

# Self-evaluation report

Study field "Architecture and Construction"

Master 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).

# Table of Contents

<b>Architecture (47581)</b> .....	<b>3</b>
<b>Study programme</b> .....	<b>6</b>
3.1. Indicators Describing the Study Programme .....	7
3.2. The Content of Studies and Implementation Thereof .....	18
3.3. Resources and Provision of the Study Programme .....	44
3.4. Teaching Staff .....	45
<b>Annexes</b> .....	<b>53</b>

## Architecture (47581)

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

*Results of the study programme*

*ARH-Z1 The student understands the importance of the historical evolution of architecture in relation to the development of technologies, scientific ideas and art. Is well orientated in the processes of architecture and planning in Latvia and the international environment.*

*ARH-Z2 The student understands the interaction of specific knowledge of the architect with other areas of knowledge or professions. The student is well orientated in socio-economic processes (demographics, quality of life, ecology, culture, etc.) and is able to explain them in Europe and worldwide. The student is able to describe and explain the principles of architecture and urban planning, as well as social, economic and environmental impacts thereof individually, in a group, team or in an institution.*

*AEH-Z3 The student knows and is well orientated in the psychology of business management and leadership, is able to compare theories, the application thereof and integrate them into the environment of the organization. Defines and critically assesses the theoretical formulations of scientific and research work methodology and performs the synthesis and reflection thereof in architectural processes.*

*ARH-P1 The student is able to develop architectural and urban planning projects that are directed towards innovative solutions and the development of a structured environment by developing the skills of professional self-assessment and analytical thinking. The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyze data by implementing all phases of the research individually, or in cooperation with colleagues.*

*ARH-P2 The student is able to conduct targeted research work in the sector or intersectoral areas independently, select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in cooperation with colleagues.*

*ARH-P3 The student is able to use entrepreneurial skills to perform the professional and social functions of an architect. The student is able to demonstrate an analytical understanding of the content of architectural studies and profession, as well as to professionally substantiate their opinion through communication with the professionals of the sector or representatives of other sectors.*

*ARH-K1 The student knows different urban planning and architectural concepts, types, forms and models and the options of using such in the private and public sector. Ability to independently formulate, determine and communicate the objectives of their professional activities to enable creativity in the area of architecture, design or*

	<p><i>interdisciplinary areas.</i></p> <p><i>ARH-K2 the student works in company projects and organization management, if required, by developing cooperation with professionals of other sectors and integrating the knowledge of different areas in solving research problems. ARH-K3 the student conducts research activities in the areas of architecture, urban planning and landscape architecture in order to develop theory and practices by applying their knowledge of management psychology and management science and modern information technologies.</i></p>
<p><i>Final examination upon the completion of the study programme</i></p>	<p><i>Master's thesis.</i></p>

## Study programme forms

### Full time studies - 2 years - english

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

### Places of implementation

<i>Place name</i>	<i>City</i>	<i>Address</i>
<i>RISEBA University of Applied Sciences</i>	<i>RIGA</i>	<i>MEŽA IELA 3, KURZEMES RAJONS, RIGA, LV-1048</i>

### **3.1. Indicators Describing the Study Programme**

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

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

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

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

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

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

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

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

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

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

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

1. Theoretical Approaches to Urban planning and Design 2 CP (the content is reduced and supplemented appropriately);
  1. Modernity & The Architecture of The City 1 CP;
  2. History of ideas and theoretical approaches to landscape architecture 1 CP;
2. First-semester Internship at an architectural management institution - Designing, Research, Creativity/specialisation LA & urbanism) 4 CP (the content of 4<sup>th</sup> module internship adapted for the specialisation of Landscape Architecture);
3. "Heritage in contemporary Urban Environment": 2 CP are reduced to 1 CP and supplemented with "Landscape heritage in modern urban environment 1 CP.

The following courses of the 2<sup>nd</sup> module of Architectural Studies (Part A) of the study direction are replaced with new Landscape Architecture specialisation courses:

1. "Design Process and Project Management" 2 CP - the course is replaced with a new subject "Internship at Architectural Management Institution/Designing/Specialisation in Landscape Architecture" 2 CP;
2. "International Project Management - National and International Aspects" 2 CP - Course of Part A of the 2<sup>nd</sup> Module is replaced with Legal Framework of Landscape in Design and Construction" 2 CP;
3. "Cultural Heritage in Modern Urban Environment" 2 CP - is replaced with the new course "Landscape heritage in the modern urban environment" 2 CP;
4. "Management Psychology" 2 CP - is replaced with the new course "Psychology of Landscape Design" 2 CP;
5. "Master's Thesis Project in Architecture" 4 CP - is replaced with the specialisation "Master's Thesis Project Development in landscape Architecture and Urbanism" 4 CP;
6. Second-semester Internship at an architectural management institution - Designing, Research, Creativity 6 CP is replaced with Internship at an architectural management institution/specialisation in Landscape Architecture and Urbanism" 6 CP.

RISEBA University Faculty of Architecture (FAD) master's program focuses on architecture, urban planning and professional practice. Providing this new specialization in landscape architecture and urbanism is a relevant and needed focus of study combining both professional masters in architecture with knowledge, practical skills and competency in landscape and urbanism currently not offered at other local Universities.

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



implementation) and evaluation of its usefulness.

RISEBA University of Applied Sciences positions itself as a higher education institution, where “*business meets art*”. A strength of RISEBA University of Applied Sciences lies in these study programmes, which develop competencies in the area of business and management science (Business management, Business psychology, E-business, European business studies, Management psychology and supervision, Project management, Personnel management, etc.) because the university has 30 years of experience and achievement in this area of training.

RISEBA University of Applied Sciences, by Annex 4 to Cabinet Regulation No. 668 Adopted on 25 September 2012 “Regulations Regarding Opening and Accreditation of University and College Study Fields” implements the **study direction “Architecture and Construction”**.

Study programmes that are included within the study direction “Architecture and Construction”:

1. **Academic Bachelor’s Study Programme “Architecture”**, accredited until 3 December 2019 (Accreditation Commission Decision No. 3751 of 10 September 2012). The accreditation is again extended until 31 December 2022.
2. **Professional Master’s Study Programme “Architecture”** (licensed by Licensing Committee decision No. 32-L of 14 December 2016 for the commencement of a 2-year and 80 credit Master’s programme in February 2017).

“The Academic Bachelor’s Study Programme “Architecture” and the Professional Master’s Study Programme “Architecture” of the “Architecture and Construction” study direction is logically incorporated within the overall strategic objective of RISEBA University of Applied Sciences

- to become an internationally recognised university of business, arts and technologies. For the successful implementation of the university strategy, by the common European higher education system establishment and reformation procedure (within the framework of the objectives of the Bologna process), the following strategic development priorities have been defined:

1. Consolidation of the range of study programmes by contemporary trends and future challenges;
2. Development of science;
3. Internationalisation;
4. Development of academic personnel;
5. Development of relations with alumni;
6. Development of lifelong education;
7. Technically developed, multidisciplinary teaching and study-supportive environment;
8. Strengthening of the university brand;
9. Promotion of social responsibility.

One of the development points of the study direction provided for the drafting and submission of the licensing application of the Master’s study programme to the authorised institution (Academic Information Centre - AIC) in 2016, thus ensuring the development and upgrading of the study direction. By Decision No. 32 -L of Study Programme Licensing Committee of LIC, adopted on 14 December 2016, a licence for the commencement of implementation of the 2-year and 80 CP Professional Master’s Study Programme “Architecture” as of 10 January 2017 was granted.

Since February 2019, the professional Master’s programme “Architecture” of RISEBA was developed as a logical extension of the study programme. It was designed in a manner that ensures practical skills and competencies for students after graduation, as well as the theoretical knowledge required

for grasping the conceptual hypotheses. Professional Master's education together with the three years of internship at an architectural office as provided for by the licensing requirements for architects will enable the graduates to apply for an independent architectural practice certificate and to assume full responsibility for an architectural project.

In 2019, the first ten students graduated from the new professional Master's study programme.

The duration of studies on the **Professional Master's** programme "Architecture" is 2 years, the scope - is 80 credit points (120 ECTS), and the programme is implemented in the form of full-time regular studies. The classes are scheduled on business days - Thursday and Friday evenings, and Saturdays. There are 2 semesters in an academic year and one semester lasts for 20 weeks. The Professional Master's degree in architecture shall be obtained. This amount of credits incorporates and practically meets all professional requirements defined by the Professional Standard for the Architect Profession of the Republic of Latvia (Cabinet of Ministers Regulation No. 512 of 26 August 2014).

The strategic objective of the Academic Master's Study Programme "Architecture" is

- To ensure the opportunity for the students to learn general knowledge and skills in the area of architecture and associated sectors;
- To achieve basic abilities and skills for work in the profession of an architect and planner to commence practical work under the leadership of a certified architect;
- To prepare students for further doctoral studies in architecture or other sectors related to environmental planning arts.

The Professional Master's degree in architecture shall be obtained, which ensures LQF 7 level.

The objective of the professional Master's Study Programme "Architecture" is to ensure professional studies that comply with the recommendations of ACE (*Architects Council of Europe*) and UIA (International Union of Architects) and professional standards, as well as to prepare highly qualified and competitive specialists for work in Latvia and abroad.

The institutional objective of the RISEBA Professional Master's programme in architecture is to ensure full-scale architectural studies offer to the students of the RISEBA architectural discipline, by strengthening the interaction of architectural study direction with other study areas at RISEBA.

The academically-professional objectives of the RISEBA Professional Master's programme are as follows:

1. To implement a professional master's programme that provides educational content and methods, which conform to the requirements of the architectural sector and is competitive in the labour market (domestic and international).
2. To promote the development of individual professional design, research, creativity and social skills of every person studying in the master of architecture programme.
3. To offer diverse education content in the sector of architecture focusing on more extensive research in the sector and promoting the interaction of architectural processes with the economic environment.
4. To actively and constantly participate in the network of architecture, design and art education institutions of Europe and, especially, the Nordic Countries.

The strategic objective of the professional Master's programme "Architecture" is to provide the students with the opportunity to acquire general knowledge and skills in the sector of architecture and associated sectors, to acquire basic skills and competencies required for work in the profession of an architect and planner to commence practical work under the leadership of a certified architect, as well as to prepare for further doctoral architectural studies or studies of other sectors

related to the development of the environment. Professional Master's education together with the two years of internship at an architectural office as provided for by the licensing requirements for architects enables the graduates to apply for an independent architectural practice certificate and to assume full responsibility for an architectural project. These set targets are closely related to the established admission conditions, because, in addition to the academic Bachelor's degree in engineering and a portfolio of creative and internship works must be submitted, as well as documents that confirm the knowledge of English must be submitted (CE compliant English proficiency level, or IELTS, or TOEFL certificate) to qualify for admission on this programme.

The education of an architect is more pronouncedly acquiring the status of a trans-border project. The management of RISEBA University of Applied Sciences perceives this fact as a development opportunity for both the content of architectural studies programmes, as well as methodology. The use of foreign languages as a part of higher education has strong historical roots as well, since Riga, as a growing industrial city has always been characterised by cosmopolitan and multicultural nature due to the co-existence and interaction of several cultures. In the late 19<sup>th</sup> century and early 20<sup>th</sup> century, the study of architecture in Riga was conducted in German and Russian. Latvian has been the language of instruction for Architecture for the last 95 years, but now, for 10 years already, bachelor's studies at the Faculty of Architecture and Design (FAD) of RISEBA are conducted in English and professional Master's studies have also been conducted in English for four years, which enables the involvement of foreign students in the study process, as well as the attraction of foreign lecturers and experts of the sector. Graduates of bachelor's study programmes from Latvia are attracted to studies in the Master's study programme (including graduates of Riga Technical University), as well as the graduates from other countries. Collaboration of people from different regions and cultures while implementing the study programme creates the environment of a creative study laboratory, which enables students to implement their professional and research intentions. The management of RISEBA, together with the management of the School of Architecture, recognises the efficiency of this learning method and believes that it needs to be maintained and developed within the framework of the professional Master's programme as well.

