RISEBA
Biznesa, mākslas un tehnoloģiju
AUGSTSKOLA

Self-evaluation report

Study field "Architecture and Construction"

Bachelor study programme

2020 / 2021 study year

RISEBA University of Applied Sciences

This report is extraction from self-evaluation accreditation report submitted to AIKA. In case of confusion about references, numbering or appendices, refer to the original document (submitted 5.07.2022).

Contents

Architecture (43581)

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

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

Study programme forms

Full time studies - 3 years, 6 months - english

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

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

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It should be emphasised that the competitive tuition fee of the study programme has been set for

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

Assessment of employment of the study programme graduates.

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

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

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

Table 2

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

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

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

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

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

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

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

Prospects of employment of study programme graduates

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

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

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

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

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

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

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

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

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

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

Number of matriculated students

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

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

Number of graduates

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

Dropout students

In school year 2017/2018 the total number of students that dropped out of the programme "Architecture" reached 10 students (3 students in the first year, 5 students in the second year and

2 students in the third year). The main reasons for dropping out – academic debts and financial problems. In study year 2018/2019 the number of students that dropped out decreased to 6 students (2 students in the first, second and fourth year). The main reasons for dropping out – academic debts, financial problems, as well as poor quality of the final paper. In study year 2019/2020 the total number of students that dropped out decreased to 4 students (2 students in the first year, 1 student in the third year and 1 student in the fourth year). The main reasons for dropping out – academic debts and financial problems. In the study year 2020/2021 the total number of students that dropped out slightly increased as in the previous year, reaching 6 students (2 students in the first year, 3 students in the second year, 1 student in the fourth year). The main reasons for dropping out – academic debts and financial problems.

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

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

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

3.2. The Content of Studies and Implementation Thereof

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

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

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

Knowledge

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

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

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

Skills

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

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

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

Competences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The academic Bachelor's study programme "Architecture" consists of compulsory study courses (part A), study courses of limited choice (part B), elective courses (part C), teaching/research practice, state examination – the development and defending of the Bachelor's Thesis. See the plan of the Full-Time Study Programme "Architecture" in Annex 9.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In the implementation of the study process, the principles of student-centred education are taken into account and implemented as follows:

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

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

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

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

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

Table 3

The topics of lectures and the lecturers

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

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

9. Architect and designer **Elīna Dobele** with the open lecture "Architecture a shoe" on 2 October.
10. On 23 October a joint lecture of three important architects, writers and editors in Latvia, **Ieva Zībārte, Jānis Lejnieks and Jānis Dripe** "Writing, publishing & curating for architecture" took place.
11. On 18 October 2018 SLICE OF ARCHITECTURE opened the lecture by the NGO **(BE) Communa.**
12. PhD candidate, researcher of the University of New York **Da Hyungs Jeong** with the guest lecture "National Question: Postmodern Tendencies in Late Soviet Architecture" on 29 November.
13. On 14 November 2019 the Head of *Edge Architects*, **Ivar Krasinski (UAE)**, talked about his experience in the Middle East and the Dubai-based company.
14. Architect, teacher and PhD candidate **Elena Maltceva (RU)** on 17 October gave an open lecture reviewing the following topics and issues: Industrial areas in an urban environment. Ways of renovation. Liquidation or modernisation of industrial areas? (architectural and town planning aspect).
15. On 24 October 2019 Basics of Design guest lecturer **Harijs Alsiņš (LV)** gave a lecture on"What is architecture".
16. On 12 December 2019 architect and urban planner **Aleksandrs Feļtins (LV)** gave the guest lecture "Climate Change Adaptation of Urban Blocks".
17. On 13 February 2020 **Kadri Kaljurand (EE)** from the Finnish Institute in Estonia introducesstudents to the "(Re)configuring Territories" interdisciplinary research programme in NARVA.
18. On 13 February 2020 SLICE OF ARCHITECTURE open lecture – EASA 2020 afternoon of stories.
19. On 17 September 2021 **Karlīna Mežecka** (graduate of the Latvian Academy of Arts/Ceramics Department) presented her work of art/conceptual object MEDITERRANEAN BASIN, which is being created within the Sculpture Quadrennial, Riga 2020.
20. **On 1 October 2021 Slice of Architecture** lecture given by the architect, lecturer and researcher **Ramon Cordova (MEX)** took place. Ramon spoke about his work experience in architecture in Mexico and the different approaches used in the creative process.
21. On 18 March 2021 the open lecture led by a Turkish architect and lecturer **Efe Duyan (TR)** addressed the coexistence of the concepts of architecture and art. The author asks questions to stimulate discussion about critical architectural thinking.
22. On 15 April 2021 the open online lecture cycle continued with the lecture by **Dr Arch., Susanne Brorson (DE)** on her work in an architecture studio in Berlin, and her experience in testing different methods and approaches, with a special focus on landscape architecture.
23. On 7 May 2021 guest lecturer and architect **Ramon Kordova** together with other members of the public benefit organisation FREE Riga continued the cycle of online lectures "Slice of Architecture". Lecture "V36: Potentials and Opportunities for Reimagining the city".

