

Latvian College of Culture at the Latvian Academy of Culture

operational and development strategy 2016-2020

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I Introduction

The operational and development strategy (hereinafter – strategy) of Latvian College of Culture at the Latvian Academy of Culture (hereinafter – LCC) is an internal planning document, which has been developed taking into account the regulations of LCC the documents of the State cultural policy, education and science policy.

The aim of the strategy is to define priorities and actions for the development of LCC in the medium term in the context of Latvian cultural, educational and scientific policies and changing socio-economic and international factors.

The strategy aims at creating a shared vision for LCC staff, students and partners on the institution's development prospects, encouraging joint work to achieve positive changes and defining roles and opportunities in achieving the LCC performance goals. At the same time, the strategy serves as an organizational tool for planning and attracting LCC resources.

The strategy has been developed by the LCC working group, in cooperation with municipal representatives and the social partners – education institutions and entrepreneurs. The strategy has been developed on the basis of an analytical assessment of LCC activities during the previous strategic planning period. The development of the strategy is based on the current factors contributing to the sustainable development of the country in social, economic and other areas, thereby highlighting the involvement of higher education in national planning processes as a whole.

The LCC Director shall be responsible for the LCC strategy and its communication.

II Status, basic activities and tasks of LCC

LCC is an educational institution under the supervision of the Latvian Cultural Academy, which provides the possibility for individuals, having obtained secondary education, to acquire a first-level vocational higher education and a fourth level of professional qualifications, as well as to engage in science, research and artistic innovation in accordance with the profile of study programmes and ensure the opportunities for further education and the acquisition of adult education. LCC is a state-founded higher education institution and its strategic objectives are aimed at ensuring the sustainable development and capacity of Latvia as a cultural and language-based national state.

In accordance with the regulation of LCC and the basic lines of action specified therein (approved by decision No 2 of the Senate meeting of the Latvian Cultural Academy of 6 February 2012) the regulation shall provide for the following operational tasks of LCC:

- Developing and implementing first-level higher education programmes for occupation in the cultural sector;
- To prepare students for a specific profession in the cultural sector;
- To implement the educational process, which promotes the development of the personality of the student, and to ensure the possibility of obtaining a first-level

vocational higher education and a fourth-level professional qualification, and to issue a diploma in accordance with the procedures specified in regulatory enactments regarding a first-level vocational higher education;

- Provide students with the opportunity to prepare for continued education in order to obtain second-level vocational higher education and fifth-level vocational qualifications;
- Developing and implementing adult education and further education programmes;
- Develop vocational education programmes in cooperation with employers in conformity with professional standards and national vocational education standards and organise their implementation;
- Develop, in cooperation with employers, examination content and methods, and organise qualification examinations;
- Ensure the quality of examinations of the educational process in order to recognise professional education and professional qualifications acquired in Latvia and abroad;
- Pursue scientific activities, research and artistic innovation in the field of culture;
- Cooperate with Latvian and foreign education institutions and employers in the field of vocational education;
- To inform the public about LCC activities and the possibilities for obtaining vocational training;
- Participate in education, science and research projects and programmes in European Union, Republic of Latvia and elsewhere;
- To cooperate with cultural institutions in Latvia and abroad;
- To carry out economic and other activities which do not conflict with regulatory enactments and basic lines of LCC activity;
- Use effectively and suitably the funding granted under the budget of the State and Latvian Cultural Academy.

III Linking the activities of LCC to legislation and State policy documents

LCC operational and development strategy has been developed on the basis of what has been stated in hierarchically superior regulatory documents, development and policy planning documents. The legal bases for the operation of LCC are determined by the Education Law, the Law on Higher Education and the Law on Vocational Education, and the law issued by the Cabinet of Ministers, the Ministry of Education and Science and the Ministry of Culture, as well as the binding documents of the European Union in the fields of higher education and research. LCC action is directly linked to state policy documents and their implementation:

Sustainable Development Strategy of Latvia until 2030 (confirmed at the plenary session of Saeima of the Republic of Latvia on 10 June 2010). The strategy sets national development priorities for the period up to 2030. As the first priority, the development of Latvian cultural space has been identified and the objective has been set within it – to preserve and develop Latvian cultural capital and to promote a sense of ownership for Latvian cultural space, by developing a competitive national identity based on the creativity of society and creating a high-quality cultural environment in Latvia.

