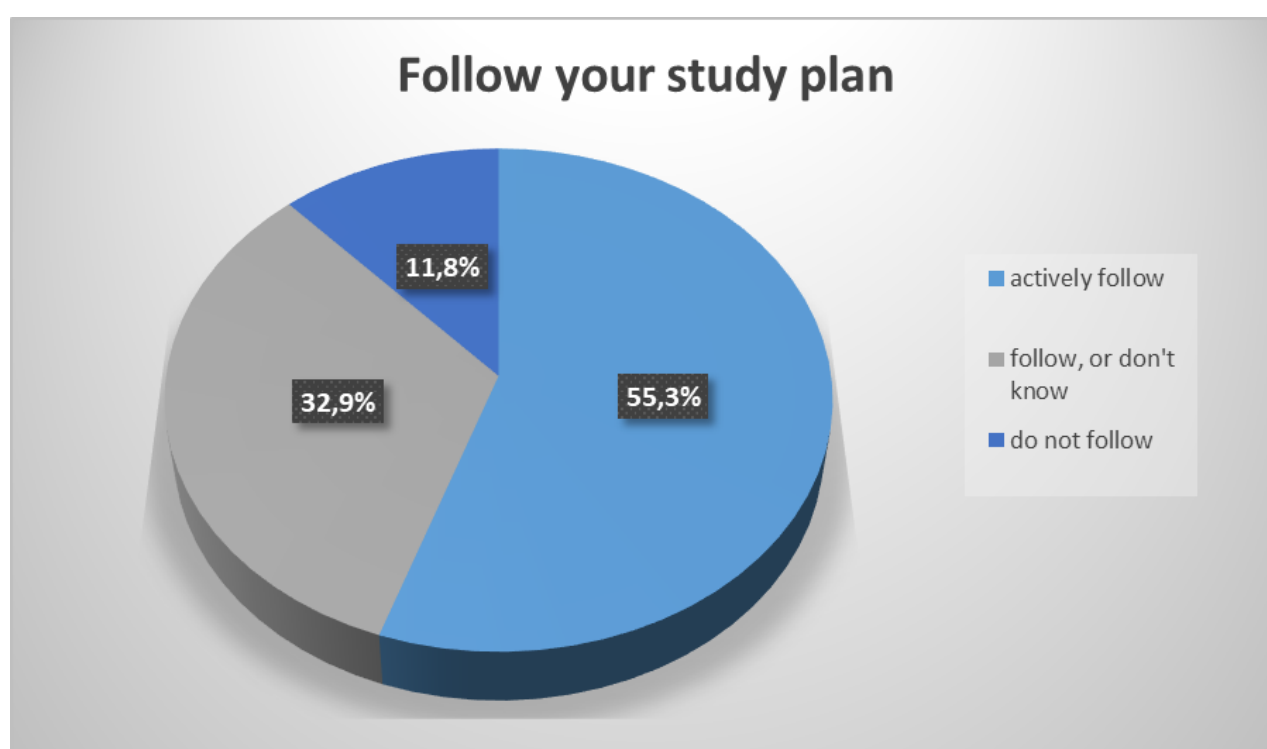
examinations, the types, forms, organisation and conduct of examinations, the duties and rights of the final state examination board, the conditions for testing and assessing knowledge and skills, the assessment criteria, as well as the appeal procedure (see the picture).

In 2022, data collection and data processing on the student-centred study process was carried out in cooperation with the JVLMA Student Self-Government, in which 86 students (100% respondents) from all teacher education sub-programmes participated. The survey was carried out in April 2022 with the aim of gauging students' opinions: How active and responsible are JVLMA students?

Some examples. The following answers were received to the questionnaire: how often is a student interested in the implementation of a study plan within one semester?

61.8% responded twice a semester, 26.2% once a month, 5.5% never, 2.4% at the beginning and then in the middle, 1.2% at the beginning of the year and 2.9% from time to time.

It was important to find out whether students were actively following their active study plan. It was found that most respondents actively follow their study plan.



At the start of their studies, students are asked to familiarise themselves with the study agreement in person and in the LAIS system. When students were asked "Have you read the terms of the study agreement?", it was found out that:

- 77.6% of respondents answered - Yes, familiar with the agreement and its conditions;
- 22.4% - No, not familiar with the agreement and its conditions.

By analysing the results of the survey conducted by the students' self-government in general, it can be concluded that students are interested in the development of artistic quality in the study process, and less interested in more procedural activities in the study process. The communication section of the study process regarding the circulation of the study plan and study documentation, as well as the activation of interpersonal communication and communication issues, can definitely be improved. The methods of implementation of the study process, methods of competence assessment, types and requirements are specified in the description of each study course. The tasks and requirements of contact hours and independent work hours for the professional study courses of the programme specialisations are very different, so it is the responsibility of each

lecturer to ensure that the course descriptions are available to all students in digital format or as handouts.

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

The main principle of high-quality acquisition of the study programme content is the unity of study and practice. The organisation of internship work at the JVLMA is governed by the Regulations (see the annex "Regulations on the Organisation of Internship Work"), which regulate the procedure for students of level 2 professional higher education programmes to acquire practical skills.

Organisation of internships.

The amount of study practice in credit points, its distribution by semesters of study, as well as the types of competence assessment shall be determined by the study programme. The content of the internship is determined by the course description and the internship work programme developed in accordance with the course description.

The following internships are part of the study programme:

- artistic and creative practice, including concert practice, collective music practice, opera singing;
- pedagogical practice.

The heads of the departments in charge of the implementation of the study course are responsible for the organisation and conduct of internship work.

Internships can take place at or outside the JVLMA - at other cultural institutions or educational institutions.

The internship is organised in accordance with the compulsory documents, the forms of which are available to the internship supervisor at the Directorate of Study Programmes. These documents include:

- 1) Internship agreements if the internship takes place outside the JVLMA;
- 2) Annexes to Teaching Practice Agreements - applications from the head of the teaching practice to the head of the relevant educational institution;
- 3) Practice work programmes (for individual lessons - individually developed for each student for each semester, for collective music lessons - developed for a music unit for each semester; for individual lessons, one copy of the practice work programme is kept by the practice supervisor, and the other copy is kept by the student);
- 4) Internship report (diary), a document that reflects the completion of the tasks set out in the internship work programme and forms part of the Study Card.

Internship arrangements.