## **A specialisation of the programme in Landscape Architecture and Urban Planning**

Starting from the spring semester of 2023, the master's programme will offer a specialisation in "Landscape Architecture and Urban Planning". The objective of the specialisation "Landscape Architecture and Urban Planning" is to provide the students with an opportunity to learn theoretical knowledge, skills and required competencies in landscape architecture to enable work with outdoor transformation projects and for parties involved in these projects, to be aware of the interactions of outdoor structures, to perform the management of surveillance, design and upgrading projects of green infrastructure in public and private outdoor spaces. The specialisation provides the promotion of analytical thinking and research skills, which promotes the interest and develops the ability to perform interdisciplinary research on the interface of architecture, landscape architecture and urban planning. The specialisation "Landscape Architecture and Urban Planning" will enable, in addition to the permanent certificate of architectural practice, after complying with the requirement of three years of internship in landscape architecture design, one to apply for a certificate of a landscape architect and to assume full responsibility for the development and management of transformation projects. The specialisation is a logical continuation of the Landscape Architecture course at the Bachelor's level by giving the students, who are interested in landscape architecture, an opportunity to receive in-depth knowledge within the framework of the Master's study programme. The study programme title "Landscape Architecture and Urban Planning" is based on the basic principles of the European Landscape Convention, international descriptions of the sector, as well as Latvian standards of the Landscape Architect profession.

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

Under the influence of the global economic crisis, the domestic demand for architectural services significantly declined in Latvia in the period from 2010 to 2012. The number of architects at architectural bureaus has declined accordingly (a drop of 23%). However, starting from 2013, the demand for architectural services in the country has been on the rise. The sector of architecture is a part of the national creative industries sector of Latvia. The overall turnover of the sector averages one billion euros per year. The largest sectors of creative industries in terms of turnover include the operation of advertising agencies, computer programming, production of furniture and architectural services. The total of their turnover amounts to 64% of the total annual turnover of the creative industries sector.

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

#### Professional Master's study programme "Architecture"

It should be emphasised that the competitive tuition fee of the study programme has been set for citizens of Latvia and the European Union, as well as for permanent residents the tuition fee is determined at a 20% discount. Full-time studies (2 years): EUR 6,000 per year Full-time tuition fee with a discount for the citizens of Latvia and permanent residents (2 years): **EUR 4,800 per year** Upon the opening of the professional master's programme "Architecture" in 2017, all students were granted an additional "New Programme" discount of EUR 720 during the first academic year. One state budget funded place is available for students for excellent achievements. Various discounts on the tuition fee are available, including, among others, for sports achievements and diligence in studies, as well as social support grants.

#### Assessment of employment of the study programme graduates.

Until the Register of Students and Graduates of the State Education, Information System is established and while the higher education institution does not receive information from it, RISEBA has concluded a direct cooperation agreement with the Central Statistical Bureau on receiving information free of charge on RISEBA graduates according to the higher education programme structure and student profiles. Every year RISEBA receives data on the employment, professions, industries, etc. of the graduates and uses it in the development of programmes.

By CSB data, as of January 2019, the employment of the Master's programme graduates of the study direction "Architecture" is 90.00%, which proves the high quality of studies and the demand for skills in the labour market.

The table represents the CSB data for the reporting period from 2019 to 2020. Table 2

	2019	2020
Employed graduates of the respective year, Architecture	90.00 %	N/A

## Internship opportunities

The students mostly find and choose internships independently. In the process of study field implementation, there is a close relationship with employers in the field of architecture. The teaching staff of the architecture programme represent leading Latvian and foreign architecture offices - “Arhis”, “Sarma&Norde”, “DJ arhitekti”, “UPB”, “Kvites”, etc. It not only offers a possibility to provide internships for the students but also to establish closer cooperation in the development of the students’ skills. The potential employers are involved as the teaching staff of the programme (Ints Mengelis, Didzis Jaunzems, Andris Kronbergs, Rudolfs Dainis Šmits, etc.). Practising architects are invited to participate in the review and juries of the semester projects of Department of Architecture and Design students or as supervisors and reviewers of Bachelor’s or Master’s Theses.

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

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

- In the tax year 2019, 100% of the graduates of the 2017 study programme “Architecture” were employed.
- In the tax year 2019, 60% of the graduates of the 2018 study programme “Architecture” were employed.
- In the tax year 2018, 76.9% of the graduates of the 2017 study programme “Architecture” were employed.

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

## Prospects of employment of study programme graduates

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

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

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

projects.

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

## **Co-operation with national professional associations and organisations**

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

- Janis Dripe, Architect of National Library of Latvia and Board Member of the Latvian National Library Support Society, Adviser to the Ministry of Culture of the Republic of Latvia, Member of the National Council of Architecture, Member of the Council of the Latvian Association of Architects, Head of the International Jury of the European Railway Riga Station and Area.
- Andris Kronbergs, Member of the Council of the Latvian Association of Architects, Head of the National Council of Architecture and the Council of Riga Historical Centre.
- Dina Suhanova, participation in the accreditation commission of Riga Construction College. Ilze
- Paklone, participant of the action committee of the Latvian Association of Architects annual award and event moderator.
- Janis Lejnieks, Member of the Scientific Council of the National Heritage Board of Cultural Monuments.
- Rudolfs Dainis Šmits, member of the Latvian Association of Architects, Member of the National Council of Architecture established by the Ministry of Culture and member of Latvian Architectural Standard Developer.
- Helene Gõtmane, landscape architect, member of Latvian Association of Landscape Architects. Board Chairwoman / 2019; Member of the Russian National Prize for Landscape Architecture, Moscow, Russia / 2012 -2018; IFLA WORLD workgroup IFLA/UIA manager /2015- currently; Member of Riga City Architect's office / 2013 - currently; Co-founder, board member of Riga Urban Institute / 2011-2018;

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

Since 2019 Master's study program has offered graduates internship opportunities at leading architecture offices with practising architects that teach at the RISEBA faculty of architecture. This close relationship between students and professional architects provides an excellent network for internship possibilities with leading architecture offices in Latvia for example:

1. DJ Arhitekti is an emergent architecture practise in Latvia that has received many awards and honourable mentions. Since 2017 Didzis Jaunzems faculty lecturer and tutor has received



numerous professional awards for architecture, scenography and landscape design. Several of our students and recent bachelor's and master's program graduates currently work as interns at this practice.

2. UPB one of the leading architecture, construction and manufacturing companies in Latvia and Scandinavia has successfully employed FAD bachelor and professional master's program graduates
3. Andris Kronbergs, partner at Arhis (and RISEBA FAD honorary professor) leads an award-winning architecture practice in Latvia and has provided internship opportunities to several bachelor's and master's program graduates.

The launching of the professional architecture master's program in 2017 has attracted local and international students and has increased the overall value of the architecture program. Master's program graduates have not only found successful employment opportunities in Latvia but internationally, as well. Erasmus Students after graduating from the master's program have also gained internship opportunities in architecture offices in various countries including Norway, Spain and elsewhere.

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

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

The operation of the Professional Master's study programme was commenced during the 2017/2018 academic year. During this period, the total number of students has not changed (see Annex No. 5). The number of students has not increased yet, but the study programme has been constantly attracting an average of 9 students per year during the four last years. This is because the studies can be combined with practice, the constant development of the programme and maintenance of programme quality, as well as feedback from the graduates. Since the language of instruction is English, the attraction of international students is being observed, as well as local students, who have received their Bachelor's degree abroad or have graduated with a Bachelor of architecture from Riga Technical University.

#### **Number of matriculated master's programme students**

During the reporting period of the 2017/2018 academic year, there were 10 students, 4 of whom were international students. In the 2018/2019 academic year, the number of students reached 19, and 2 of them were international students. Meanwhile, in the 2019/2020 academic year, the number of students remained the same - 19 students, of whom 2 were international students. In the 2020/2021 academic year, the number of students in the Master's programme was 16 and none of them was international students. The number of students from 2019 to 2021 declined from 19 to 16 students. 28 master's students graduated from the programme since its introduction of the master's programme until 2021.

Statistics show that most FAD bachelor's programme graduates do not immediately opt to continue their studies on a master's programme. Despite the fact that the number of master's programme

students is stable. Since 2019 only four (4) graduate students out of ten (10) master students have obtained their bachelor degree in architecture from FAD. All other master program students have obtained their bachelor degree from another university.

Though it would be advantageous for RISEBA University to have bachelor program graduates immediately continue their master's program studies at FAD the school fully supports students that decide to first obtain work experience or continue their studies internationally.

The graduates of the Bachelor's study programme mostly opt to work at practice first and/or continue their master's studies abroad. For instance, in 2021 several of our recent graduates were accepted to very competitive international architecture programmes:

- FAD bachelor program graduate received a full scholarship to Miami University, Florida, the U.S.A. highly ranked architecture program.
- FAD bachelor program graduate was accepted to two leading competitive Scandinavian architecture schools: Oslo School of Architecture (AHO) and Umea School of Architecture, Sweden.

Both above mentioned schools are very reputable with high entry demands and testify to RISEBA FAD overall architecture program quality, faculty contribution and student performance.

## **Number of graduates**

In the 2019/2020 academic year, students graduated from both - the Bachelor's and Master's "Architecture" study programmes for the first time. The number of matriculated students in the Master's study programme was 10, including 1 international student. In the study year 2020/2021, the number of matriculated students was 8, including 2 international students.

## **Dropout students**

In the 2018/2019 academic year, the number of students that dropped out decreased to 9 students, 1 student during the first year. The main reasons for dropping out - academic debts, financial problems, as well as poor quality of the final paper.

In the 2019/2020 and 2020/2021 academic years - there were no dropout students.

The Master's study programme is designed to enable the students to combine their studies with practice. Full-time studies are organised on the evening of business days and on Saturdays to enable the students to combine their studies with practice. The studies are conducted in English. One budget place is subsidised by the university on every course.

International student flows in Master's programmes came from different countries: Kazakhstan, Croatia and Moldova.

The table below indicates enrolled students count, country of origin and graduates of the master programme, which includes international and graduates from Latvia. Students already working are attracted to this program because of its individual approach and flexibility. We expect stable growth since this program permits students to study and work on a full-time basis, while interfacing with their internship requirements.

The professional masters program in Architecture was launched in 2017 and first RISEBA FAD professional master program students graduated in 2019.



**Statistical data on students of the “Architecture” Master’s study programme**

<i>Academic year</i>	<i>Number of students in the study program me</i>	<i>Foreign Number of studen ts</i>	<i>Country of residence</i>	<i>Course</i>		<i>Number of graduates</i>	<i>Expelled</i>	
				<i>1<sup>st</sup> yea r</i>	<i>2<sup>nd</sup> yea r</i>		<i>2<sup>nd</sup> yea r</i>	<i>2<sup>nd</sup> yea r</i>
<b>2017/2018</b>	<b>10</b>	<b>0</b>	<b>Latvija, Kazakhstan a,</b>	<b>10</b>	<b>0</b>			
<b>2018/2019</b>	<b>18</b>	<b>2</b>	<b>Moldov a, Horvati ja</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>1</b>	

<i>2019/2020</i>	<i>17</i>	<i>2</i>	<i>9</i>	<i>8</i>	<i>8</i>
<i>2020/2021</i>	<i>16</i>	<i>1</i>	<i>7</i>	<i>9</i>	<i>10</i>

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

Refer to Section 2.5.2 “Partnerships and Internationalization”.

## **3.2. The Content of Studies and Implementation Thereof**

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

The Master’s programme module of RISEBA University of Applied Sciences complies with the professional standard of an architect profession of the Republic of Latvia in terms of determining the basic knowledge, skills and competences that a specialist requires for successful implementation of professional and social tasks. Professional Master’s study programme “Architecture” provides that, as a result of successful graduation of the programme, the graduate shall have reached the following **study outcomes**:

### **Objectives, Tasks and Planned Results of the Programme**

The objective of the professional Master’s Study Programme „Architecture” is to ensure professional studies that comply with the recommendations of ACE (*Architects Council of Europe*) and UIA (International Union of Architects) and professional standard, as well as to prepare highly qualified and competitive specialists for work in Latvia and abroad.

### **Objectives of the Programme**

The institutional objective of RISEBA Professional Master’s programme in architecture is to ensure full scale architectural studies offer to the students of RISEBA architectural discipline, by strengthening the interaction of architectural study direction with other study areas at RISEBA.