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

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

For students it is important to have the opportunity in each study year, in the spring semester, to go on internships to countries, where topical architectural processes are taking place – in the reporting period it was Finland, Italy and Spain. In previous years, students visited cities such as

Brussels, Stockholm, Copenhagen, Barcelona, Rotterdam, and Berlin. Unfortunately, due to the COVID-19 pandemic in 2020, the planned trip to Venice was cancelled, and students were invited toview and analyse the latest examples of public buildings here in Riga.

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

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

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

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

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

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

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

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

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

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

Two types of tests are in effect at the higher educational institution - mandatory and other tests. The performance of mandatory tests (for instance, tests, examinations) is mandatory for students. If these tests are not passed, the final evaluation mark of the study course shall not be

granted. The number of mandatory tests within the study course is determined by the order of a rector and depends on the number of credit points collected during the study course. In addition to mandatory tests, the lecturer, at their own discretion, may include, for instance, home tasks, tests, independent assignments, seminars, etc. into the study course. They are - other tests. The number and type of these tests are determined by the lecturers themselves, as well as the lecturers shall indicate the weight of the tests in the final evaluation of the student in the description of the study course (and, during the final evaluation).

Each lecturer shall regularly test the knowledge of the student during the study course, by using the mandatory and other testing methods indicated in the course programme and course description (tests, home tasks, reports, presentations, independent work, etc.). The requirements depend on the specific nature of the study course and the organisation of the study process within the course. Regular work during the semester affects the final assessment of the study course.

The mandatory type of tests shall be determined by the lecturer, considering the requirements for the acquisition of the course and the weight of each evaluation. The results of exams, tests, individual works, research papers and internship results are evaluated with a mark in a 10-point system. The sum of obtained credits is indicated in the study plan. To evaluate the conformity of the work performed by the students to the plan, the quantitative evaluation of the plan in credits is performed every semester and every academic year - 1 credit point conforms to 40 academic hours.

Exams are organised at RISEBA both in writing and orally, as well as in the form of tests at e.riseba.lv.

The final evaluation after the acquisition of the study course includes the evaluation of students' work during the entire period of course acquisition, including participation and quality of work during sessions, results of tests and independent works, as well as the evaluation of the examination. The acquisition of the course shall be deemed successful, if the requirements provided for by the programme have been met by the end of the examination period, except for the cases, where an extension of the testing period has been granted.

Table 4

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

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

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

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

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

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

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

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

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

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

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

Bachelor's Thesis

At the end of the Bachelor's studies, Bachelor's Thesis must be developed, written and defended. In order to successfully complete all courses and obtain a Bachelor's degree, the bachelor must demonstrate in their final thesis both the academic knowledge acquired during the study process and the practical work skills acquired in accordance with the qualification they have chosen. At the end of the third study year, students have to choose the topic of their Bachelor's Thesis and the task of the practical part. Bachelor's Thesis – 10 CP, consists of two interrelated parts.