Artistic and creative practice is carried out in accordance with the requirements of the course description. The responsible department draws up an artistic and creative practice plan as part of the department's work plan. The specific dates of the internship plan shall be agreed between the Head of Department and:

- 1) the JVLMA concert section, if the internship takes place at the JVLMA. The Concert Department registers the planned internship events in the Concert Register Book, advertises the internship events, receives and distributes the programme of the internship event from the Head of Department and organises the event. Programmes and other promotional materials are stored in the Concert Department of the JVLMA and, in accordance with the requirements of the JVLMA Case Nomenclature, are deposited in the archives of the University;
- 2) cultural or educational institutions, if the internship takes place outside the JVLMA. The creative practice is organised by the head of the department in collaboration with the person in charge of the institution. The information and promotional materials of the internship are handed over by the Head of the Department to the Concert Department, which keeps records of the internship. The results of the creative practice work are discussed and evaluated in the meetings of the relevant department. The responsible lecturer shall record the results of the student's internship work (assessment) in the student's Progress Sheet.

Teaching practice takes place in comprehensive schools, vocational music schools, vocational training institutions or through interest education. According to the course description, the internship supervisor develops a pedagogical practice programme for each student intern. In accordance with the tasks set out in the pedagogical practice programme, the pedagogical practice supervisor provides the student with a placement or accepts a placement chosen by the student intern. The supervisor informs the students at the beginning of the internship about the internship procedure and requirements, manages the internship by monitoring the completion of the tasks of the internship programme and the student's entries in the internship report, and evaluates the progress of the internship.

Due to the outbreak of pandemic Covid -19, pedagogical practices and formats were used.

The following tasks were set in the course Working with Classroom Music in Practice: 1. List and describe how many music lessons have been observed in person. List and describe how many music lessons have been taught in the practice schools. Develop 5 music lesson plans and teaching materials for the implementation of these lessons. Develop 5 music lesson plans for face-to-face work with pupils and teaching materials for the implementation of these lessons (grades 7-9). Develop 5 music lesson plans for working with students remotely and teaching materials for implementing these lessons (grades 4-6).

In the Working with a school choir course, the study tasks included: Watching and analyse a children's choir singing exercise. Create a synopsis of a choir lesson, using the repertoire of the Song Festival as a basis. Independently conduct and record a complete singing exercise. Send the video to the internship supervisor. The parts of the choir lesson are conducted remotely by recording a set of singing exercises for the choir lesson, according to the established choir lesson plan.

At the beginning and at the end of each semester, students reflect on the internship, on the successes and failures of the learning process in their teaching practice.

The objectives of the internship are related to the outcomes of the study programme and each sub-programme and the requirements of the professional standard. The internship is a compulsory

component of the professional bachelor's study programme, which amounts to 26 CP.

The aim of the internship is to facilitate the development of qualified, creative and capable students, by honing their professional skills and competences through the application of theoretical and practical knowledge and insights acquired during the study process.

The student chooses the place of the internship - a pre-school educational institution, comprehensive school of interest education, a vocational education institution, a cultural education institution, a private school/studio with students of different age groups - pre-school, primary, primary, secondary, middle and senior - according to the sub-programme module of interest and potential job opportunities.

During the internship, students carry out lesson and class observations, evaluation of the work plan and content of collectives/groups/studios, analysis of the organisation and documentation of collective/group/studio activities, study of the thematic plan of the lesson calendar, development of lesson plans, preparation and conducting of lessons, familiarisation with the criteria for evaluation of learners' achievements, analysis and evaluation of master classes attended, analysis of events, concerts, performances attended.

Students summarise the results of the tasks performed during the internship by completing an internship report and analyse them by presenting them at the internship defence each semester.

The final test of the internship is the National Diploma Examination (conducting a lesson, creating a concert or a performance), which is a demonstration of the acquisition of competences in readiness for independent professional work as a teacher (see Annex 5 for details).

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

Not applicable.

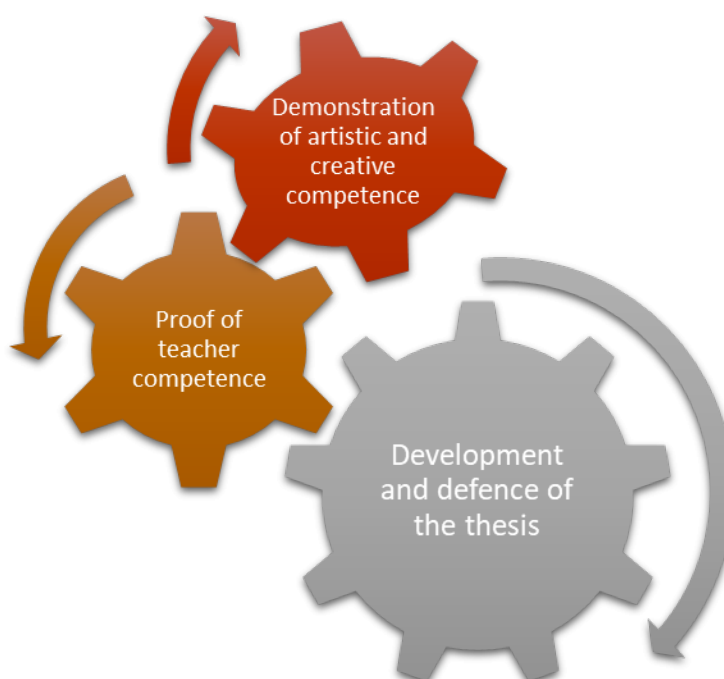
3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The study programme culminates in a national examination. The state examination (hereinafter - VP) is the final result of the student's competence assessment, obtained on the basis of the assessment of study course content mastery in the diploma examinations (hereinafter - DE) specified in the study programme description. DE is the final stage of the study work, which is the assessment of the skills, theoretical knowledge and attitudes that meet the qualification requirements set out in the study programme and are necessary for the successful performance of the tasks of the profession. The content of the DE includes a test of theoretical knowledge and practical skills. DE can take place at the JVLMA and/or other cultural and educational institutions. The procedure for DE is determined by the head of the department of the relevant course of study. For the professional qualification and the professional degree, the theoretical knowledge is tested by means of a colloquium. For the professional qualification and the professional degree, the

practical skills are tested in accordance with the requirements of the study programme in the form of a concert examination and/or practical work - conducting a lesson, working with an orchestra/choir/ensemble, etc. The content of the DE programme skills test shall comply with the aims and objectives set out in the study programme description and the final requirements set out in the course description. The DE programme/repertoire is drawn up together with the student by the course lecturer. The programme shall be agreed at the departmental meeting no later than six months before the DE, and the content of the diploma examination shall be approved by the Vice-rector for Academic Affairs no later than two months before the DE.