The academically-professional objectives of RISEBA Professional Master’s programme are as follows:

1. To implement professional master's programme that provides education content and methods, which conform to the requirements of the architectural sector and is competitive on the labour market (domestic and international).
2. To promote the development of individual professional design, research, creativity and social skills of every person studying on the master of architecture programme.
3. To offer diverse education content in the sector of architecture focusing on more extensive research in the sector and to promote the interaction of architectural processes with economic environment.
4. To actively and constantly participate in the network of architecture, design and art education institutions of Europe and, especially, Nordic Countries.

## **Tasks of the programme**

The general tasks of RISEBA professional Master's programme in architecture refer to, firstly, provision of the acquisition of knowledge, skills and competences and, secondly, the development of the study culture of the university:

1. To independently work in the sector by comprehensibly implementing the professional requirements set for an architect.
2. To independently upgrade their competences in traditional or non-traditional directions of learning.
3. To practically and theoretically develop and communicate innovative ideas together with the specialists of the sector of architecture or inter-sectoral specialists.
4. To critically evaluate and analytically argument the topical and historical processes of the sector and wider social and cultural importance of the sector.
5. To equally communicate with professionals in the area of architecture, intellectuals and experts in English.
6. To independently formulate and develop theoretical concepts and to be able to continue education at doctoral level in Latvia or abroad.
7. To ensure and constantly improve the environment that is beneficial for studies and promotes academic and democratic co-operation of students and lecturers.

The direct tasks of RISEBA professional Master's programme in architecture refer to the provision of certain type of content and methods in the programme:

1. To provide the opportunity of obtaining in-depth theoretical knowledge and professional awareness, skills and competences in architecture and urban planning that comply with Master's level. To prepare an architect for practice.
2. To prepare competitive specialists, who are able to effectively provide high quality services to the public in general, to state, municipal institutions and private sector.
3. To promote theoretical and practical knowledge of students in architecture and urban

planning in conjunction with the resources provided by RISEBA - direct approach to business-related competences (management science, management psychology, advertising management, research methods, language acquisition, etc.).

4. To ensure the acquisition of in-depth knowledge in research methodology by developing the abilities and skills of students to develop and implement research projects and to present them qualitatively.

## **Description of planned results**

The Master's programme module of RISEBA University of Applied Sciences complies with the professional standard of an architect profession of the Republic of Latvia in terms of determining the basic knowledge, skills and competences that a specialist requires for successful implementation of professional and social tasks. Professional Master's study programme "Architecture" provides that, as a result of successful graduation of the programme, the graduate shall have reached the following **study outcomes**:

### **Knowledge**

ARH-Z1 The student understands the importance of historical evolution of architecture in relation to the development of technologies, scientific ideas and art. Is well orientated in the processes of architecture and planning in Latvia and the international environment.

ARH-Z2 The student understands the interaction of specific knowledge of the architect with other areas of knowledge or professions. The student is well orientated in socio-economic processes (demographics, quality of life, ecology, culture, etc.) and is able to explain them in Europe and worldwide. The student is able to describe and explain the principles of architecture and urban planning, as well as social, economic and environmental impacts thereof individually, in a group, team or in an institution.

AEH-Z3 The student knows and is well orientated in the psychology of business management and leadership, is able to compare theories, the application thereof and to integrate them into the environment of the organisation. Defines and critically assesses the theoretical formulations of scientific and research work methodology and performs the synthesis and reflection thereof in architectural processes.

### **Skills**

ARH-P1 The student is able to develop architectural and urban planning projects that are directed towards innovative solutions and the development of a structured environment by developing the skills of professional self-assessment and analytical thinking. The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in co-operation with colleagues.

ARH-P2 The student is able to conduct targeted research work in the sector or intersectoral areas independently, to select the appropriate research approaches, to obtain and analyse data by implementing all phases of the research individually, or in co-operation with the colleagues.

ARH-P3 The student is able to use entrepreneurial skills to perform the professional and social functions of an architect. The student is able to demonstrate an analytical understanding of the content of architectural studies and profession, as well as to professionally substantiate their opinion through communication with the professionals of the sector or representatives of other sectors.

### **Competences**

ARH-K1 The student knows different urban planning and architectural concepts, types, forms and models and the options of using such in the private and public sector. Ability to independently formulate, determine and communicate the objectives of their professional activities to enable creativity in the area of architecture, design or interdisciplinary areas.

ARH-K2 the student works in company projects and organisation management, if required, by developing co-operation with professionals of other sectors and integrating the knowledge of different areas in solving research problems.

ARH-K3 the student conducts research activities in the areas of architecture, urban planning and landscape architecture in order to develop theory and practices by applying their knowledge of management psychology and management science and modern information technologies.

## **General Description of Study Programme Constituents**

In accordance with Section 56.2 of the Law on Higher Education Institutions, the study programme has been structured in accordance with study module principle, which ensures the transparency of content and study methods, as well as an opportunity of prudent planning and purposeful development of the programme. Module principle enables to develop flexible links between groups of practical and theoretical subjects and promotes orientation of the students in the environment of professional work. The programme has been developed with the consideration of such internationally recognised principles of Master's study cycle as orientation to the observation of student interests (*student centred learning*), respecting of individual plans (*independent studies*) and development of sector specific competences.

The description of each master's programme study course is developed in accordance with the form developed and approved by RISEBA. Course description defines the requirements for the commencement of study course acquisition, indicates the objectives of study course implementation and the planned study outcomes, describes the requirements required for the acquisition of study results and general evaluation criteria, the content of study course that is required for the reaching of study outcomes has been described, the calendar of the study course is indicated, mandatory literature and additional literature is listed, the organisation of student independent work has been described.

In accordance with the amendments to the Law on Higher Education Institutions adopted on 1 August 2011, where Section 56.1 of the law defines the requirements for study course descriptions, they are prepared and confirmed in accordance with the procedures determined by RISEBA and published in MOODLE environment. The methodology for study module description has been developed in accordance with Section 56.2 of the Law on Higher Education Institutions and describes the objectives linked to the study module, study outcomes to be reached, defines the planning within the framework of the programme, lists the study courses included into the study module. The structure of professional Master's study programme „Architecture” consists of 5 study modules, the description of which determines:

- The objective of the study module and study results to be achieved
- Study courses that are included in the study module
- Amount of the module and credits of the courses within the module
- Time schedule of the studies
- Description of the content of the module and study methods

The core of the Master's study programme in Architecture consists of consistent development of the Master's thesis during the entire duration of the programme. The basic principle of programme structure is the time grouping of the programme into united programme amounts in terms of content and methodology - study modules, by defining the function and content proportion of the

module within the process of Master's studies. The condition regarding the Master's thesis as the central object of the studies (Module No. 1. „Master's Thesis") allows to focus the study content onto the implementation of the talent, experience and interests of the student in the Master's Thesis in the first place, and, on the main specialisation determined for the programme - urban planning and BIM (*Building Information Modelling*). Both indicated components balance the content of the programme, because the function and meaning of all other modules is understood in relation to the development requirements of the Masters thesis and conditions of architect's specialisation.

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

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

Before creating the description of the study course, each lecturer receives from the programme director a summary of the programme mapping in order to define appropriate study results for the study course, to include the relevant skills and attitudes, professional knowledge and competencies in the content.

In 2020, the description forms of study courses have been upgraded, thus enabling every lecturer to ensure transparent link of the study programme and course outcomes. All descriptions of the study courses are enclosed in Annex No. 10. Based on the results of the study course, the teaching staff plans appropriate testing methods for knowledge, skills and competencies. Descriptions of the study courses are posted on the e.riseba platform, thus ensuring their availability to all lecturers in order to avoid the overlapping of topics.

The study programme is based on the compulsory knowledge block, which provides general knowledge and basic understanding of the field of architecture. Study courses are divided into 5 modules :

- Module No. 1: Master's Project & Master's Thesis
- Module No. 2: Architectural studies: most recent achievements and problems of sectoral practice and theory Fine Arts,
- Module No. 3: Internship Work: internship at institutions, design organisations, research or creativity
- Module No. 4: Management science, entrepreneurship, social relations studies
- Module No. 5:
- Studies of individual choice ( elective courses)

Table No. 1.1.

### The study module plan of Professional Master's Study Programme "Architecture"

No.	Title of Programme Module	Semesters				CP	CP of the Module	Percent
		1	2	3	4			

1.	Master's Project & Master's Thesis						<b>26</b>	32.5%
1.1.	Development of Master's thesis project	4	4	4		12		
1.2.	The development of the master's thesis					14	14	
2.	Architectural studies: most recent achievements and problems of sectoral practice and theory	4	4	4		12	<b>12</b>	15%
3.	Traineeship.						<b>26</b>	32.5%
3.1.	Internship I, Operation at sectoral institutions	2	4	2		8		
3.2.	Internship II. Project internship: individual work on design, research or creativity	6	6	6		18		
4.	Management science, entrepreneurship, social relations studies	2	2	2	4	10	<b>10</b>	12.5%
5	Studies of individual choice	2		2	2	6	<b>6</b>	7.5%
Credit points total:		20	20	20	20	80	<b>80</b>	100%

## Description of Study Module Objectives, Content and Reachable Outcomes

### Module No.1 “Master’s Thesis”: 26 CP (39 ECTS)

The distribution of credits in the four semesters of the programme is as follows: 4 + 4 + 4 + 14 = 26 CP.

Module “*Master’s Thesis*” is the main (core) element of the programme, and the main objective of the module is to ensure continuous development of Master’s thesis idea and practical solutions thereof over the entire duration of the programme studies.

The planned results that conform to the content and study methods of module “*Master’s Thesis*” are as follows:

- The student is able to independently formulate and communicate the creative and social objectives of their operation in architectural, design or intersectoral environment.
- The student demonstrates analytically-critical attitudes and is able to evaluate the relations of contemporary creativity with cultural and business environment.
- The student is able to independently synthesise information and develop preconditions for the creation of new knowledge, in the context of intersectoral knowledge or professional activity related sectors.
- The student understands the more extensive importance of research and social role of architectural processes.
- The student freely communicates their ideas in at least one foreign language.

During each of the first three semesters of master’s studies, 4 CP are scheduled for the development of the idea and concept of Master’s thesis, for the identification and learning of the information

required for the work and for consultations with the supervisor of the paper. During the fourth semester, 14 CP are earmarked for the development of the theoretically-practical and/or theoretical part of the final Master's thesis.

Since the objective of RISEBA master of architecture programme is the development of individual talents and interests of students, the task of the module is to achieve independent work on the development of the concepts of the Master's thesis under the supervision of the lecturer. At the end of each (of the first three) study semesters, a test is conducted, during which a Master's programme student uses a project/report to report on their progress on the Master's thesis development by indicating the studied sources of information, by explaining the reasons and importance for the development of the concepts, and by making the corrections in the plan for the development of the Master's thesis. In the conclusion of the third semester, the Master's student submits a developed content of the Master's thesis, introduction with the proposal of hypothesis and full list of the sources of information used.

The fourth semester is scheduled for the final development of the Master's thesis in three main formally oriented directions:

1. Theoretical and practical development of individual architectural project, which consists of the graphical composition of the project (plans, cross-sections, facades, models, visualisation) together with topically and content-related analytical text in the amount of 45 pages.
2. Theoretical analysis of architectural problems, as thematically and content-related analytical text in the amount of 65 pages, which is supplemented with explanatory schemes, plans, images or diagrams developed by the author of the paper.
3. Theoretically described and analysed individual work or participation in architectural or planning project as an analytically-theoretical review in the amount of 65 pages on the participation of the author of the Master's thesis in the implementation of the architectural project, where the work performed by the author, duties entrusted to them are explained and investment in project implementation are demonstrated. Information on project author or, if required, project supervisor and/or a reference of a professional architect on the external evaluation of the performed works must be enclosed with the papers of this direction.

To promote the development of Master's thesis and to ensure compliance with quality requirements, during the last (fourth) semester of the programme 6 CP are earmarked for the courses that are not included into the content of "*Master's Thesis*" module, but are divided between Module No. 4 "*Entrepreneurship, business management, language studies*" (4 CP) and module No. 5 "*Elective Courses or Individual Studies*" (2CP). The use of these 6 CP shall be dedicated to the resolution of problems topical for the development of Master's thesis of a studying person, for instance, for consultations on academic writing in English, thus they are methodologically or in terms of content related to the Master's thesis.