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

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

- by demonstrating spatial and analytical thinking skills;

- by choosing adequate research tools and methods;

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

researched problems;

- the specific aspects;

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

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

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

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

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

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

Study and research internship - 6 CP (9 ECTS)

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

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

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

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

Table No. 5

List of field trips from 2017 to 2020

No.	Date	Place of internship	Student group	University organizer
1	4-9 June 2017	Helsinki, Finland	1st and 2nd year	D. Suhanova, I. Menģelis
2	5-9 June 2017	Milan, Italy	3rd year	V. Celmiņš
3	4-8 June 2018	Venice, Italy	1st, 2nd, 3rd year	D. Suhanova, I. Menģelis
4	4-8 February 2019	Valencia, Spain	1st, 2nd, 3rd year	D. Suhanova and I. Menģelis, F.Martinez
5	May 2020	Riga	1st, 2nd, 3rd year	J. Dripe, Z. Vēja
6	May 2021	Rēzekne	3rd year	Z. Vēja

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

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

The topics of the Bachelor's Theses are closely related to current research in Latvia and the world. Each year, the programme directors of the Faculty of Architecture and Design, together with the Advisory Board, review the current events and propose a common leading topic. The choice of the topics for the final thesis and scientific supervisors takes place both individually and in the form of recommendations from the faculty management. At the same time, annual cooperation with the

municipalities of the largest cities has already stabilised, identifying regional issues and potential projects offered to the students, thus ensuring both interdisciplinary cooperation and the topicality of the chosen topics for the final thesis. Next, a list of the leading topics during recent years is provided as well as the topics for students' final theses. Since the end of 2016, the final theses of the year are published in the form of a catalogue.

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

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

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

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

the urban and industrial heritage of different periods from Liepāja of the 19th century and Paul M. Bertschy architecture to the typical Soviet-era schools and neighbourhoods of blockhouses in Riga. See the topics of the 2017 Bachelor's Theses in Annex 12.

In 2018 the students of the Faculty of Architecture worked on the leading subject – Projects for Areas of Knowledge. The overarching theme for this year's bachelor thesis projects grew out of the architectural design studio titled "Knowledge Mile" at the RISEBA Faculty of Architecture and Design, Riga in 2017. In the course of five months, ten students and three tutors explored the future of academic campuses by researching global, regional and local case studies as they pertainto education, research and innovation.

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

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

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

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

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

In 2020 the leading topic of the graduates of the Bachelor's and Master's degree programmes in

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

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

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

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

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

- Educational institution project design based on the program "Skola 2030"
- Revitalization of historical piers of river Lielupe, from Dubulti to Sloka. Water transport andpiers as spatial attractors of Jurmala city
- Analysis of sustainable architecture and construction principles in the context of the territory development strategy and territory development plan of Mārupe
- Apathy dimension. Apathetic cultural hub in Agenskalns.
- The tension between the concepts of Beauty and Sustainability in architecture. Revive of industrial heritage.
- New building of the Baloži secondary school extension by using a modular system
- The revitalization of the Botanical Garden of the University of Latvia

- Design criteria for developing a modern environment in kindergartens in Sigulda. Kindergarten project in Sigulda.
- Building operating cost minimization within the design process
- Reconciling with death through funerary architecture and landscape. Proposal for a crematorium in Jurmala. Multifunctional building, uniting crematorium with memorial/ mourning and ceremonial space.
- Post-pandemic (r)evolution on workspace typology. Design proposal for post-pandemic live-work typology development in downtown Riga.
- Small-scale Structural Strategies for Defragmented Environments: Re-envisioning Green and Urban Habitats in Cēsis

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

Table 6

Distribution of final theses evaluations

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

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

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

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

3.3. Resources and Provision of the Study Programme

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

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

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

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

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

3.4. Teaching Staff

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

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

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

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

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

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

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

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

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

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

3) by attracting increasingly more foreign teaching staff.

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

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

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

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

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

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

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

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

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

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

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

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

Table No. 8

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

Dr.arch. J. Lejnieks	J. Lejnieks (2019) - Magazine "Latvijas Architektūra" – *column Process*, No. 138–143. J. Lejnieks (2018) - "*Juris Monvids Skalbergs Divkāršais kūlenis. Modernisms - Postmodernisms*". J. Lejnieks, J. Dripe (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Dr.h.c.arch. J. Dripe	J. Dripe, U. Bratuškins, V. Holcmane and others. (2019) - Brochure *Architectural Policies of Latvia*, LAS, p. 71. J. Dripe, J. Lejnieks, *Domājot par Rīgu.* J. Dripe, (2015)-*Gunnar Birkerts National Library of Latvia, Riga.* J. Dripe,(2020) - Magazine *Enerģijas pasaule* – guest of the edition, *par Rīgu runājot*, No. 4. J. Dripe. J. Lejnieks (2021) - *Pilsēta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi.*
Mg. art D. Suhanova	A. Klimek, I. Ziogou, A. Michopoulos, T. Zachariadis, S. Gulma, D. Suhanova, M. Agbonlahor, S. Jung-Waclik. (2019) - *Green roofs dissemination regarding their potential contribution in addressing the UHI effect.* Acta Innovations. pp. 71-85. 10.32933/ActaInnovations. 31.8