Students' knowledge and skills in DE are assessed by a committee on a 10-point scale, according to the criteria set out in the course description.

Components of the national part of the tests for all sub-programmes:



In line with the strategic goals and main objectives of the study programme, the content of the VP part is developed according to the requirements and specificities of each sub-programme field. For example, *Demonstration of Artistic-Creative Competence* as part of the VP will be different for each sub-programme, i.e., for music teachers it is the preparation and performance of a concert programme, for art teachers it is a diploma project in the visual plastic arts, for dance teachers it is the creation of a dance concert or performance, and for theatre teachers it is leading a collective and implementing a project in theatre arts. The content of the VP is relevant to the current trends and labour market requirements of each relevant sector.

Taking into account that the implementation of the programme submitted for accreditation started in the 2nd semester of the academic year 2020/2021, at the moment of preparation and submission of the documentation it is not possible to prepare an analysis and assessment of the topics of the final theses of the students of the study programme submitted for accreditation.

However, given that since 2013 the JVLMA has been running other programmes with equivalent content, it is possible to gain insight into the themes of the final theses of students from these programmes (see Annex 6 for more details).

The topics of the students' diploma theses are chosen specifically in the field of pedagogy, taking into account both the content of the programme and the fact that 98% of the students work in pre-

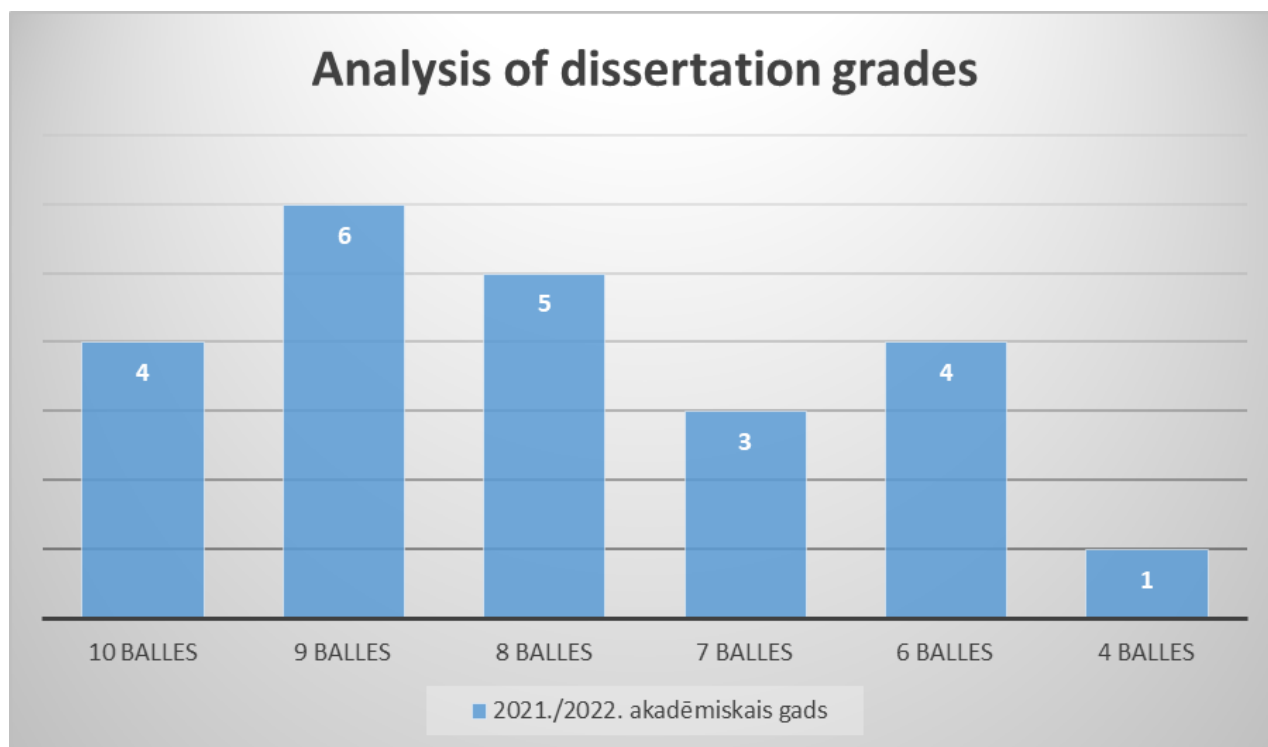
school educational institutions, interest education in comprehensive schools, cultural educational institutions and private dance studios. The theoretical analysis of the selected topics is based on the field of professional specialisation, and empirical research is validated in practical pedagogical practice (in the 2021/2022 academic year - under Covid-19 conditions). The contribution of each student's chosen topic is important for their personal pedagogical development. The assessment of the thesis takes into account the social and pedagogical rationale, for example:

- the problem to be studied is based on current theories of music, theatre, dance and visual arts pedagogy;
- targeted selection, analysis and comparison of current philosophical and social literature;
- the contradictions in society of the problem under study are identified;
- the scientific language used is appropriate for a historically logical analysis of the development of pedagogical theories;
- thesis research is targeted;
- the thesis exhibits the creativity, independence and responsibility aspects of research;
- the study includes research methods that are appropriate to the topic, and their use is consistent with the chosen topic and the chosen database.

The procedure for the thesis defence has been approved: the reviewer reads the thesis in LAIS on the lecturer's personal browser or in paper format (one copy can be obtained from the Directorate of Study Programmes). In case of clarifying questions, the reviewer will send them to the student by e-mail no later than two days before the defence. One day before the defence, the reviewer uploads the review in PDF format to LAIS.

The topics of the students' dissertations are mostly relevant and topical, both in the field and in the labour market. For example, resonating with the constraints caused by COVID-19, the students' works on *Digital Tools in Distance Music Teaching*, *Teenagers' Learning Motivation in Distance Clarinet Lessons in Interest Education* were valuable. Trends in labour market practice motivate students to study the topic *Playing unprepared pieces by notation in cello playing in grades 5-8: relevance for the educational process and methodological materials*. Honouring and improving Latvian folk traditions in the context of the unique Song and Dance Festival, students conduct research on the topics of *vocal hygiene in solo singing of 7-10 year old choir students*, *Promoting Cooperation in a Youth Folk Dance Collective*.

The thesis defence lasts 15 minutes per student, of which the presentation lasts up to 7 minutes. The student is then presented with the review and answers questions from the reviewer and the panel members.