The development planning of LCC activities takes into account the strategic development principles defined by Latvia 2030: creativity, tolerance, cooperation and participation, which most directly describes the objectives of LCC as a sustainable higher education institution to develop and adapt to the constantly changing social, economic, working environment, etc. In defining the priorities of its activities, LCC will follow the principles of the interaction between the priorities defined by Latvia 2030, which, among other things, play a major role in the development of the cultural area in strengthening the national identity, culture and creativity. The planning of LCC study programmes and their specialisations is based on defined trends in education in general: new skills and competences, education based on the working environment, adaptation to changing labour market requirements, etc.

Following the challenges identified by Latvia 2030 in the field of education in general, LCC curricula are implemented and planned to take into account the rapidly changing human resources and working environment in Latvia and in the world, thereby offering of educational programmes as efficient and flexible as possible, which serves as a decisive factor of competitiveness. The close cooperation of LCC with industry, including major employers, makes it possible to define the educational demand needed in the sector and in the labour market in a timely manner, thereby developing and offering up-to-date content of educational programmes. LCC motivates its activities with an aim to develop, offer and implement a quality, creative higher education that is relevant to the labour market, and the possibility to acquire it throughout ones lifetime.

LCC also influences the growth of Latvia's regional economy by offering resources and opportunities that reduce Latvia's regional differences by preparing qualified specialists for the regional labour market, creating opportunities for LCC graduates to start business or self-employment.

National Development Plan of Latvia for 2014–2020 (Approved by a Decision of the Saeima on 20 December 2012). The document is a medium-term plan that determines the implementation of Latvia's sustainable development strategy by 2030, in line with the country's financial opportunities and the amount of co-financing available from EU funds. As the main medium-term objective, it sets out the economic breakthrough for the growth of each citizen of Latvia and the country's well-being in general, with three priorities: “Economic growth”, “Human security” and “Growth supporting areas.”

In defining the aims and objectives of the higher education institution, as well as in developing the strategic specification of the higher education institution, LCC has taken into account the objectives defined by the National development plan of Latvia for 2014-2020.

Latvian National Development Plan for 2014-2020. The objectives, tasks and content of LCC study programmes shall be directly subordinated to the successful performance of the tasks specified in the National Development Plan of Latvia for 2014-2020. LCC, as a higher education institution, provides the growth of an educated and creative person. LCC research and international cooperation projects and creative projects with collaborative institutions contribute to the development of science and research. Increasing numbers of workers having obtained higher education generally improve the quality and professionalism of the workforce.

Cultural Policy Guidelines 2014-2020 "Creative Latvia" (approved by Cabinet Order No. 401 29 July 2014), they define the overarching aim of cultural policy and the priorities for its achievement. Cultural policy guidelines define their overarching purpose: Latvia – a land with rich and tended cultural heritage, a vital and diverse cultural life, creative people, competitive creative industries and an upward quality of life.

LCC is a institution of higher education subordinate to the Ministry of Culture of the Republic of Latvia. LCC strategic specialisation involves ensuring the results of studies, research and creative work, which allow the preservation, development and promotion of national cultural values, traditions and cultural heritage in the cultural space of Latvia, ensuring openness to cultural diversity and loyalty-based intercultural communication, contributing to film and stage art (theatre and dance), audio-visual arts, creative and cultural industries, including activities to promote the export potential of these sectors. The activities carried out by LCC in the implementation of its direct mission are aimed at ensuring the participation of cultural and creative initiatives of Latvian residents, development of synergies between creative and cultural industries and other sectors of the economy.

Study programmes and their sub-programmes at LCC are developed and planned on the basis of the Cultural Policy Guidelines 2014-2020 "Creative Latvia". In defining the strategic objectives of LCC, and in developing and/or updating the content of study programmes, account shall be taken of the visions of action put forward by the Ministry of Culture, in order to achieve the policy objectives and priorities in 2020. All courses of action of LCC, including the implementation of study programmes, cooperation with representatives of the cultural and artistic sector, as well as cooperation with major employers in the sector and international cooperation, directly focus on the achievement of the priorities and objectives of the Cultural Policy Guidelines 2014-2020 "Creative Latvia".

The following priorities are identified in order to achieve the policy overarching objective:

- Preservation and development of cultural capital through the participation of the public in cultural processes.
- Creativity in lifelong learning and culture-oriented education.
- Competitive cultural and creative industries.
- Availability of creative sites and cultural services.