During the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> semester of the Master's thesis development module, theoretical lectures of concentrated content or practical sessions are scheduled (workshops), with the aim of promoting the development of Master's Thesis in all components thereof. The courses of the module may include series of brief academic readings given by invited lecturers or architects to elaborate on specific issues on architectural topics or scientific discoveries. The selection of invited specialists is determined by the topical interests of Master's programme students that are related to the development of Master's project. The lectures of the module or academic activities are evaluated by means of a test, while in the conclusion of the semester, each Master's student passes an examination in the form of a report/ presentation on the effect of the topics acquired during the semester on the project of Master's thesis.

The meaning of the module "*Master's Thesis*" is demonstrated in the admission conditions as the



requirement for the applicants to submit the approximate proposal of the master's thesis - project these that are discussed during the discussion of examination. The existence of the project of the theses enables planning of the content of the current study semester, because information on the directions of student interest is found out, which will allow to attract appropriate lecturers that would promote the implementation of these directions, therefore the functions of the module are extended from the moment of admission to the defence of the final paper of the programme.

## **Module No.2 “Architectural Studies”: 12 CP (18 ECTS)**

The distribution of credits in the three semesters of the programme is as follows: 4 + 4 + 4 = 12 CP.

The objective of “*Architectural Studies*” module is **to ensure the explanation of current trends and meaning of contemporary architecture sector in the context of exact and humanitarian science ideas.**

The planned results that conform to the content and study methods of module “*Architectural Studies*” are as follows:

- The student is able to generalise and use the verified or innovative ideas and methods of engineering sciences and humanitarian sciences.
- The student demonstrates analytical fundamental awareness of the content of architectural sector and is able to explain the importance of the processes in the sector.
- The student is able to independently research the sector by developing ideas of interdisciplinary direction.
- Is able to demonstrate professionalism and academic clarity in argumentative discussion of their ideas in communication with the specialists of the sector, or professionally attracted specialists.

The role of “*Architectural Studies*” module in the content of the Master's programme lies in the provision of knowledge, skills and competences in architectural design and urban planning as the main specialisation area of the programme. Special importance is dedicated to the development of student personality and development of professional skills of the architect.

The content of each semester of “*Architecture Studies*” module includes lectures on topical trends in the sector of architecture and the development of new materials and technologies. The content of courses in the module may be expanded by adding short guest lectures on the directions of scientific thought in mathematics, philosophy, psychology, art, etc. The content of these courses is planned and oriented towards the supplementation of the development of Master's thesis and enrichment of its content, and each individual course shall be concluded in the form of a test.

Implementation of the following courses is planned within the framework of “*Architectural Studies*” module:

1. Psychology in the context of architectural business activity and labour market (Ph.D. Greg McDonald): 2 CP
2. Theoretical concepts of urban planning and urban environment design (Dr. Arch. Ilze Paklone): 2 CP
3. History of architectural ideas - professional, political, demographic and social aspects (M.Arch. Visvaldis Sarma): 2 CP
4. Heritage in contemporary Urban Environment (Dr. Arch. Jana Jakobsone): 2 CP
5. Methodology of development of urban planning documents, professional and social aspects(Ph. D. Geogr. Andis Kublacovs): 2 CP
6. Aquatecture (water bank architecture) in the context of Riga and Northern European

metropolitan cities (M. Arch. Egons Berzirš): 2 CP

### **Module No.3 „Internship”: 26 CP (39 ECTS)**

The distribution of credits in the first three semesters: 8 + 10 + 8 = 26 CP.

„*Internship*” module is a part of mandatory study programme content of the professional Master’s degree in architecture and scope thereof in the professional architecture study programme is determined by the requirement of Cabinet Regulation No. 512 regarding the scope of internship determined in the second level professional higher educational institution state standard for professional master’s study programme. The role of internship as the constituent of the study process in architectural Master’s programme is to provide the students with the opportunity to check their knowledge, skills and competences in the environment of professional operations of the architect, including object and environmental design, research of sector, creativity, project management and office work. Therefore, within the framework of RISEBA Master’s programme in Architecture, two main tasks have been determined for the “*Internship*” module:

- **To provide the student with direct experience of professional activity in the area of architecture or a related sector (8CP),**
- **To develop design and research skills of the students, as well as expand their understanding about visualisation culture (18 CP).**

In accordance with this position, the practice is divided into two directions:

1. „*Internship I. Work at the Institutions of the sector*” (8CP), where the student, in accordance with internship contract, practices at the design bureau under the supervision of an architect (4CP) or at an institution related to management of architectural processes (4CP). This form of internship directly prepares the graduate of Master’s programme for work under the supervision of a licensed architect within three years after the obtaining of the Master of architecture diploma and constitutes 31% of the total time of internship. Along with that, internship allows to establish professional work relations with the potential employer at the office during studies, to develop predictable professional growth process until the receipt of architect’s license and to create pre-requisites for collegial relations with specialists and experts of the sector.

The planned results that conform to the content and study methods of the Direction “*Internship I*” are as follows:

- Is capable of academically clear communication and professional co-operation with the specialists of the industry or the specialists of supervisory institutions of the sector.
  - Is aware of the functional principles of the professional operations sector.
2. „*Internship II. Project internship: individual work in design, research or creativity*” (18CP) is individually oriented practice, which can manifest in various ways as constant participation of the student in design, research or creative activities beyond the higher educational institution, as well as management or participation in social, cultural or entrepreneurship projects. Within the framework of project internships the theoretical preparation in project management is performed and short study courses may be offered within the framework of the internship - from the offer of elective courses or specific courses prepared for this particular task, if they comply with the task of practice. This form of internship is developed in accordance with the objective of Master’s studies in architecture defined by RISEBA - promotion of individual development of the students and respecting of plans and constitutes 69% of the total duration of the internship. The tasks of the internship are planned individually and approved by programme management.

The planned results that conform to the content and study methods of the Direction “*Internship II*” are as follows:

- The student is able to formulate and develop sets of theoretically-practical ideas.
- The student is able to independently improve their professional knowledge and skills in traditional or non-conventional areas of creativity or research.
- The student knows the principles of designing of architectural objects, and is able to successfully apply their knowledge in practical designing.

Results of internships conducted beyond university shall be counted as scheduled and recognised by programme management as the work or practice of the student on contractual basis at the architectural bureau or practicing the administration of architectural processes at state administration or municipal institutions or in other form recognised and documented by RISEBA. The objective of both types of internship lies in the approbation of both types of practice, development of the knowledge and skills required for an architect and an urban planner in order to resolve practical problems by implementing the individual internship tasks. Each student shall have an internship supervisor during the internship. At the end of internship, the student must draw up a report on their internship work and defend it.

The organisation of internship, objectives and tasks thereof shall be determined by the requirements of study programme and Internship By-law, which has been approved in accordance with the procedures established by RISEBA. The potential internship sites offered by RISEBA are confirmed by memoranda of intent regarding provision of student internships.

#### **Module No. 4 “Management science, entrepreneurship, social relations studies”: 10 CP (15 ECTS)**

The distribution of credits in the four semesters of the programme is as follows: 2 + 2 + 2 + 4 = 10 CP

The objective of the module is to **provide the knowledge required for the professional work of an architect regarding the development of dialogue with the public, business, project management, research methods and acquisition of languages.**

The planned results that conform to the content and study methods of module “*Management science, entrepreneurship, social relations studies*” are as follows:

- The student understands mutual relations of cultural and business processes and genealogy. The student
- understands the relations of special knowledge of architecture with the knowledge of other sectors.
- The student is well oriented in the basic principles of legal regulation of professional operations.
- Knows high quality research methods and forms of expressing academic thought.
- The student commands English at the level that is required to receive an internationally recognised language certificate for studies on 3<sup>rd</sup> cycle of higher education (doctoral programme).

The content of courses included into module “*Management science, entrepreneurship, social relations studies*” reviews situations that conform to the specific nature of work at an architect bureau and communication with customers. Special attention is paid to professional project management, because significant part of architect’s work is associated with object and environmental planning, as well as responsibility for the incorporation of environmental and ecological concepts into the development plans. Qualified acquisition of foreign languages that conforms to Master of architecture level studies is ensured by RISEBA lecturers - language

specialists, who are using internationally tested training methods and test systems.

The content of the module is ensured by the lecturers of the Architecture and Design Department, Faculty of Business and Economics, as well as faculties of the Media and Communication Department of RISEBA, with the

involvement of the students of Master's programme of architecture in co-operation with students of other study directions, thus directly implementing the motto "*Business meets art*".

Within the framework of Module No. 4 "*Management science, entrepreneurship, social relations studies*" the implementation of the following courses is planned:

1. Establishment and management of companies (M. Soc. Iveta Clrule) 2 CP
2. Legal framework in planning and construction (Dr. Iur. Janis Rušenieks) 2 CP
3. Project management of the sector - national and international aspects (M. Sc. Administr., Ivars Rur:gis) 2 CP
4. Intersectoral and social dialogue (M. Soc. Iveta Clrule) 2 CP
5. Problems of sustainable environment (Dr. Psych. Greg McDonald) 2 CP
6. Language studies (M. Paed. Inguna Romanova) 2 CP
7. Methods of Academic Writing (Dr. Art. Doc. Astra Spalvena): 2 CP
8. Principles of research methodology (Dr. Sc. Administr., Assoc. Prof. Iveta Ludviga): 2 CP

### **Module No.5 "Studies of individual choice": 6 CP (9 ECTS).**

The distribution of elective or individual study credit points in the first, third and fourth semesters is as follows:  
 $2 + 2 + 2 = 6$  CP.

The objective of the module is **to stimulate student initiatives and creative activities**, by integrating the individual achievements of the students and the selection of professional interests in the content of the study programme.

The planned results that conform to the content and study methods of module "*Studies of individual choice*" are as follows:

- The student is able to implement individually developed creative or research projects individually or together in a group of professionals or researchers.
- The student is able to demonstrate initiative and assume professional duties.

The selection of elective courses is a principally free decision of the student with the condition that the student receives the approval and substantiates their choice of activities in the context of the development of master's thesis. Individual studies mean all types of activities that the student implements during the acquisition of the programme in the professional field (designs) or creativity field (prepares exhibitions), or research (publications), provided that these studies are supervised by RISEBA lecturer and, if required, consultations are provided.

Master's programme council is the body that decides on the granting of the number of credits. The programme does not provide for the offer of certain courses or activities within the "*Studies of Individual Choice*" module, assuming that the free choice of the student is determined by the need to develop the topic of Master's thesis and developments. The credit points of the module are evenly distributed over the first, third and fourth semesters of the programme. The 2 elective credit points scheduled during the fourth - semester for the development of final paper of the programme provide an opportunity to select a subject that promotes the procedure and quality of the development of Master's thesis.

Within the framework of "*Studies of individual choice*" module, the offering of the study courses provided by RISEBA is scheduled primarily, however, within the framework of the free choice, the students may select an elective course offered by any higher educational establishment. The offer of the elective courses of the module is as follows.

1. Form creation studies (M.A. Aigars Bikše, guest professor).
2. Methods for visualisation of object space. (M.A. Atis Kampars)
3. Painting: Space and colour. (M.A. Ieva Taranda, guest lecturer)

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

#### **Achievements of Science and Creativity of Master's Study Programme**

Faculty of Architecture and Design of RISEBA has commenced international positioning programme by emphasizing the specific historical, social and spatial characteristics and qualities of Riga, Latvia and the Baltic region. The information indicated below is the confirmation thereof. The course papers of Bachelor's and Master's programme students, whose works are directly related to these projects by using "design by research" approach and the results of the projects have received local and international approval.

In 2016, the special edition No. 555 of „*a+u*” („*Architecture & Urbanism*”) journal was published in Japan, „Feature: Latvia - Architecture Unfolding”. The guest editor of the publication is the associate professor of the Faculty of Architecture and Design of RISEBA and researcher of architecture, Dr. Arch. I. Paklone.

2017, publication in 2 volumes - “**Beyond Education: Knowledge Mile Pardaugava**” and “**Part 2: Spatial Plan**”, lecturers: T. Stellmach, Doc. I. Paklone, V. Celmiņš, Third year students

In 2017 the collection of RISEBA scientific articles “**Business Meets Art: Beyond the Traditional Approach to Education, Management and Business**” (scientific editors Dr. I. Senrīkova, Dr. T. Vasiļjeva) was published. The collection, among others, includes the article by the Professor of the Department of Architecture and Design and a researcher J. Lejnieks “Built Heritage as a Financial Asset in Riga after 1991”.