Overall, the quality of theses can be interpreted as very high and stable, with an average score of 7.96. The statistics for the academic year under review are worsened by the grade of 4 points received by one student. 4 theses have been evaluated as excellent, 6 as excellent and 5 as very good, which shows both the importance and topicality of the thesis topics and the high degree of preparation by the students. The analysis showed that the development time of the thesis is very short, with students generally completing their thesis within one year. The analysis showed that the national COVID-19 restrictions had an impact on the development of the theses. When assessing the quality of diploma theses, it was concluded that it is necessary to supplement the content and effectiveness of the *research methodology* study course according to the thematic area of the JVLMA students' research. It is also essential to develop each student's ability to research, to select information analytically, and to demonstrate creativity and quality in research.

3.3. Resources and Provision of the Study Programme

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

The IT network was upgraded in the academic year 2020/2021 to ensure the continuous operation of the audio and video equipment and better internet quality; remote-controlled video cameras and sound equipment were installed in the Great Hall, Organ Hall and LMT Hall of the JVLMA to ensure live video streaming and recording.

For the remote study and work process, 21 laptops, portable large displays/monitors, microphones

and audio interfaces (low-latency equipment for audio transmissions) were purchased; for modern work, access was provided to the high-quality LoLa (low latency) audio/video system, which is actively used by music universities in many European countries for synchronous master classes and rehearsals for choir or choral groups. Its functionality is powered by superfast academic network internet. Work continues on the implementation of the JVLMA LAIS and Moodle system in practice.

The resources and facilities, as well as the material and technical base of the JVLMA are continuously updated and supplemented, and contribute to the achievement of quality study results, one of the components of which is the graduate's ability to navigate and use specialisation-related technologies and equipment.

For example,

In the preparation of *General Education Music Teachers*, a special role should be given to methodological equipment and material and technical support. The infrastructure of the Department of Music Education has already been completely renovated and re-equipped. The Carl Orff instrumentarium (metallophones, xylophones, split metallophone, percussion kits, big drum, small drum, etc.) was renovated and the department's auditorium was adapted for the *Skola 2030* Music Lesson/Class.

For the study of professional specialisation courses in dance there is a dance hall with dance floor, bars, mirrors, piano, music player, DVD player, TV, blackboard. A gym equipped with bars, mirrors and a piano was adapted for the professional specialisation in dance of the sub-programme *Teacher in Dance and Cultural Studies*. The sports hall is very suitable and appropriate for the study courses *Modern Dance, Dance Composition, Dance Therapy, Acting, Dance Notation, Children's Dance Methodology*, as well as for the pedagogical practice and professional specialisation practice for specific tasks. However, according to the Department's assessment, at least one more dance hall with a suitable dance floor and the necessary equipment would be needed.

Provision of the study base

No.	Name of the materials (by type)	Quantity (by number of students)
1.	Classrooms with equipment - video equipment, audio equipment, computer equipment, pianos, blackboards, whiteboards with music lines, window dimmers	3 classrooms for 15-20 students; 1 classroom for 60 students; 4 classrooms for 10 - 15 students
2.	Teaching rooms with piano	15 classrooms for individual or small group work.
3.	Information technology equipment	Computer class with 16 work places
4.	Audio, recorded music, video and recorded video equipment	Audio-visual Recordings Unit
5.	Library (professional and methodological literature, reference materials and handouts)	Library with reading room - books and sheet music section

6.	Facilities and equipment for teaching practice	According to the internship agreement - for each lesson, in accordance with industry regulations
7.	Concert hall with technical equipment suitable for choir/orchestra	At least 60 students
8.	Sound recording studio	Adequate Sound Recording Studio equipment, for at least 3 workstations
9.	Ballroom	Dance hall with dance floor, bars, mirrors, piano, music player, DVD player, TV, whiteboard.
10.	Gym (basketball, volleyball, badminton, table tennis, mini-football. Several gyms offer a variety of exercise packages - for corrective exercise, athletic exercise, general fitness.	According to the regulations for each sport. The gym is adapted for the professional dance specialisation courses and is equipped with bars, mirrors and a piano.

The provision of the study base is assessed as adequate and appropriate for the achievement of the study programme objectives and results, taking into account the average number of students in the study programme.

The JVLMA library provides students with access to professional educational literature, which is updated annually, as well as international databases.

For instance, in the academic year 2020 /2021, the following resources for music pedagogy were renewed in the library:

Batņa, Liene, Skolas kora darba metodika / Rīga : Musica Baltica, 2020.

Bauer, William I. Music Learning Today : Digital Pedagogy for Creating, Performing, and Responding to Music / New York : Oxford University Press, 2014.

Dotzler, Verena. Sag mir, wie klingt Kunst? Musik und bildende Kunst im Dialog / Koblenz : Fidula-Verlag, 2020.

Edgar, Scott N. Music Education and Social Emotional Learning : The Heart of Teaching Music / Chicago : GIA Publications, Inc., 2017.

Forster, Michael, Orff-Instrumente neu entdecken : Lieder und Spielstücke / Mainz : Schott, 2018.

Grohe, Micaëla. Musik-Spiele 1 : 99 Spiele rund um den Musikunterricht / Innsbruck : HELBLING, 2021.

Jocher, Werner, Stimmbastel Lieder : Integrale Stimmbildung für Kinder und Jugendliche ab 6 Jahren / Koblenz : Fidula, 2017.

Jocher, Werner, Stimm-Kanons : Stimmbildung für Kinder, Jugendliche und Erwachsene : einzeln und in der Gruppe / Boppard am Rhein : Fifula, 2016.

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Dalcroze-Jacques, Émile, The eurhythmics of Jaques-Dalcroze / London, Constable & Company Ltd, 2018.

The resources and facilities available at the JVLMA meet the conditions for the implementation of the study programme and the achievement of the study outcomes (see Annex 7 for more details).

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

Not applicable.

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

The budget of the JVLMA is planned for the financial year from January to December. In order to ensure quality implementation of study programmes, the heads of all departments participate in the financial planning of the JVLMA and order the necessary resources. All proposals are collated by the Finance Unit and the necessary funding is calculated, a preliminary budget plan is drawn up and submitted to the Rector's Office, the Senate and the Academy Council for consideration. The JVLMA Senate shall give its opinion on the draft Budget for the financial year, before approval by the Council.