J. Jākobsone	(2018).*Practical guide. Measures for heat loss prevention in historical buildings, using the experience of the Baltic and Scandinavian States* and article *The Pearls of Kuldiga town - historic wooden-frame log buildings - measures for heat loss prevention* pp. 10-25. Available online: http://www.llbm.lt/wp-content/uploads/2018/05/PRACTICAL_GUIDE.pdf (2017) *Latvijas Zinātņu Akadēmijas Vēstis -Iedzīvotāju un pārvaldes iesaiste Kuldīgas vēsturiskās pilsētvides apdzīvošanā un kopšanā*: Part A, No. 2, pp. 37-59. Available online: http://www.lza.lv/index.php?option=com_content&task=view&id=3924&Itemid=400http://www.lza.lv/LZA_VestisA/71_2/4_Jana_Jakobsone.pdf
Mg. art Atis Kampars	A. Kampars, (2020) - Magazine 'Latvijas Architektūra" - "*Aktuāla dilemma – ziedot vai neziedot LKP CK jeb Pasaules tirdzniecības centra ēku koncertzāles būvniecībai* No. 149.
Barch R.D. Šmits	R.D. Šmits, (2020) - Magazine "Latvijas Architektūra" – *column*, No. 139. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *theory*, No. 150. R.D. Šmits, (2021) - Magazine "Latvijas Architektūra" – *education*, No. 153.
Dr Arch E. Duyan	E. Duyan, (2021) Design & Theory Journal - *Tame Modernism: The Manifestos of Sedad Hakki Eldem and Orhan Veli Kanik*, 1302-2636. E. Duyan, (2021) Megaron Journal - *Architectural Space as Metaphor: Hikmet's Narrative Spaces*. E. Duyan, (2020) HRPUB Linguistics and Language Journal - *The Architectural Experience and the Configuration of Narrative Spaces in Hikmet's Poetry*, ISSN: 2331-6438. E. Duyan, (2020) - HRPUB Linguistics and Language Journal, *The Poetics of Space: Nazim Hikmet's Straw-Blond* ISSN: 2331-6438. E. Duyan, (2020) - Design & Theory Journal, *Le Corbusier's Museum as a Critical Attitude*, ISSN: 1302-2636,N 201, 15, 28, pp. 122-137. E. Ceylan & E. Duyan, Architecture and Autonomy (2018) - *The Possibility of Autonomy of Architecture and Problematics of Daily Life*, Türkiye: Dakam Publishers, ISBN: 978-605-5120-73-3, pp. 134-147. E. Duyan, (2018) - MSFAU Social Sciences Journal - *The Textual Role of Space: The Spatial Expression of Death in Radu Vancu's Poetry*, ISSN: 1309-4815, 15, 276-284. E. Duyan, (2017) - AZ ITU Journal of the Faculty of Architecture - *Le Corbusier's Exhibition Pavilion: The Heterogeneous Character of His Modernism Between Representation and Functionalism*, ISSN: 1302-8324, 14, 3, 181-194.
Z. Tetere-Šulce	(2021) - Design boom - *Open AD upcycled material offcuts and leftovers to form pop-up restaurant interior in Latvia.* Available online: www.designboom.com/architecture/open-ad-upcycles-material-offcuts-leftovers-restaurant-interio-latvia-03-10-2021/ (2021) - Dwell - *You can sleep under the stars at these glass-and-steel cabins in Latvia* Available online: www.dwell.com/article/ziedlejas-wellness-resort-cabins-open-ad-52dfdce2 (2021) Contemporist - *Planters filled with bonsai trees cover the exterior of this building*, Available online: www.contemporist.com/planters-filled-with-bonsai-trees-cover-the-exterior-of-this-building/(2021)- ArchDaily - *Family home in Pāvilosta*, Complete article: www.archdaily.com/957042/family-home-in-pavilosta-open-ad
Mg. arch D. Jaunzems	D. Jaunzems, L. Dumbere, (2021) - Žurnāls "Ir", interview *Sava ceļa gājējs* Available online: https://ir.lv/2021/11/03/sava-cela-gajejs/ B. Vērpe, (2021) - DEKO, *Latvian Pavilion at Dubai EXPO 2020* (2021) - magazine "FOLD", *"Expo 2020" Latvijas paviljons – DJA* (2021) - magazine "International New Landscape", *Wicker Pavillion* A. Čivle, (11.2020) - "Baltic Outlook", interview *Contemporary thinking, pp. 44-50. Available online: https://www.airbaltic.com/about/press/outlook/uploads/november2020.pdf* (2020) - magazine "International New Landscape", *View Terrace in Valmiera*