LCC is exercising its capabilities in every direction of action on the targets. Thus demonstrating its multi-faceted and sustainable range of actions for the formulation and

implementation of key tasks to be undertaken. In the process of implementing study programmes, LCC highlights the priorities for achieving the objectives defined by “Creative Latvia” and places them on the overall performance priorities of the institution. LCC shall give special attention to the implementation of the action directions and tasks of priority 2 for the achievement of the policy goal, since this priority is more directly linked to the role of LCC as a provider of higher vocational education. LCC, in cooperation with industry in both the capital and the regions, is working on the development of appropriate offers of study programmes, which serve as a basis for the training of competitive, modern, environmentally relevant professionals.

Guidelines for the Development of Education for 2014-2020 (confirmed at the plenary session of the Saeima on 22 May 2014) they define quality and inclusive education for personal development, human welfare and sustainable state growth as the overarching objectives. On the basis of the objectives identified, three sub-objectives are also defined: (1) The education environment: improving the quality of the educational environment by improving content and developing appropriate infrastructure; (2) Individuals' skills: promoting the development of valuable education-based individuals' professional and social skills for life and competitiveness in the working environment; (3) Improving effective management: the effectiveness of resource management by developing institutional excellence in education institutions.

LCC action guidelines for achieving the sub-objectives of the guidelines:

- Focusing on the skills required by the knowledge society, creativity and innovation promotion, focusing on the creative industry and the implementation of the study process in line with the smart specialisation strategy. Among the resulting indicators in the implementation of the action line up to 2020, funding will be provided for the establishment of training laboratories in priority specialisations of study programmes: media production, light design, fashion management, environmental design and technical production of activities.
- Integration of the recommendations of the European Parliament and of the Council in 2006 on key competences for lifelong learning in the content of studies: providing individuals with skills such as communication in their mother tongue; communication in foreign languages; mathematical skills and key competences in science and technology; digital skills; learning to learn; social and civil skills; own-initiative and cultural awareness; awareness and expression that contributes to a comprehensive individual's development and capacity to develop independently, not only within formal education but throughout life, by being able to set further development and growth objectives independently.
- Comprehensive quality management: regular analysis of resources management processes, evaluation of development opportunities and development of excellence, not only of educational content but also of resources management processes, ensuring continuous improvement in efficiency in all areas of LCC. Increasing the quality of studies in the international dimension: attracting foreign teaching staff, extending support for student and personnel mobility.

Guidelines for the Development of Science, Technology and Innovation for 2014-2020 (approved by order No 685 of the Cabinet of Ministers of 28 December 2013). As set out in the guidelines, the main objective of science, technology and innovation policy is the development of the Latvian knowledge base and innovation capacity and coordination of the innovation system. Taking into account the stated overarching objective, it is implemented by developing human capital in the field of science, technology and innovation, promoting the international competitiveness of Latvian science, modernising and integrating the research and education sector, creating a more efficient knowledge transfer environment and strengthening capacity for corporate absorption and innovation, as well as streamlining the management and demand of science, technology and innovation areas. the demand for science and innovation.

LCC directions of action to involve in the achievement of the objectives of the guidelines:

- Advancing the content of study programmes to match the objectives of the smart specialisation strategy: working with social partners to improve the content of studies to promote innovation skills for students and graduates in favour of producing goods and services with higher added value
- Establishing the principles of knowledge and innovative economic development in college strategic and operational activities, promoting interaction between business, science and education (the operation of a further marketing innovation centre, the development of practical research projects on the export and potential of creative industries products and services, etc.)

Conceptual report “Introducing a new higher education financing model in Latvia” (reviewed at the Cabinet of Ministers on 9 June 2015) the report is designed to increase the competitiveness of higher education by introducing a higher education funding model based on a quality assessment of studies and research. The concept as the best solution for Latvia's socio-economic situation sets out a three-pillar financing model that focuses on the development of research-based higher education, the introduction of results management in higher education institutions and the matching of higher education supply with the needs of the Latvian economy and the labour market.

In its activities, LCC sees a move towards the introduction of the new model, taking into account the financing aspects of Latvia's higher education (public funding instruments, diversification of financial sources, financial autonomy of higher education and support for students), resulting from the Latvian policies on higher education and research, and consistent with the objectives of the strategic development of LCC, increasing the quality of higher education. and links to the labour market, increasing the quality of research and competitiveness (including international), promoting the efficiency of the higher education sector, developing technologies, innovation, creativity and entrepreneurship, restoring and developing higher education human resources, promoting access to higher education, promoting international recognition of higher education, strengthening the higher education funding base, creating new and a transparent quality assurance system for higher education.

National Industrial Policy Guidelines 2014-2020. These guidelines call for cooperation with the scientific sector in the development of products. In order to maintain the identified benefits of niche products, without the availability of high-skilled labour, it is also necessary to make significant investments in the development of cheaper and better-quality analogue products for new products and existing products. In 2011, only 21% of the total number of students studied in areas that are particularly important for Latvia's development - engineering and natural sciences.