The Council of the Academy approves the overall budget plan of the JVLMA without dividing it by study fields and study programmes. Such an approach to budget planning is rational and effective, it ensures quality implementation of all study programmes, especially taking into account the fact that, in accordance with the Protocol of Agreement with the Ministry of Education and Science and the Ministry of Culture of the Republic of Latvia, the state budget funding is allocated for a certain number of study places in total with the planned average cost per study place, without dividing it by study fields and study programmes.

The costs of each specific study programme are calculated taking into account the parameters included in the list of equipment and additional resources necessary for the implementation of study courses, the number of contact hours, types and forms of competency testing, as well as the group saturation specified in the study plan and course description of the study programmes of JVLMA.

Composition of the JVLMA budget:

- grant or basic budget funding;
- fee-based student finance;
- internal revenue from paid services (concert ticket revenue, room rental, rental of musical instruments and equipment, land rental);
- performance funding;
- research base financing;
- project funding (five EU projects, an ERDF project, a CCF project).

The total profitability of the thematic areas of study is reflected in Picture No. 1 and is calculated according to the actual cost model, which includes the following sections:

1. Revenues - includes revenues from the State budget funds for the implementation of the study programme;
2. Eligible costs – costs that are attributable to providing the study process of the programme from state funding, incl. remuneration (salary and DD VSAOI), goods and services, capital formation, social payments and compensations (budget stipend);
3. Profitability – in each thematic area, the eligible costs are subtracted from the revenue.
4. The yield of each study programme per student is calculated based on the number of state-financed study places in the study programme (the total yield of the study programme is divided by the number of study places).

Picture No. 1 Profitability of the thematic field of study in 2021

Total yield of the thematic areas of study per year, taking into account eligible costs and revenues				
Thematic areas	Financing from the state budget, EUR	Eligible costs for state-funded study places, EUR	Expected yield from state-financed study places, EUR	Expected yield per year, EUR
Teacher education programmes for visual arts or music teacher qualification	749 956	894 349	-144 393	-144 393
Music. Choreography	3 054 696	2 736 744	317 951	317 951
Total	3 804 652	3 631 093	173 558	173 558

Annual profitability of the thematic areas of student studies, taking into account attributable costs and revenues				
Thematic areas	Financing from the state budget, EUR	Eligible costs for state-funded study places, EUR	Expected yield from state-financed study places, EUR	Expected yield per year, EUR
Teacher education programmes for visual arts or music teacher qualification	5 319	6 343	-1 024	-1 024
Music. Choreography	7 914	7 090	824	824
Average per student	7 219	6 890	329	329

The funding of the study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* from the State Budget is insufficient (Picture No. 2), and in order to ensure the high-quality implementation of the study programme, the funding from the State Budget is acquired without dividing it by study areas and study programmes. The minimum number of students in the study programme in order to ensure the profitability of the study programme, assuming that the study base funding of the state budget is 1630.11 Euros and the coefficient of the thematic area is 3.1 (determined in accordance with the Cabinet of Ministers' regulations of December 12, 2006 No. 994), there are at least 8 students in each sub-programme of the study programme.

At the suggestion of the Ministry of Education and Culture, a study has been conducted, as a result of which it has been concluded that the basic costs of existing study funding are insufficient, which is demonstrably proven by the situation of JVLMA.

Picture No 2. Study programme profitability 2021

ID	Name of the study programme	Coefficient	Level of study	Coefficient of study level	Number of state-funded study places	Annual state-funded study places attributable costs in the study programme, EUR	Funding from the state budget funds for the study programme per year, EUR	Yield of the state funded study places of the annual study programme, EUR	Annual total yield of the study programme per student, EUR
12	Music, Theatre Arts, Dance, Visual Arts Teacher	3,1	Bachelor	1	131	867 850	696 768	-171 082	-1 306
13	Music, Dance, Arts Vocational and Special Interest Education	3,1	First level	1	10	26 499	53 188	26 689	2 669

Percentage breakdown of the cost of the study programme per student:

- Wages and employer's social security contributions - 86% ;
- Business trip and official travel expenses - 0,10% ;
- Cost of services - 4,5% ;
- Materials, energy, water and inventory costs - 5% ;
- Cost of book and journal deliveries - 1,35 % ;
- Cost of acquiring and upgrading equipment - 3,5% .

The largest percentage of costs is wages and salaries. The remuneration of academic staff is determined by Cabinet Regulation No 445 of 05.07.2016, specifying the lowest monthly salary rate and annual workload. The JVLMA's monthly salary rate is higher than the national minimum wage rate.

The implementation of the study programme is possible without dividing the total funding by study level, where a coefficient of 1.5 and 3 is applied to the base funding for higher-level studies. The state budget funding of the JVLMA, which is allocated for a certain number of study places in general with the planned average cost of a study place, is not divided into study directions and study programmes, which also allows for targeted and rational implementation of the study programme.

With the current inflation, energy and heating costs rising rapidly, it is a challenge to deliver a quality programme with existing funding.

3.4. Teaching Staff

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

The qualifications of the lecturers involved in the implementation of the study programme and each sub-programme meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments, ensure the achievement of the objectives and study outcomes of the study programme, all sub-programmes and the corresponding study courses. In the study programme and sub-programme, the teaching staff in charge are lecturers with appropriate education and professional experience.

The mission of the JVLMA is fulfilled by a highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (assistant professors) and a reserve for academic renewal - guest lecturers. The JVLMA uses various opportunities to attract internationally renowned specialists, for example, the project "Strengthening the academic staff of the JVLMA for the quality implementation of newly established pedagogical study programmes", No 8.2.2.0/18/I/001, funded by the European Social Fund. For the election of academic staff, there are common criteria to be assessed, the most important of which are international success in music professional artistic activity. The structure of the staff of the JVLMA is based on the tasks of the JVLMA and may vary by specialisation.

For example,

- The following teachers teach the general education music teachers' study courses in Music Pedagogy and Music Teaching and School Choir Methodology:

-Edgars Vītols - assistant professor / Doctorate in Pedagogy;

- Ilze Vilde - assistant professor / Doctorate in Pedagogy;
- Ginta Pētersone - assistant professor / Doctorate in Pedagogy;
- Dace Medne professor / Doctorate in Pedagogy;
- Liene Batņa - assistant professor / Doctorate in Pedagogy;
- Maija Kokare - assistant professor / Doctorate in Pedagogy;
- Elīna Lūse - lecturer / Master's degree in music pedagogy;
- Anna Līduma - guest lecturer /Doctorate in Pedagogy;
- Irēna Nelsons - guest lecturer / Master of Arts in Music Pedagogy;
- Ilze Arne - guest lecturer/Master of Arts degree in music pedagogy.