In 2018, the first number of RISEBA FAD and AVMM academic journal *ADAMarts* was published. The journal is published in English and contains double/anonymously edited research articles, with international editor's board and is dedicated to architectural and media art in the Baltic Sea Region.

In 2018 and 2019 an International Plein Air of Architectural Students were held in Aizpute, Latvia. J. Jakobsone, together with her colleagues, is an expert and a lecturer at the plein air, where the students of Architectural programmes from RISEBA University of Applied Science, Klaipėda Faculty of Architecture and Design of Vilnius Academy of Arts, Faculty of Architecture of Riga Technical University, as well as students of landscape architecture from Latvia University of Life Sciences and technologies participate. Information is available [here](#):

Dean of the Faculty of Architecture and Design and acting programme director Dr.h.c.Arch. J. Dripe has been a commissioner of the two last expositions of Latvia at the largest international architectural exhibition - Venice Biennale of Architecture (in 2016 and 2018).

In February 2019, at Soorim Art Centre and in May at Korea Foundation Gallery in Seoul, the exhibition dedicated to the architecture of Latvia “[Latvia. Architecture at Convergence](#)” was opened. Curators and graphic design authors of the exhibition - lecturer of the Faculty of Architecture and Design I. Paklone Phd., D. Penke, with the support of the Embassy of Latvia in Japan and Embassy of Latvia in Korea, as well as the journal “a+u” of Shinkenchiku-sha publishinghouse.

2020 Lecturers of the Faculty of Architecture and Design, associate professor of the Master’s programme I. Paklone, D. Suhanova and lecturer R. D. Šmits, as well as guest lecturers V. Celmir:š,

I. Mengelis involved in the implementation of Cesis District Municipality procurement “Organisation of Spatial Research and Planning Study Course Project “Augmented Urbans”” from 10 June 2019 to 10 October 2020.

In 2020, the new dean of the Faculty of Architecture and Design and Master’s programme director Rudolfs Dainis Šmits MATS Dipl. Arch. participated in several local and international exhibitions, including exhibitions in Latvia, Contemporary Art Museum of Estonia and a travelling exhibition in the USA. 2020. Re-publication of the project of John Hejduk in Riga and Act 2 is designed to introduce the students and professionals with the ideas and educational methods of Hejduk and for the promotion of architectural discussions, and it received the financial support of the State Culture Capital Foundation (SCCF) and the American Latvian Foundation Culture Fund (ALA KF). The graduates of the Faculty of Architecture and Design of RISEBA, guest lecturers, domestic and foreign lecturers, architects, artists and poets were involved in the publication of the book.

(See annex for additional information on the achievements)

Comparison of the scientific area and creativity of the Faculty of Architecture and Design of RISEBA with competitors

Faculty of Architecture and Design of RISEBA is directly comparable with the Faculty of Architecture of RTU, the beginnings of which in 2019 can be dated 150 years in the past. In a wider context, the Faculty of Architecture and Design compares itself with the architectural studies programme of Aalto University in Finland, Architectural study programmes of Tallinn and Vilnius art academy in Estonia and Lithuania, respectively, regular publications thereof (annual publications), publications characterising programmes, academic and scientific work. The operations of the Faculty of Architecture and Design of RISEBA is directed towards the analysis of the level of the aforementioned institutions, as well as the development of its specific niche.

## **Scientific Sector and Creativity Potential**

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

**Bases on 2020.g. Technopolis research evaluation report the following recommendation were given for implementation during the next period:**

1. Hire full-time researcher to support FAD master program
2. Outline launch for future FAD Phd program



3. Increase the number of research publications and publish in indexed journals.
4. Develop practise led /artistic research based submissions
5. Develop incentives for existing staff to embark on doctoral research as protected time and increased salaries with these qualifications.

In 2021, based on Technopolis recommendations, E. Duyan assoc. professor was invited by FAD dean to join RISEBA FAD to establish and lead new research unit in coordination with RISEBA University existing research department. This newly established research unit shall serve as a platform to support existing masters study program student research and full-time PhD researchers with the intent to launch Riseba FAD PhD program within the next five years.

To technically support the new research unit RISEBA FAD is aiming, in parallel, to develop a research laboratory within the same period. The lab is planning to conduct research in architectural design, urban design, world heritage documentation (**Emergency Documentation & Diagnosis of existing threatened Cultural Heritage**), and theory in addition to practical collaborations and cross-disciplinary works integrating innovative technologies into architecture. The research lab is expected to accommodate several research projects in groups and individually and necessary office space, equipment, and administrative staff. RISEBA Audio Visual & Media faculty has agreed to share their planned lab space. This intermediary lab environment is currently in the construction process, whereas there are initial plans for larger future lab space to serve as a research hub for Riseba university..

Since August 2021, the formation of a research team has been ongoing, and the department has appointed a half-time team leader to coordinate the process. The framework for research activities has been drafted, including concrete activity aims such as suggested journal and conference lists.

The research unit is expected to share and develop research ideas, conduct the agreed research activities and apply for various grants and funding, such as Erasmus +, ERC, Latvian Ministry of Education and Science Grants, and miscellaneous sources.

An international conference series, which the Faculty will kickstart in early 2023, is among the mid-term goals.

Establishing a Ph.D. program in close connection with research and lab activities is among the long-term goals.

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

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

5. 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.

6. 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.
7. Students' independence is encouraged by offering students teaching methods where they can prepare and demonstrate their knowledge, skills and attitudes individually or in a group. At the same time guidance and support to the lecturers is provided by inspiring, motivating and encouraging oral or written feedback.
8. In the mutual relations between lecturers and students promote mutual respect of students and lecturers by developing positive emotional background and creative co-operation. The University has an operational Ethics Commission, where ethical complaints are considered, if necessary.
9. Appropriate procedures for resolving student complaints exist at the University. The procedure of complaint resolution is managed by the Quality Department Manager with attraction of the Programme Director and Department Manager, if required - Study Department Manager or Study Pro-rector.
10. Pedagogical methods, teaching, learning and assessment methods are regularly assessed. Topical issues are discussed at the meetings of the department, at the meetings of the Methodological Council, as well as methodological seminars for lecturers, excursions and different training events are being organised.

**When implementing a student-centred approach, special attention is paid to the assessment of the study results:**

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



examination paper is evaluated by several lecturers.

8. A procedure for reviewing student appeals is in operation at the higher educational institution.

At the Faculty of Architecture and Design, where students study from all over the world, the learning environment is international - adherence to the principles of student-centred learning is extremely important. The following learning and teaching principles are taken into consideration during the implementation of the study process: the contingent of students and the diversity of their needs are respected, creating appropriate learning pathways, using different ways of implementing the programme according to the possibilities and using different pedagogical methods according to the circumstances. During the study process, the tendency of the student to be independent is being promoted, at the same time ensuring the guidance and support of the teaching staff. Mutual respect, cooperation and continuous interaction between the lecturers and the students is encouraged.

Since 2011, open lectures are being organised with the involvement of independent industry experts - the "Slice of Architecture" lecture series, where a public lecture is organised on average once per month throughout the semester. The topics of open lectures and lecturers are listed in the annex.

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

During studies RISEBA students have the opportunity to ask questions that they are interested in and to discuss them with lecturers, consultants, the invited experts and study members. Problem-orientated teaching strategies are used in the studies. All study and support materials for students are freely available during studies in the e-learning environment. [www.e.riseba.lv](http://www.e.riseba.lv) also contains instructions on additional sources of information, scientific articles and research, obtaining the studies and specific issues, as well as materials to promote self-managed learning (for example, homework, additional topics with self-tests). If necessary, additional remote (via *Zoom*) and in-person consultations are organised, students are given tasks to search for information on the internet and in scientific databases, as well as to work in groups - preparing a joint project or presentation materials.

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

Regular communication with the director of the study programme is organised (at least twice per semester - officially and daily - unofficially), discussing the unclear issues, providing additional counselling and supporting the students.

"Guest Lecturer's Handbook" has been developed for the teaching staff, which provides an explanation of the process of planning, preparing, conducting and assessing the lessons.

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

1. mandatory nature of evaluation - the need to receive a positive assessment for each study course;
2. accumulation - the knowledge acquired by a student is evaluated by summing up all positive

assessments received during the studies;

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

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

The quality of student knowledge at RISEBA is evaluated on the basis of the order issued by the Ministry of Education and Science of the Republic of Latvia, in accordance with the European Credit Transfer System standards adopted in the Republic of Latvia and the respective evaluation criteria that are in effect at the higher educational institution. Two types of tests are in effect at the higher educational institution - mandatory and other tests. The performance of mandatory tests (for instance, test, examination) is mandatory for students. If these tests are not passed, the final evaluation mark of the study course shall not be granted. The number of mandatory tests within the study course is determined by the order of a rector and depends on the number of credit points collected during the study course. In addition to mandatory tests, the lecturer, at their own discretion, may include, for instance, home tasks, tests, independent assignments, seminars, etc. into the study course. They are - other tests. The number and type of these tests is determined by the lecturers themselves, as well as the lecturers shall indicate the weight of the tests in the final evaluation of the student in the description of the study course (and, during the final evaluation).

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

The mandatory type of tests shall be determined by the lecturer, considering the requirements for the acquisition of the course and

the weight of each evaluation. The results of exams, tests, individual works, research paper and internship results are evaluated with a mark in a 10 point system. The sum of obtained credits is indicated in the study plan. To evaluate the conformity of the work performed by the students to the plan, the quantitative evaluation of the plan in credits is performed every semester and every academic year - 1 credit point conforms to 40 academic hours.

Exams are organised at RISEBA both in writing and orally, as well as in the form of tests at [e.riseba.lv](http://e.riseba.lv).

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

## Parameters for the assessment of study outcomes

The quality of the knowledge of Master's students is evaluated on the basis of the 10 point system approved in the Republic of Latvia and in accordance with the evaluation criteria that are in effect at the university. RISEBA shall evaluate the results of the studies based on two parameters:

1. Qualitative evaluation - mark in 10 point system (See Table 3.2.) or a test (pass, fail);
2. Quantitative evaluation - number of credits in accordance with the scope and importance of the study course.

Table No.3

<b>RISEBA study result evaluation system</b>					
<i>Achieved level</i>	<i>Valuation %</i>	<i>Mark</i>	<i>Definition</i>	<i>ECTS Mark</i>	<i>Evaluation criteria: knowledge, skills and competence</i>
very high	96-100	10	<i>Izcili With distinction</i>	A	Exceeds the requirements of the study programme, bears evidence of independent research and a deep understanding of the problems.
	90-95	9	<i>Teicami Excellent</i>	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	<i>Doti labi Very good</i>	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	<i>Labi Good</i>	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	Gandrlz labi <i>Almost good</i>	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	Viduveji <i>Satisfactory</i>	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	Gandrlz viduveji <i>Almost satisfactory</i>	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	Vaji <i>Bad</i>	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	❖oti vaji <i>Very bad</i>	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.*

---

		<i>Doti Joti vaji</i>	<i>Fail</i>	<i>The student lacks awareness</i>
1-9	1	<i>Very, very bad</i>		<i>of the basic problems of the study course.</i>

## Master's thesis

Module “*Master's Thesis*” is the main (core) element of the programme, and the main objective of the module is to ensure continuous development of Master's thesis idea and practical solutions thereof over the entire duration of the programme studies.

Since the objective of RISEBA master of architecture programme is the development of individual talents and interests of students, the task of the module is to achieve independent work on the development of the concepts of the Master's thesis under the supervision of the lecturer. At the end of each (of the first three) study semesters, a test is conducted, during which a Master's programme student uses a project/report to report on their progress on the Master's thesis development by indicating the studied sources of information, by explaining the reasons and importance for the development of the concepts, and by making the corrections in the plan for the development of the Master's thesis. In the conclusion of the third semester, the Master's student submits a developed content of the Master's thesis, introduction with the proposal of hypothesis and full list of the sources of information used.

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

If the study programme is successfully mastered and a positive evaluation is received in the final examinations (the lowest evaluation is 4 points), students are awarded a professional Master's degree in architecture. See a sample of the study programme Master's diploma and its appendix Annex No. 1 and No. 2).