Mg.psych, J. Žakemo	Jacquemod, J., (2021) - The meaning of relationship quality by the business leaders: results of a qualitative study. In *Society. Integration. Education. Proceedings of the International Scientific Conference*, No. 6, 271-284. Jacquemod, J., (2021) - Organisational innovativeness: the role of LMX. *Journal of Economics and Management Research* , Vol. 9, 6 – 24. Jacquemod, J., (2021) - The impact of the Leadership Ethicality on Organisational Innovativeness, mediated by organisational trust. Latvian data. In: X. Lu, J. Ciulla (Ed.). *Ethics, Innovation, and Well-being in Business Ethics and Economy*. Shanghai Academy of Social Sciences Press. Khan, M., Shah, S.F., Jacquemod, J., (2021.) - Export Diversification Potential and Structural Transformation in Pakistan, Accepted for publication in SAGE Open. Darša, Z., Žakemo, J. (2020.) *Līderības stils un vadītāju-padoto mijiedarbības saistība.* Rezeknes Academy of Technologies. Accepted for publication. Ali Shah, S., Hussain, A., Khan, M., Jacquemod, J., Shah, Z. IN 2020 Determinants of Systematic Risk in Commercial Banks of Pakistan. International Journal of Economics and Financial Issues, 10(2), 1-5. Misbah Ud Din, Julija Jacquemod, Abdul Basit, Sayyam, Ihsan Ullah., 2019. Impact of Corporate Governance Practices on Earnings Management: Case Study of Cement Industry in Pakistan. International Journal of Social Science archives, Vol. 2, No.1, 44-54.
Mg. arch. Z. Vēja	Z. Vēja, (2016) - Magazine "Latvijas Architektūra" – *jauns vārds*, *Jēkabpils Vecpilsētas laukums*, No. 124. Z. Vēja, (2019) - Magazine "Latvijas Architektūra", No. 142. J. Dripe, Z. Vēja, (2020) - Magazine "Latvijas Architektūra" – *izglītība*, *Robežsituācijas*, No. 147. R.D. Šmits, Z. Vēja, (2021) - Magazine "Latvijas Architektūra" – *izglītība*, *nospiedumi uz pārmaiņu sliekšņa*, No. 153.
Dr.arch. I. Paklone	Japanese magazine "a+u" dedicates an issue to Latvian architecture No. 555 *Feature: Latvia – Architecture Unfolding.* The guest editor of the issue is Dr. Arch. Ilze Paklone(PhD work in Tokyo University)

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

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

The development issues of the teaching staff within the architectural programmes should be considered with the following exceptions (remarks):

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

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

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

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

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

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in

Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

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

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

For example:

- The lectures of the study course "Basics of Design I, II" are given by 3 different lecturers – R. Dainis Šmits, Ramon Cordova and Harijs Alsiņš. All three lecturers, together with the programme director, agree at the beginning of each semester on the current task, goals and the expected results of the semester. The same type of cooperation takes place within other design study courses, "Architectural Design I-IV".
- The lecturers of study courses "Basics of Design I" and "Basics and Composition of Visual Structures Theory" agreed on coordinating the study courses. Atis Kampars, the lecturer ofthe study course "Basics and Composition of Visual Structures Theory", provides the theoretical knowledge base that is practically applied in the study course "Basics of Design".
- A link has been created between the study courses "Urban Planning" and "Basics of Design

IV". Lecturers Zane Vēja and Ilze Paklone agreed on the coordination of the task of thespecific design course, thus giving the students the opportunity to obtain the theory andanalysis of urban planning in parallel with the design studies.

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

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

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

Annexes

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