- Teachers involved in the Music specialisation of vocational education:

- Valdis Bernhofs - professor/ Doctor of Arts in Music History and Theory;
- Baiba Jaunslaviete - associate professor/ Doctor of Arts;
- Inga Bērziņa - associate professor/ Doctor of Pedagogy degree in Pedagogy;
- Jānis Kudiņš - Professor/ Doctor of Arts degree in Musicology;
- Jānis Baltiņš - assistant professor/ Master's degree in choral conducting;
- Normunds Vīksne - professor/ Master's degree in piano duet;
- Andris Vecumnieks - professor/ Doctor of Arts degree in Cultural Theory;
- Indriķis Veitners - professor/ Doctor of Arts degree in musicology;
- Terēze Zīberte-Ijaba - associate professor/ Doctor of Arts degree in musicology;
- Kaspars Zemītis - lecturer/ Professional Master's degree in Music.

- In turn, pedagogues participate in the implementation of the content of the Department of Dance Pedagogy:

- Sandra Vītola - associate professor/ Doctorate in Pedagogy;
- Ginta Pētersone - guest lecturer/ Doctorate in Pedagogy;
- Gunta Ezermale - assistant professor/Master of Arts in Choreography;
- Alise Košeļeva - assistant/ Master of Arts in Choreography;
- Gunta Bāliņa - guest lecturer/ Doctorate in Pedagogy;
- Ramona Galkina - guest lecturer, associate professor/ Master of Arts in Choreography;
- Rita Lūriņa - guest lecturer/Master of Arts in Theatre Arts;
- Alda Skrastiņa - guest lecturer/Master's degree in dance pedagogy;
- Una Rēķe - guest lecturer/Master's degree in Art Therapy, specialisation Dance and Movement Therapy.

- The teaching staff involved in the sub-programmes implemented in cooperation with the Latvian Academy of Culture and the Art Academy of Latvia meet the high requirements of each field, for example:

- Agnese Hermane - guest associate professor/Doctoral degree;
- Anda Laķe - guest associate professor/Doctor of Sociology;
- Elmārs Senkovs - guest associate professor/Master's Degree in Arts;
- Jānis Siliņš - guest associate professor/ Master of Arts;
- Zane Daudziņa - guest assistant professor/ Doctoral degree in Cultural Theory;
- Austra Avotiņa - guest professor / Doctorate in Pedagogy;
- Valtis Barkāns - guest assistant professor/Master of Arts in Sculpture;
- Andra Ulme - guest associate professor/ Dr. arch.;
- Ginta Gerharde - Upeniece - guest lecturer/Doctoral degree (see Annex 8 for details).

At least 81 lecturers are involved in the implementation of the study programme:

- The block of general education study courses, which is common to all sub-programmes, is provided by 12 lecturers.
- There are at least 27 lecturers of the *Teacher in music and culture studies* sub-programme (taking into account that the content of the study courses of part B, Practice and State exam is closely related to the specialization chosen by the student, for example piano playing, violin playing, flute playing, lecturers from the corresponding JVLMA department are recruited).
- There are a total of 8 lecturers of the *Teacher in dance and culture studies* sub-programme.
- *Teacher in art and culture studies* sub-programme is implemented by 15 lecturers.
- *Teacher in theatre art and culture studies* sub-programme is implemented by 19 lecturers.

Among them are 20 professors (including invited), 9 associate professors, 21 assistant professors, 11 lecturers, 1 assistant, 19 guest lecturers.

The qualifications of the teaching staff undoubtedly stimulate the achievement of high-quality study results, which are reflected not only in the daily study process, but also in the additional professional activities related to the current issues and content of teaching. For example, the Department of Music Education organises annual methodological seminars to support students in their research work. All lecturers of the Department of Music Education who handle diploma theses participate in these. The methodological seminars cover concepts such as the nature of scientific research and the basics of research methodology (research methodology, methods, features of scientific working language, ethics of the research subject and working language, research strategies, types of research, concepts of quantitative and qualitative research). The research process and its organisation (choice of topic, bibliographic references, research questions). Analysis of data mining methods. Consideration of issues relating to the presentation and defence of the thesis. On 21 October 2021, the 1st Art Pedagogy Methodological Online Conference "Visible and Invisible Signs in Art Pedagogy - Music, Dance, Visual and Theatre Arts" took place, organised by the Head of the Art Pedagogy Unit Liene Batņa in collaboration with the Art Academy of Latvia lecturer Mara Ādiņa, Latvian Academy of Culture lecturer Rita Lūriņa, JVLMA lecturers Sandra Vītola and Ilze Vilde. The aim of the Methodological Conference is to explore the synergy of theoretical and scientific knowledge of art pedagogy in a topical, creative pedagogical process, searching for the SIGNS and exposing them, art pedagogy in diverse practical activities. Thematic area of the online methodological conference: research-based best practice SIGNS for practical pedagogical work in the arts - music, dance, art and theatre arts, emphasising the process of lecturer ↔ student (future teacher) ↔ pupil interaction. The conference featured presentations by leading methodologists and artists from the JVLMA, the Art Academy of Latvia and the Latvian Academy of

Culture. The conference focused on current topics in arts pedagogy, both in general and in each of the workshops (Music Pedagogy Workshop, Dance Pedagogy Workshop, Art Pedagogy Workshop, Theatre Art Pedagogy Workshop) separately. The online conference was attended by 500 participants, who gave complimentary feedback on the content, speakers and organisation of the conference. In the academic year 2021/2022, students took part in practical master classes by Eva Nivbrant Vedin, lecturer at the Royal Stockholm School of Music, on *European music universities' experiences in developing music teaching methodologies. Integrating music and movement pedagogy in rhythm teaching*.

In order to maintain healthy competitive performance of the JVLMA lecturers in overall competition among higher education institutions, it would be important to additionally advertise the positions of associate professor and professor. The specific professional objectives of the JVLMA require the selection of specific lecturers with specific professional competences, e.g. Music Teaching and Rhythm Teaching Methodologies are specific fields where there is a severe shortage of professionals.

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

Professional bachelor's study programme *Music, Theatre Arts, Dance, Visual Arts Teacher* was licensed on 13 October 2020 and started in the spring semester of 2021. This means that the Bachelor's degree programme has been running for 3 full semesters and is in its fourth semester at the time of the submission of the self-assessment report. There have been no significant changes in the composition of the teaching staff during this period.