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

The Professional Master's study programme includes a study and research internship, such as architecture and planning field trips in Latvia or abroad as well, meetings with the heads of architectural and urban planning offices of these countries, visits and co-operation with universities of other countries; research internship - conducting research work in libraries, archives and research institutes of Latvia and other member states of the European Union and third countries outside the European Union.

The study process envisages a comprehensive approach, supporting the research projects initiated by the students and involving the most successful students in the projects of architectural design and artistic creation. The research and creative process is mainly based on a specific creative personality; therefore, it is very important to create and develop the creative potential and

independent thinking of the young specialists, the ability to strategically and analytically formulate and communicate professional aspects, as well as to improve their professional qualifications. Within the studies and research practice, the students are provided the opportunity to get acquainted in practice with companies working in the field of architecture, practising architects, specific projects and structures both in Latvia and abroad. The study internship takes place in the study language - in English.

### **Module "Internship"**

„*Internship*” module is a part of mandatory study programme content of the professional Master's degree in architecture and scope thereof in the professional architecture study programme is determined by the requirement of Cabinet Regulation No. 512 regarding the scope of internship determined in the second level professional higher educational institution state standard for professional master's study programme. The role of internship as the constituent of the study process in architectural Master's programme is to provide the students with the opportunity to check their knowledge, skills and competences in the environment of professional operations of the architect, including object and environmental design, research of sector, creativity, project management and office work. Therefore, within the framework of RISEBA Master's programme in Architecture, two main tasks have been determined for the “*Internship*” module:

11. To provide the student with direct experience of professional activity in the area of architecture or a related sector (8CP),
12. To develop the design and research skills of the students, as well as to expand their awareness of the institutional promotion of architectural projects, presentation and visual culture thereof (18CP).

In accordance with this position, the internship is divided into two directions:

„*Internship I. Work at the Institutions of the sector*” (8CP), where the student, in accordance with internship contract, practices at the design bureau under the supervision of an architect (4CP) or at an institution related to management of architectural processes (4CP). This form of internship directly prepares the graduate of Master's programme for work under the supervision of a licensed architect within three years after the obtaining of the Master of architecture diploma and constitutes 31% of the total time of internship. Along with that,

internship allows to establish professional work relations with the potential employer at the office during studies, to develop predictable professional growth process until the receipt of architect's license and to create pre-requisites for collegial relations with specialists and experts of the sector.

The planned results that conform to the content and study methods of the Direction "*Internship I*" are as follows:

1. Is capable of academically clear communication and professional co-operation with the specialists of the industry or the specialists of supervisory institutions of the sector.
2. Is aware of the functional principles of the professional operations sector.

„Internship II. Project internship: individual work in design, research or creativity” (18CP) is individually oriented practice, which can manifest in various ways as constant participation of the student in design, research or creative activities beyond the higher educational institution, as well as management or participation in social, cultural or entrepreneurship projects. Within the framework of project internships the theoretical preparation in project management is performed and short study courses may be offered within the framework of the internship - from the offer of elective courses or specific courses prepared for this particular task, if they comply with the task of practice. This form of internship is developed in accordance with the objective of Master's studies in architecture defined by RISEBA - promotion of individual development of the students and respecting of plans and constitutes 69% of the total duration of the internship. The tasks of the internship are planned individually and approved by programme management.

The planned results that conform to the content and study methods of the Direction "*Internship II*" are as follows:

1. The student is able to formulate and develop sets of theoretically-practical ideas.
2. The student is able to independently improve their professional knowledge and skills in traditional or non-conventional areas of creativity or research.
3. The student knows the principles of designing of architectural objects, and is able to successfully apply their knowledge in practical designing.

Results of internships conducted beyond university shall be counted as scheduled and recognised by programme management as the work or practice of the student on contractual basis at the architectural bureau or practicing the administration of architectural processes at state administration or municipal institutions or in other form recognised and documented by RISEBA. The objective of both types of internship lies in the approbation of both types of practice, development of the knowledge and skills required for an architect and an urban planner in order to resolve practical problems by implementing the individual internship tasks. Each student shall have an internship supervisor during the internship. At the end of internship, the student must draw up a report on their internship work and defend it.

The offered potential sites of internship are confirmed by the drawn up protocols of intent or contracts regarding the provision of student internships. A three party agreement is signed between RISEBA FAD internship supervisor, the student and the employer. Internship agreements and communication with local students and employers is prepared and organized in the Latvian language. Internship agreements and communication with international (foreign) students is prepared and organized in English. If masters students are not employed upon enrolment then the masters program director will provide employment recommendations or assist by providing potential employment opportunities with practising faculty members or guest lecturers.

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



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

RISEBA School of Architecture is a new and ambitious school. And, as the only private school of architecture in the Baltic region, it strives to evaluate the best trends in architectural education in Northern Europe and to follow recent international trends at the same time. Riga, as a metropolitant city of the Baltic region with a dynamic port and airport, as well as the old town centre included on the UNESCO world heritage list with excellent art nouveau and wooden architecture heritage, and as a city that has always been characterised by a cosmopolitan and multicultural society, is an excellent background and laboratory for the studies of architecture and urbanism for a

geographically wide range of stakeholders. The topics of professional master's programme final papers are closely related to the research topicalities in the unique context of Riga, as well as national and international contexts. Each year, the programme directors of the Faculty of Architecture and Design, together with the Advisory Board, review the current events and propose a common leading topic. The choice of topics for the final thesis and scientific supervisors takes place both individually and in the form of recommendations from the faculty management. At the same time, annual cooperation with the municipalities of the largest cities has already stabilised, identifying regional issues and potential projects offered to the students, thus ensuring both interdisciplinary cooperation and the topicality of the chosen topics for the final thesis. Next, a list of the leading topics during recent years is provided, as well as the topics for students' final theses. Since February 2019, The final theses of the Master's programme, as well as Bachelor's theses are issued in the form of a catalogue.

In January 2019, at the Faculty of Architecture and Design of RISEBA, the presentation of projects of the first ten graduates striving to receive a Professional Master's degree in architecture, were presented: B. Bitaitis, V. Arestova, R. Rinkule, L. Treija, Z. Veja, K. Tretjakova, J. Konokova, J. Grivkova, Z. Priedeslaipa and S. Kvite-Belte.

The master's thesis of the first graduation was evaluated by the commission chaired by Dr Arch. S. Verbruggen (BE), as well as an architect and an honourable professor of RISEBA A. Kronbergs (LV), architects and guest lecturers R. D. Šmits (LV/US), N. Paeglis (LV/AU), art theorist and lecturer A. Kamparu (LV) in the composition of the commission.

In 2019 the first ten students obtained a professional Master's degree graduating from the study programme "Architecture", thus the title of the final thesis booklet acquired the slogan - A steppingstone. In the first publication of the Faculty of Architecture and Design yearbook, all Master's and Bachelor's thesis projects are summarised; each of them is accompanied by a description and a short biography of the author. Almost one-half of student projects is dedicated to different typologies of cultural buildings. The following works were created.

We have provided an introductory statement from this inaugural booklet celebrating RISEBA FAD master's program graduates: It is often being said that architecture is not a profession - it is a lifestyle. And once you get engaged there is no way to escape. Architecture surrounds us and we deeply depend on the enclosure it provides. We care about our cities and countryside: we move through the spaces we make; we want to design efficient cities based on human approaches, and we want to be efficient and innovative. Studying architecture is tough. Working in architecture is even harder. It requires patience, resistance, and constant intellectual growth. Architects learn to be architects for an entire lifetime. And there is no age you can stop being an architect. There is no age when is too early to care about the medium you are surrounded by: no matter be it in



the front yard of your home or at the table where you do your high school homework.

The professional architecture studies at RISEBA are organized in two cycles. Project assignments include principles of imagination, professional and social responsibility, the concept of social benefit, and the path to spatial perfection and genuine sustainability. We are proud to realize the student-centred learning approach, which includes students' close participation in the development of the study process. In architecture studies, we aim to shape critical thinking, creative personalities that make our school particular.

A bachelor's degree in architecture is just a stepping stone in the further development of young architects. Even after completing the graduate master's studies program, you have an exciting path ahead in order to pursue various career opportunities: to work globally, continue research, develop practical skills or broaden your knowledge connecting architecture and urban planning with other disciplines.

- In 2019, the first developed topics of the professional Master's papers Opportunities for the Introduction of Collective Procurement in Latvia. Co-operation based model of living in MOKusala.
- Development of industrial coastal areas in an urban environment. An example of Andrejsala. Urban design proposal in the territory of the former port and the southern part of Andrejsala. Determining
- urban planning criteria for re-planning of garden co-operative societies unsustainable suburban areas. Riga agglomeration, Saulkrasti Municipality. Local planning of "Silmala" area of Saulkrasti Municipality by changing the type of spatial planning from gardening to a residential area.
- Administrative procedures in the implementation of construction projects as a factor that affects the development of cities. Planning documents as a tool for the reduction of administrative load in Riga.
- Underbridge ace - revitalisation of the area under raised objects of infrastructure. A vision of the development of outdoor space under the railway infrastructure in the area from Krasta iela to Pragas iela in Riga.
- The characteristics of basic values of Old Riga and importance thereof in the preservation of national cultural heritage. Scenarios for the regeneration of basic values of Old Riga in Domesquare.
- Sustainable reconstruction of cultural heritage in the historical centre of the city. Triangula Bastion: Sustainable development proposal.
- Criteria of efficient learning environment design in a pre-school institution of the 21<sup>st</sup> century in Riga. Creation of a kindergarten and senior residence of Latvian Association of Occupational Therapists in Riga, Skanste district.
- Satellite towns in the context of the metropolitan city: Strengthening of the identity of Salaspils by improving the public external space of the town. Priority areas for the development in the public outdoor environment of Salaspils: Proposal for the revitalisation of Nometru iela.
- Reduction of construction waste during the design process. Reduction of construction waste during the design process.

2019 the first master thesis project themes:

- Possibilities of implementing collective private commissioning in Latvia. Cooperative living model in Mukusala
- Development of urban post-industrial waterfront area. Andrejsala case. Urban design proposal for the former dockland area of Andrejsala's southern part
- Stipulating urban design criteria for the redevelopment of allotments as sustainable sub-urban areas. Riga agglomeration, Saulkrasti municipality. Local plan of territory Saulkrasti district area "Silmala" with the change of land use from allotments to residential use.
- Administrative procedure in the building project realization as an impact factor in city development. Planning documents as a tool for reducing the administrative burden in Riga
- Under the bridge-reviving unused space under elevated infrastructure. Public urban space development under railway infrastructure from Krasta street till Pragas street, Riga

- Characteristics of Riga Old Town core values and their significance in the preservation of national cultural heritage. Scenarios for regeneration of Riga Old Town core values in Dome square
- Sustainable retrofitting of heritage buildings in the historic city centre. Triangular Bastion: The proposal for sustainable redevelopment.
- Design criteria of the effective learning environment in Riga city preschools of the 21st century. LEA international kindergarten & senior residence design in Riga, Skanste neighbourhood
- Satellite towns in metropolitan context: Strengthening Salaspils identity through public space design. Territories with development priority in Salaspils public space: Revitalization proposal of Nometnu street.
- Construction waste minimization within the design phase. Construction waste minimization within the design process.

The evaluation of the final papers of 2019 can be characterised as good. The Master's theses were evaluated on a 10-point system: 6 points (2 graduates), 7 points (1 graduate), 8 points (5 graduates), 9 points (2 graduates).

In 2019, the award for new architects of the Baltic Architects Unions Association (BAUA) in the category of Master's theses was received by the graduate of RISEBA University of Applied Sciences R. Rinkule. 16 best works of Bachelor's and Master's programme students from seven architectural schools of the Baltic states were nominated for the award of architectural school graduates of BAUA, which included four works of young architects of Latvia. The first graduate of the Master's programme of the Faculty of Architecture and Design of RISEBA has already received international recognition.

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

Our students created actual models of cross-border cooperation with architectural means, analysed the border situations of cities and nature territories, the fragile intersections of modern architecture and heritage, and objects directly intended for the good functionality of borders. For the topics of Master's theses and the aforementioned link with borders and boundaries, see Annex No. 12, Topical Themes of Final Master's Theses of 2020.