At the beginning of the reporting period, two professional bachelor study programmes were implemented in the field of study - *Teacher of Music in General Education* and *Teacher of Professional Music Subjects*. Since 2017, another professional bachelor's degree programme, *Dance and Rhythmics Teacher*, has been implemented. These study programmes were implemented by the JVLMA independently, without the permanent involvement of LKA and LMA lecturers. The bachelor's study programme being evaluated is implemented in cooperation with lecturers from the Latvian Academy of Culture (LKA) and the Art Academy of Latvia (LMA).

At least 81 lecturers are involved in the implementation of the Bachelor's study programme. 19 of them are LKA lecturers and 15 are LMA lecturers. 32 of all lecturers involved in the implementation of the study programme are elected lecturers of the JVLMA.

The JVLMA assesses the need and invites lecturers who have education appropriate and rich professional experience in a particular field to implement the study programme.

An important aspect is the pedagogical and methodological activity of lecturers. The Department of Music Teachers considers the organisation of the Latvian Music Olympiad and the development of its content (I. Nelsone, I. Vilde, E. Vītols), the organisation of professional development courses (I. Vilde, I. Nelsone), as well as the development of curricula in the subject of Music in cooperation with VISC within the project Competence Approach in the Skola 2030 Curriculum. Particularly noteworthy is the participation of lecturers of the Department of Music Pedagogy in conducting continuing education courses, which facilitates the transfer of the unity of theory and practice in innovations in the methodological approach to pupils and students. The lecturers of the Department of Music Pedagogy are leading specialists in music teaching and school choir methodology in Latvia.

Edgars Vītols - Riga City Interest Education Methodological Centre - Methodology Day for Music Teachers. Lecture "Current Issues and Methodological Approaches in Competence-Based Music Teaching at Secondary School Stage", 11 March 2019. National Centre for Education - Professional development courses for music teachers. Lecture "The benefits of using movement in collective music making for personal development" 2018, November 22.

Liene Batņa - September 2019, participation in the Talsi district school choir conductors' seminar "Competence-based teaching content in choir lessons".

Ilze Vilde - Participation in 8-hour professional development courses for teachers, with lectures: Implementation of the competence approach in theoretical music subjects. Teaching strategies and methods in music literature lessons, PIKC NMV Riga Cathedral Choir School, 4 April 2019. Participation in the seminar "Competence education approach to music lessons in pre-school" organised by the Pierīga Education, Culture and Sports Administration for music teachers of Pierīga municipalities, Riga, 5 April 2019. Participation in the 6-hour professional development course for teachers Resilience, Self-confidence and Flexibility in pupils, PIKC NMV Riga Cathedral Choir School, 27 August 2018.

Dace Medne - 2019. SAM 8.2.2. project "Capacity Building of Academic Staff of Riga Stradiņš University" (No.8.2.2.0/18/A/013) associate visiting professor at the Centre for Pedagogical Development. 2019. ESF project "Innovative Teacher Training Programmes in Music, Art, Dance and Culture Studies" Nr. 8.2.1.0/18/I/001. Expert. SAM 8.2.1. Innovative research-based study programmes of the University of Latvia in the field of study "Education, Pedagogy and Sport", project No 8.2.1.0./18/I/004, the project is financed by ESF Specific Support Objective 8.2.1 Reduce fragmentation of study programmes and strengthen resource sharing. Expert.

Project week and symposium on inclusive education at the University of Latvia and the University of Leipzig.

Sandra Vītola - Head of the Department of Dance Pedagogy, JVLMA. In the 2020/2021 season she took part in 7 ballet performances of Swan Lake, Giselle. She has given lectures/workshops on the basics of classical dance and its teaching methodology for the leaders of dance groups in the Limbaži region. She is a tutor/assistant artistic director of LU TDA "Dancis". She has choreographed the original dance "Es maza meitiņa" [I, Little Girl] for the dance performance "Suiti Songs in Dance" with music by R. Pauls. Published article Dance teacher's profession - vocation and challenge, ir.lv magazine, 20.05.2021. (Available in Latvian: <https://ir.lv/2021/05/20/deju-skolotaja-profesija-aicinajums-unizaicinajums/>)

Rūta Muktupāvela - Latvian academician, Rector of the Latvian Academy of Culture, professor, active cultural expert and musician. From 2017 to 2021, Rūta Muktupāvela was Latvia's representative to the UNESCO Intergovernmental Committee on the Protection and Promotion of the Diversity of Cultural Expressions, as well as a member of numerous international organisations - the International Sociological Association, the European Association of Social Anthropologists, the International Society of Ethnology and Folklore, etc. In addition to her scientific activities (active participation in conferences, editorial boards, scientific publications, supervising and reviewing doctoral theses), she has been involved in creative projects: she has played music with the Ilģi collective, and has participated in the project "Nature's Concert Hall" for several years.

Zane Daudziņa - lecturer at the Latvian Academy of Culture - is a Latvian theatre and film actress, speech pedagogue, assistant professor at the Latvian Academy of Culture and TV presenter. She holds a degree in Latvian language and literature from the University of Latvia. She holds a Master's degree in stage speech pedagogy from the Latvian Academy of Culture. Currently she is also a speech consultant and assistant professor at the Latvian Academy of Culture. In 2017 she

completed her PhD in art. Speech coaching works with the psychophysics of the person, the impact of the body on the voice and vice versa, focusing on how psychological and physical processes affect confidence during public speaking. Z. Daudziņa regularly conducts public speaking seminars for company managers, bank employees, teachers, cultural workers, civil servants and many other professions throughout Latvia, as well as practical public speaking classes for radio and TV presenters and correspondents. Alongside her scientific and pedagogical activities, Z. Daudziņa works as an actress in various theatre and television projects.

The rich professional experience and high activity of the JVLMA lecturers in the specific sector definitely influence the implementation and quality of the study programme. Lecturers know the development trends of the industry, often participate in the creation and updating of content at the national level, conduct important researches for the industry. Cooperation with several educational and cultural institutions allows lecturers to be well-versed in the content, requirements, specifics of the target audience, labor market requirements of different education levels, in order to create a close connection between the content of the offered study programme, the growing interest of future applicants and the provision of the labor market with specialists in the relevant industry. Also, the resonance factor of the lecturers' professional activity is not insignificant, which increases the interest of those who want to study and undoubtedly has a positive effect on the improvement of the content of the study programme.

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

Not applicable.

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

Not applicable.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between

the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Cooperation among teaching staff is reflected in the development and interrelation of study courses, which is analysed, discussed and debated in departmental meetings. Departmental meetings are organised systematically, where lecturers discuss topical issues and there is a valuable exchange of views and experience. Study courses are regularly developed based on student suggestions and industry trends. The cooperation among lecturers is continuously interlinked, especially when students choose the topics of their study theses and bachelor theses according to the problem to be studied in a particular specialisation. Lecturers, as supervisors of theses, collaborate, consult and coordinate with each other on research problems and research progress.

The process of implementing the study programme is quite complex and involves almost all departments of the JVLMA. The principle of cooperation among teaching staff is the same in all departments. Several departments will be discussed, giving examples:

- The Department of String Instruments employs the best lecturers in their field of study (leading teachers, concert masters of professional orchestras, renowned performing artists, etc.). The lecturers of the String Instruments Department regularly discuss the content of the programme and how to ensure interrelativity. Meetings are organised at least once a month, during which possible cooperation with other lecturers of the JVLMA within the framework of various study courses is often discussed, as well as analysis of current issues. The lecturers of the String Instruments Department regularly collaborate with almost all the departments of the JVLMA, especially with the Chamber Ensembles and Music Technology Departments in joint concerts, master classes and other projects. There is also regular cooperation with the lecturers and students of the Orchestral Conducting Department within the *String Quartet*. Due to the Covid-19 pandemic, the JVLMA Student Symphony Orchestra projects did not take place, so the students of the Orchestral Conducting Department did not have the opportunity to practice with the orchestra in live rehearsals. In cooperation with the students of the String Instruments Department in the *String Quartet* course, young conductors have the opportunity to work with small string ensembles (miniature versions of string orchestras) - to participate in lectures, to study with the lecturers of the String Instruments Department and to acquire conducting skills in practice;
- The cooperation among lecturers within the Jazz Department is professional, open and productive. Lecturers regularly participate in departmental meetings, attend master classes of foreign specialists, have regular communication with colleagues, discussing the teaching process and results, sharing ideas, exchanging course content in order to supplement and compare the musical material the student is learning. Regular departmental meetings (remote during Covid-19 restrictions). It is important that the lecturers of the department also cooperate with the lecturers of other departments within the framework of various projects, for example, Z.Šmite, lecturer of the Department of Ethnomusicology, and I.Saliete, lecturer of the Department of Early Music, within the framework of the *Decibels* Student collaboration among different departments is also geared towards achieving the programme's outcomes. But there is clearly untapped potential for inter-departmental cooperation. It is important to note that the lecturers of the department are in close contact with each other as professionals and regularly collaborate in various musical projects. Communication among the lecturers in the department is therefore very close and professional;

- The lecturers of the Piano Department actively cooperate with other lecturers within the study courses and cooperation also takes place among the departments, especially the extremely important cooperation with the lecturers of chamber ensemble and piano accompaniment. Department sessions are very successful and productive;
- In the Department of Chamber Ensembles and Piano Accompaniment, the cooperation among the teaching staff is very good. This is facilitated by regular joint public concerts of the department, preparation of students for festival and competition selections, joint discussion and development of study programmes;
- In the violin and guitar class, the most stable cooperation is among the conducting, ensemble conducting and arranging study courses and their lecturers, as the final results of the courses are summed up in one assessment. Thus, the journey is always a collaboration of three lecturers (three departments) and students in the preparation of a quality performance of a given examination programme. Cooperation among lecturers is also noted in various meetings and departmental meetings, as well as in various oral consultations/advice, when lecturers look for the best solutions to certain issues related to the management of their course of study;
- The cooperation among the faculty members in the orchestra class is positive. Particularly noteworthy is the successful link among the orchestra class and the orchestral conducting department and the choral conducting department. Both heads and lecturers have been supportive and have repeatedly offered their help/opinion on various common issues. An example of this collaboration is the concert *Finally!*, which featured the JVLMA Symphony Orchestra Septet and the Wind Octet, who studied the concert programme in collaboration with students of the Orchestra Conducting Department;
- During the organ class study course, the lecturers discuss and share their experience about the students' performance, professional development and solutions to existing problems. In the accompaniment/ensemble course of study there is cooperation with students from other departments, in the optional course of study *Organ Accompaniment* there is cooperation with students from the Vocal Department. Several times a year, there are joint meetings for the Piano Department and Organ Class. As far as possible, organ master classes and concerts of colleagues from other universities are listened to and analysed online;
- The Department of Dance Pedagogy has developed a very creative cooperation with the lecturers of the Latvian Academy of Culture, which manifests itself in mutual collegiality and professional cooperation;
- The Department of Music Education has established a professional cooperation with the leaders of *Skola 2030*, which has been successful in the development of the *Music* curriculum and teaching resources in the field of *Cultural Industries and Self-Expression in the Arts*.

The implementation of the study programme is not possible without the involvement of several departments, therefore the processes of cooperation of various methods described above are very important in promoting the development of the content of the study programme. By cooperating, lecturers adopt the best experience, more successful solutions, creative-motivating initiatives for the development of a new program and continuous alignment with the current affairs of the industry.

The ratio of students to teaching staff in the study programme: there are approximately 1.72 students per lecturer, i.e., the number of lecturers involved in all sub-programmes of the study programme is 83 and the number of students is 143 (at the time of submission of the self-assessment report). According to *Education at a Glance 2019 - OECD Indicators*, a low student-faculty ratio is a precondition for a personalised approach to study (<https://doi.org/10.1787/f8d7880d-en>), which in turn is an important factor in the creative professions and in pedagogy in general.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1._Diploma_and_supplement_42141_EN.docx	3.1._Diploma_un_pielikuma_paraugs_42141.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistic of students_42141.xlsx	Studejoso statistika_42141.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2._42141_compliance_national_education_standard.docx	3.2._42141_atbilstiba_valsts_izgl_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3.2._42141_compliance_occupational_standard.docx	3.2._42141_atbilstiba_skolotaja_profesijas_standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3.2._42141_compliance_regulations_N569_EN.docx	3.2._42141_atbilstiba_noteikumiem_N569.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.2._42141_mapping_of_study_courses_EN.docx	3.2._42141_Studiju_kursu_kartejums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2._42141_study_plan.zip	3.2._42141_studiju_plāns.zip
Descriptions of the study courses/ modules	Study_courses_42141.zip	Studiju_kursu_apraksti_42141.zip
Description of the organisation of the internship of the students (if applicable)	3.2.4._Regulations_of_internships.docx	3.2._Prakses_nolikums_Pedagogijas_studiju_programmas.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		