The evaluation of the final papers of 2020 can be characterised as good. The Master's theses were evaluated in a 10-point system: 6 points (1 graduate), 7 points (4 graduates), 8 points (2 graduates), 9 points (1 graduate).

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

When such dynamic flows and forces, which are essential for the development of the urban

environment and culture, run out, architects are invited to help find mechanisms and ideas that can create a scenario within these new constraints. Can architecture offer opportunities or improve conditions to offer its citizens “transition rituals” in this limited structure to overcome these current uncertainties and conditions of disorientation?

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

(See Annex No. 12, Topical Themes of Final Master’s Theses of 2021)

The overall evaluation of 2021 can be characterised as good. The Master’s theses were evaluated in a 10-point system: 6 points (1 graduate), 7 points (5 graduates), 8 points (2 graduates), 9 points (0 graduates), 10 points (2 graduates).

During the reporting period, the Master’s Theses of the students were evaluated on a scale of 5 to 10 points, which differs in each study year. During the 2019/2020 academic year, most Master’s theses - 10% received an evaluation of 7 (good) and 50% received an evaluation of 8 (very good). Average grade - 7.7/10 (77%). During the 2020/2021 academic year, the results of studies deteriorated with 50% having received an evaluation of 7 (good) and 25% - 8 (very good), and the average grade was 7.4/10 (74%). Meanwhile, in the 2021 academic year, the average results improved with 50% of the students having received an evaluation of 7 (good), 20% of students - 8 (very good) and two students - 10 (with distinction). The average grade was 7.7/10 (77%). See Table No. 5

The professional masters program in Architecture was launched in 2017 and first RISEBA FAD professional master program students graduated in 2019.

Table No. 5

### Distribution of final theses evaluations

<i>Grade</i>	<i>2019</i>		<i>2020</i>		<i>2021</i>	
	<i>Projects</i>	<i>%</i>	<i>Projects</i>	<i>%</i>	<i>Projects</i>	<i>%</i>
6	2	20%	1	12.5%	1	10%
7	1	10%	4	50%	5	50%
8	5	50%	2	25%	2	20%

9	2	20%	1	12.5%	-	-
10	-	-	-	-	2	20%

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

It should be noted that each year the evaluation is also influenced by the number of students in the group, whose Master's Theses are of high quality, with a high scientific or practical contribution. The State Examination Commission has the right and opportunity to recognise such Bachelor's and Master's theses that are of very high quality. In total, 1 Master's Thesis is nominated for this award in each defence.

The State Commission has evaluated master's diploma projects positively and of good quality. However, we have seen that a number of master's students, as well as bachelor's students, focus primarily on research or on technical innovations rather than on design ideas and projective architecture. This topic has been discussed with the faculty members, diploma project supervisors and examination commission.

In conclusion, master's students could benefit from additional support and additional milestone reviews that can help ensure that thesis topics selected by students are relevant with regards to the discipline of architecture and ensure that the literature studies, research methodology, case studies and conclusions will actually serve the student in discovering and producing a better architectural solution. The elements of architecture and the two primary components being space and light differentiate the discipline of architecture from engineering and construction. Therefore, careful supervision and monitoring of master's student progress to ensure that research and theoretical investigations serve this focus on achieving a qualitative architectural solution and approach that fosters the development of a personal architectural language rather than focusing too extensively on research (though important), or pragmatic and technical aspects. This projective approach to balancing design, theory and technology in teaching architecture is essential to ensure quality results and will help RISEBA FAD maintain and grow the success that it has already achieved in the last 10 years. The intent is to produce research and projects: that push the boundaries of architecture design considering sustainability and performance (New Bauhaus); to participate in cultural production, and stage conditions that promote spatial and social engagement.

### 3.3. Resources and Provision of the Study Programme

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

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

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

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

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

### **3.4. Teaching Staff**

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

In 2020./2021 academic year the statistics of the teaching staff of the Professional Master`s study programme Architecture are as follows: in total 53 lecturers are involved in the programme with different workloads (and small changes throughout the reporting period, including semesters) - incl. 6 foreign lecturers (12.5%) and 7 lecturers elected by the Department of Architecture (14.5%).

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

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

- 4 with a PhD,
- 3 with a Master's degree,

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

- 1) by attracting newly elected lecturers to the programme with PhD,
- 2) by raising the qualification of the existing teaching staff,
- 3) by attracting increasingly more foreign teaching staff.

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

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

In summer 2021, the science group of the study programme "Architecture" was established, led by lecturer Dr Efe Duyan (TR). The science group has been established for both study programmes, to create a basic scientific basis for the development of a doctoral study programme. As indicated in the Technopolis report this will help FAD facilitate engagement with the national and international grant writing process to build external research income as a resource for research development and the recruitment/funding of doctoral students.

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

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

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

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

1. Ilze Paklone - "Urban Architecture and Urban Regeneration".
2. Senior Researcher Dr. arch. Janis Lejnicks and lecturer Dr.arch.h.c. Janis Dripe - "Aspects of Liepaja Urban Development 1918-2018".

In general, the unifying research direction developed in the study field "Architecture and Construction" is *Urban design* with the analysis of individual objects, urban design or technological processes developed within it. Within the study field, the teaching staff works in two directions in

their professional activities - in scientific research and architectural design and artistic creation. The research activities of the teaching staff provide feedback for the transfer of knowledge from the field of scientific research to creativity and vice versa.

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

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

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

Table No. 8

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

Dr.arch. J. Lejnicks	J. Lejnicks (2019) - Magazine "Latvijas Arhitektūra" - column <i>Process</i> , No. 138-143. J. Lejnicks (2018) - "Juris Monvīds Skālbergs Divkaršais kulis. Modernisms - Postmodernisms". J. Lejnicks, J. Dripe (2021) - <i>Pilseta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi</i> .
Dr.h.c.arch. J. Dripe	J. Dripe, U. Bratuškins, V. Holcmane and others. (2019) - Brochure <i>Architectural Policies of Latvia</i> , LA5, p. 71. J. Dripe, J. Lejnicks, <i>Domājot par Rīgu</i> . J. Dripe, (2015)- <i>Gunnar Birkerts National Library of Latvia, Riga</i> . J. Dripe, (2020) - Magazine <i>Enerģijas pasaule</i> - guest of the edition, <i>par Rīgu runājam</i> , No. 4. J. Dripe, J. Lejnicks (2021) - <i>Pilseta starp jūru un ezeriem. Liepājas arhitektūras 100 gadi</i> .
Mg. art D. Suhanova	A. Klimek, I. Ziogou, A. Michopoulos, T. Zachariadis, S. Gulma, D. Suhanova, M. Agbonlahor, S. Jung-Waclik. (2019) - <i>Green roofs dissemination regarding their potential contribution to addressing the UHI effect</i> . Acta Innovations. pp. 71-85. 10.32933/ActaInnovations. 31.8
J. Jakobsone	(2018). <i>Practical guide. Measures for heat loss prevention in historical buildings, using the experience of the Baltic and the Scandinavian States</i> and article <i>The Pearls of Kuldīga town - historic wooden-frame log buildings - measures for heat loss prevention</i> pp. 10-25. Available online: <a href="http://www.llbm.lt/wp-content/uploads/2018/05/PRACTICAL_GUIDE.pdf">http://www.llbm.lt/wp-content/uploads/2018/05/PRACTICAL_GUIDE.pdf</a> (2017) <i>Latvijas Zinatņu Akadēmijas Vestis - ledzīvotāju un parvaldes iesaiste Kuldīgas vēsturiskās pilsētas apdzīvotā un kopšana</i> : Part A, No. 2, pp. 37-59. Available online: <a href="http://www.lza.lv/index.php?option=com_content&amp;task=view&amp;id=3924&amp;Itemid=400">http://www.lza.lv/index.php?option=com_content&amp;task=view&amp;id=3924&amp;Itemid=400</a> <a href="http://www.lza.lv/LZA_VestisA/71_2/4_Jana_Jakobsone.pdf">http://www.lza.lv/LZA_VestisA/71_2/4_Jana_Jakobsone.pdf</a>
Mg. art Atis Kampars	A. Kampars, (2020) - Magazine "Latvijas Arhitektūra" - "Aktuāla dilema – ziedot vai neziedot LKP CK jeb Pasaules tirdzniecības centra ēku koncertzāles būvniecībai" No. 149.



Barch R.D. Šmits	<p>R.D. Šmits, (2020) - Magazine "Latvijas Arhitektūra" - column, No. 139.</p> <p>R.D. Šmits, (2021) - Magazine "Latvijas Arhitektūra" - theory, No. 150.</p> <p>R.D. Šmits, (2021) - Magazine "Latvijas Arhitektūra" - education, No. 153.</p> <p>R.D. Šmits, I. Malovickis, R. Salir:š, A. Dzenis, republication of John Hejduks, <i>The Riga Project, translation and ACT II</i>, (Arhitekti, 2021), ISBN 978-9934-9057-0-4</p>
	<p>Dr Arch E.DuyanE. Duyan, (2021) Design &amp; Theory Journal - <i>Tame Modernism: The Manifestos of Sedat Hakki Eldem and Orhan Veli Kanik</i>, 1302-2636.</p> <p>E. Duyan, (2021) Megaron Journal - <i>Architectural Space as Metaphor: Hikmet's Narrative Spaces</i>.</p> <p>E. Duyan, (2020) HRPUB Linguistics and Language Journal - <i>The Architectural Experience and the Configuration of Narrative Spaces in Hikmet's Poetry</i>, ISSN: 2331-6438.</p> <p>E. Duyan, (2020) - HRPUB Linguistics and Language Journal, <i>The Poetics of Space: Nazim Hikmet's Straw-Blond</i> ISSN: 2331-6438.</p> <p>E. Duyan, (2020) - Design &amp; Theory Journal, <i>Le Corbusier's Museum as a Critical Attitude</i>, ISSN: 1302-2636, N 201, 15, 28, pp. 122-137.</p> <p>E. Ceylan &amp; E. Duyan, Architecture and Autonomy (2018) - <i>The Possibility of Autonomy of Architecture and Problematics of Daily Life</i>, Türkiye: Dakam Publishers, ISBN: 978-605-5120-73-3, pp. 134-147.</p> <p>E. Duyan, (2018) - MSFAU Social Sciences Journal - <i>The Textual Role of Space: The Spatial Expression of Death in Radu Vancu's Poetry</i>, ISSN: 1309-4815, 15, 276-284.</p> <p>E. Duyan, (2017) - AZ ITU Journal of the Faculty of Architecture - <i>Le Corbusier's Exhibition Pavilion: The Heterogeneous Character of His Modernism Between Representation and Functionalism</i>, ISSN: 1302-8324, 14, 3, 181-194.</p>
Z. Tetere-Šulce	<p>(2021) - Design boom - <i>Open AD upcycled material offcuts and leftovers to form pop-up restaurant interiors in Latvia</i>.</p> <p>Available online: <a href="http://www.designboom.com/architecture/open-ad-upcycles-material-offcuts-leftovers-restaurant-interio-latvia-03-10-2021/">www.designboom.com/architecture/open-ad-upcycles-material-offcuts-leftovers-restaurant-interio-latvia-03-10-2021/</a> (2021) - Dwell - <i>You can sleep under the stars at these glass-and-steel cabins in Latvia</i></p> <p>Available online: <a href="http://www.dwell.com/article/ziedlejas-wellness-resort-cabins-open-ad-52dfdc2(2021)">www.dwell.com/article/ziedlejas-wellness-resort-cabins-open-ad-52dfdc2(2021)</a></p> <p>Contemporist - <i>Planters filled with bonsai trees cover the exterior of this building</i>,</p> <p>Available online: <a href="http://www.contemporist.com/planters-filled-with-bonsai-trees-cover-the-exterior-of-this-building/">www.contemporist.com/planters-filled-with-bonsai-trees-cover-the-exterior-of-this-building/</a> (2021)-</p> <p>ArchDaily - <i>Family home in Pavilosta</i>,</p> <p>Complete article: <a href="http://www.archdaily.com/957042/family-home-in-pavilosta-open-ad">www.archdaily.com/957042/family-home-in-pavilosta-open-ad</a></p>
Mg. arch D. Jaunzems	<p>D. Jaunzems, L. Dumbere, (2021) - Žurnāls "Ir", interview <i>Sava ceļa gājējs</i></p> <p>Available online: <a href="https://ir.lv/2021/11/03/sava-cela-gajejs/">https://ir.lv/2021/11/03/sava-cela-gajejs/</a></p> <p>B. Verpe, (2021) - DEKO, <i>Latvian Pavilion at Dubai EXPO 2020</i></p> <p>(2021) - magazine "FOLD", "Expo 2020" Latvijas paviljons — DJA</p> <p>(2021) - magazine "International New Landscape", <i>Wicker Pavillion</i></p> <p>A. Cīve, (11.2020) - "Baltic Outlook", interview <i>Contemporary thinking</i>, pp. 44-50.</p> <p>Available online: <a href="https://www.airbaltic.com/about/press/outlook/uploads/november2020.pdf">https://www.airbaltic.com/about/press/outlook/uploads/november2020.pdf</a></p> <p>(2020) - magazine "International New Landscape", <i>View Terrace in Valmiera</i></p>
Mg.psych. J. Žakemo	<p>Jacquemod, J., (2021) - The meaning of relationship quality by the business leaders: results of a qualitative study. In <i>Society. Integration. Education. Proceedings of the International Scientific Conference</i>, No. 6, 271-284.</p> <p>Jacquemod, J., (2021) - Organisational innovativeness: the role of LMX. <i>Journal of Economics and Management Research</i>, Vol. 9, 6 - 24.</p> <p>Jacquemod, J., (2021) - The impact of the Leadership Ethicality on Organisational Innovativeness, mediated by organisational trust. Latvian data. In: X. Lu, J. Ciulla (Ed.). <i>Ethics, Innovation, and Well-being in Business Ethics and Economy</i>. 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.</p> <p>Darša, Z., Žakemo, J. (2020.) <i>Liderības stils un vadītāju-padoto mijiedarbības saistība</i>. Rezeknes Academy of Technologies. Accepted for publication.</p> <p>Ali Shah, S., Hussain, A., Khan, M., Jacquemod, J., Shah, Z. IN 2020 Determinants of Systematic Risk in Commercial Banks of Pakistan. <i>International Journal of Economics and Financial Issues</i>, 10(2), 1-5.</p> <p>Misbah Ud Din, Julija Jacquemod, Abdul Basit, Sayyid, Ihsan Ullah., 2019. Impact of Corporate Governance Practices on Earnings Management: Case Study of Cement Industry in Pakistan. <i>International Journal of Social Science archives</i>, Vol. 2, No.1, 44-54.</p>
Mg. arch. Z. Veja	<p>Z. Veja, (2016) - Magazine "Latvijas Arhitektūra" - <i>jauns vards, Jekabpils Vecpilsetas laukums</i>, No. 124.</p> <p>Z. Veja, (2019) - Magazine "Latvijas Arhitektūra", No. 142.</p> <p>J. Dripe, Z. Veja, (2020) - Magazine "Latvijas Arhitektūra" - <i>izglītība, Robežsituācijas</i>, No. 147.</p> <p>R.D. Šmits, Z. Veja, (2021) - Magazine "Latvijas Arhitektūra" - <i>izglītība, nospiedumi uz parmaļļu sliekšņā</i>, No. 153.</p>
Dr.arch. I. Paklone	<p>Japanese magazine "a+u" dedicates an issue to Latvian architecture No. 555</p> <p><i>Feature: Latvia — Architecture Unfolding</i>.</p> <p>The guest editor of the issue is Dr Arch. Ilze Paklone (PhD work in Tokyo University)</p>



### 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 begun 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: Janis Dripe, Rudolfs Dainis Šmits, Frolovs Girts, Jakobsons Jana, Jaunzems Didzis, Ilze Paklone and others. In October 2020, RISEBA FAD dean Dr Janis Dripe passed on his responsibility to our new dean Rudolfs Dainis Smits MATS Dipl. Arch, lecturer and internationally experienced architect. Janis Dripe has taken on new challenges as Chief Architect at the Latvian National Library and has maintained his position at FAD as lead researcher.
2. The following **guest lecturers are involved** in teaching the programme: Helena Götmane, Harijs Alsir:š, Ramon Cordova (MX), Susanne Brorson (DE), Maris Bardir:š, Andris Kronbergs, Solveiga Lauva-Brice, Inguna Romanova, Edgars Mucenieks, Toms Trigubs, Agris Dzilna, Janis Kreicburgs, Zane Tetere-Šulce, Dace Kalvane, Zane Veja, Uldis Jaunzems-Petersons, Rudolf Bekic (AT), Jolija Žakemo, Eglls Markuss, Lauris Goldbergs, Viesturs Celmir:š, Janis 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 Mengelis, Sven Verbruggen (BE), Roberts Riekstir:š, Malgorzata M. Olchowska (BE), Tommas Stellmach (DE), Udo Garitzmann, Manten Devriendt, Liene Jakobsons, Linda KrOmir:a, Austris Mailltis, Inga Karlštrema and others. However, cooperation with Malgorzata M. Olchowska continues through participation in FAD summer schools and contribution of her drawings, prints and sculpture images included in RISEBA FAD supported republication of John Hejduk's, The Riga Project and Act II (Arhitekti 2021).

In general, the changes in the composition of the teaching staff made in the study programme “Architecture” during the reporting period can be assessed positively, because successful implementation of the study programme requires the presence of specialists working in the field. This promotes a dynamic environment for both faculty and students combining professional practice with academics and research.

As all the visiting lecturers are professionals in the field, they are recruited on a rotating basis, depending on the workload of their main job. The factor of changes in the teaching staff should be noted as a positive feature in the course of architectural design courses. On average, one guest lecturer teaches 2-4 semesters in the study programme. See the CVs of the teaching staff attached.

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

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

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

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

The cooperation of the teaching staff and the exchange of experience are essential in the

development of the content of the study course and in planning of the study courses.

For example:

- 2019 - 2021; The master's program course "Aqua-texture" taught by Egons Berzins (RTU), a practice-based course of study, has been further developed with R. Dainis Smits considering the current water edge condition to vitalize waterfront activity, accessibility and connectivity making use of found and recyclable material and alternate energy sources. This waterfront project also coincided with the Riga City planning department's plans to create links with waterfront conditions. In collaboration with guest assoc. professor Susanne Brorson PhD (HS Wismar) this topic was introduced into the bachelor program design studio course. Susanne Brorson personal academic research involves coastal building typologies along the

Baltic sea. This cooperation has also led to a joint project which has obtained financial support from the STO foundation (DE) to organize a design-build seminar investigating the possibility of using floating structures to unite RISEBA FAD and RTU campuses. This water edge theme also aligns with research led by Rudolfs Dainis Smits and input lectures that investigate and bring to the forefront John Hejduk's (architect/educator) poetic projects that present both real and imagined journeys documented in Vladivostok (Riga-Lake Baikal- Vladivostok trilogy), 1989. These travels include locations along waterfronts and the installation of temporary and floating structures 'writing' upon existing urban conditions. The success of projects like this facilitated by faculty members and personal interest engage students with relevant projects through research, design workshops and live projects that bring academic projects into the public realm.

- "Augmented Urbans"- Projekts (2016-2021), participants and RISEBA FAD study: spatial scenarios for co-creation of territories in Cesis - this project involved FAD bachelor and masters program students. This project was initiated by Ilze Paklone, Dina Suhanova, Viesturs Celmlis and joined by Rudolfs Dainis Smits exhibited collaboration between the program director, faculty members, guest lecturers and Cesis municipality. RISEBA FAD course has ended with three masters and five bachelor's degree study projects. The aim of the course was to develop spatial scenarios for small and medium-sized cities and green areas in order to implement eco-resort strategies in Cesis City. The results of the projects are summarized in booklets and tablets in the form of text and visual-spatial views. Students presented their proposal to Cesis municipality representatives with outstanding results and interventions.
- In 2020, Janis Dripe PhD, FAD lead researcher (former dean) also representing the Ministry of Culture organized an international workshop that invited FAD master students to participate. Ilze Paklone PhD, lead the student team to consider the appropriateness of repurposing and developing of the existing modernist building as a concert hall at Elizabetes iela 2, Riga. Participants included architecture student teams from Estonia and Lithuania architecture faculties. This collaboration between FAD faculty members provided masters students with a challenging opportunity to participate in international workshops which included: case study investigations, preparation of design proposals and exchange of ideas between other faculties of architecture in the Baltics. This symposium of proposals provided faculty lead student investigations that provided decisive input in determining the development and final location of the concert hall. (See "Other attachments" **"AUGMENTED URBANS" PROJEKTS, DALĪBNIEKI UN RISEBA FAD PĒTĪJUMI : TELPISKIE SCENARIJI KURORTA TERITORIJU KOPRADEI CĒSĪS**)

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

- in July 2018 - the issue of the first academic journal "ADAMarts" with scientific research articles by the Faculty students (Ilga Treija, Andis Alksnis) and lecturers (Atis Kampars, Dina Suhanova). Editor-in-chief: Dr. arch., RISEBA Senior Researcher Janis Lejnietis, editor of the edition: Mg. art. Dina Suhanova.
- Publication of May 2018 - study work in 5 volumes on the project of 3<sup>rd</sup>-year students on the development

opportunities of Cesis City in the context of declining regional cities. Lecturers, supervisors: Ilze Paklone, Viesturs Celmirš, Thomas Stellmach.

- Lecturers I. Paklone, D. Suhanova, R.D. Šmits, and guest lecturers V. Celmirš, I. Mengelis involved in the implementation of Cesis District Municipality procurement “Organisation of Spatial Research and Planning Study Course Project “Augmented Urbans” from 10 June 2019 to 10 October 2020.
- In February 2019, FAD lecturer D. Suhanova, guest lecturers I. Mengelis 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. Jakobsone, 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 R. Odoľfs Bekics (LV/AU), Karlis and Arnita Melzobi (Gaiiss Arhitekti), Sille Pihlak (EE), Aigars Lauzis, lecturer R. Dainis Šmits, curator Dina Suhanova.
- 2020 “Architecture of Migration” Conference. This conference was curated by Dina Suhanova, FAD bachelor program director and Dagnija Smilga (architect, researcher and curator/founding member of ETER). This two-day event was organized by the Latvian Architecture Association (LAS) and Baltic Architects Union Assoc. (BAUA). Curatorial statement: This conference aimed to broaden the notion of ‘migration’ beyond its perceptions and deconstruct its most common meanings. “Architecture in this context is considered a system, a medium and prerequisite for movement - not merely an inhabitable building but the physical infrastructure of space and intangible connections”.

The number of students in each course varies from 8 to 10 students. In the study course “Master’s Thesis”, “Architectural” there is one lecturer for every 8 students, who is a field professional. Both local and international lecturers are involved in each course, thus ensuring an individual approach for each student and, in general, also high-quality education focused on the international industrial market.

# Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploms_dipl_pielikums_ENG.zip	Diploms_dipl_pielikums_LV.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	5 annex Statistical data on students of the Professional Master's Study Programme Architecture.docx	5.pielik. Statistiskas dati par studējošajiem studiju programmā "Arhitektūra_finish_MA_rev01.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6. annex_Table of "Architecture" study program compliance with state education standards_MA_EN.docx	6. pielik.Tabula par studiju programmas Arhitektūra atbilstību valsts izglītības standartam_MA_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	7.1 Annex_Table of compliance and requirements for the qualification_EN.zip	7.1 pielikums_MA programma Arhitektūra moduļu atbilstību profesijas standartam_LV.zip
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Consistency of the programme with other sectoral acts.docx	Programmas_atbilstiba_citiem_ar_nozari_saistitajiem_normativajiem_aktiem_LV.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	8. pielik. Studiju programmas Arhitektūra studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_MA_EN.docx	8. pielik. Studiju programmas Arhitektūra studiju kursu kartējums atbilstoši LKI un EKI kritērijiem_MA_LV.doc
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9.piel.st.pr.Arhitektūra plans pilna laika studijām_MA_EN r3.docx	9. piel.st.pr. Arhitektūra plans pilna laika_MA_LV r3.docx
Descriptions of the study courses/ modules	MAR_ARH_kursu apraksti.zip	MAR_ARH_kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	about_internship_EN.zip	Prakses dokumenti_LV.zip
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		