The guidelines provide for the Ministry of Education and Science to carry out the following activities:

- the development of vocational education needs to be developed in a complex way, including from primary school, vocational orientation, career counselling, vocational orientation education in secondary school, ensuring the continuity of training programmes to the transition from vocational secondary to college or university, organising guest lectures and master-classes by specialists of leading undertakings in vocational education institutions, colleges and universities;
- it is necessary to increase the number of students to be educated in higher and secondary education;
- there is a need to increase the proportion of STEM subjects in the education system; it is also necessary to improve the infrastructure and quality of content needed to acquire STEM subjects;
- in cooperation with organisations representing merchants in the sector, it is necessary to find a solution for the training of specialists in professions which the Latvian higher education system cannot provide or it is not appropriate to organise the preparation of only a few top-level specialists that are needed in the relevant sector. Consideration should be given to covering the costs of such specialist studies in foreign vocational education and higher education institutions, active participation in international programmes such as ERASMUS+, etc.

LCC is implementing study courses in the STEM sector which are important for economic development – media production, sound and light design. There are also study programmes for creative industries available in LCC, such as fashion and design management. Creative industries are a fast-growing economic sector based on the individual's capabilities and talent, including the ability to start a business.

Linking study programmes to the Latvia Smart Specialisation Strategy

An important prerequisite for the development of LCC is the modernisation of STEM relevant study programmes, contributing to the achievement of the objectives set out in the Latvian Smart Specialisation Strategy and ensuring compliance with the priorities for growth and the areas of smart specialisation.

Smart growth strategies are defined on the basis of the European Commission communication entitled “Regional Policy contributing to smart growth in Europe 2020”, which accents that cultural and creative industries that thrive both at local level and in regions are exactly what is needed to link creativity to innovation. They can contribute significantly to improving the local economy, stimulating new activities, creating new and sustainable jobs, significantly affecting other sectors and promoting the attractiveness of

regions and cities. The promotion of the growth of creative industries is covered by a series of State policy development planning documents – Latvia 2030, the National Development Plan of Latvia for 2014–2020, Cultural Policy Guidelines 2014-2020 "Creative Latvia" and Guidelines for the Development of Science, Technology and Innovation for 2014-2020. The innovation potential of creative industries is to be promoted by providing the creative industry incubator in Riga through the funding of the EU funds for the 2014-2020 programming period (Government Action Plan Activity No. 36.1).

LCC is currently the only college in Latvia whose strategic specialisation relates to the creative industries that are important to the economy and which is defined as a major priority for growth in the Smart Specialisation Strategy and where the education to be acquired corresponds to STEM. The study programme "Management of arts institutions" offer specialisation: Light Design, Design Management, Performance Technical Tuning, Media Production. These specializations are in line with the field of smart specialisation of the Latvian Smart Specialisation Strategy – "Smart materials, technology and engineering systems" and indirect impacts on the field "Information and Communication Technologies". In the framework of the programmes of LCC, knowledge and skills in the field of technology are acquired (media production, presentation, sound and intelligent light management systems), as well as in the field of engineering (performance acoustics, concert hall construction, light architecture), which corresponds to the STEM priority. These programmes shall have an impact on the field of Smart Specialisation in Smart Materials, Technology and Engineering Systems. Students acquire diverse and necessary skills in the labour market, which are important for both the cultural sector and the development of creative industries, particularly now when demand for innovative products and technical solutions is increasing. Students acquire digital technology skills, infrastructure skills for scientific and creative research, including digitised cultural and historical materials, images, design models and other materials to provide the services needed to support creative industries.

This strategy supports the role of engineering and technology in the humanitarian fields and the need to develop a knowledge base that will contribute not only to the development of research and innovation in the creative industries as a whole, but also to the transfer of knowledge and technology, to the cooperation between science, education and the private sector, and to support the development of new products and technologies as well as to improve the innovation capacity of companies. During the period covered by the strategy, LCC will continue to ensure the functioning of the Marketing Innovation Centre and the Centre for Professional Competencies, which both creates the environment and resources for innovation projects with companies and the continuing training of professionals in the working environment. STEM study programmes are implemented in close coordination with the business environment and technological partners, enabling academic staff and students to try and create new, innovative products with entrepreneurs. Cooperation in research, creative, professional development projects, the development of creative incubators and information technology application testing activities shall ensure the availability of up-to-date information on the creative industry and trends in the STEM sector, the latest technological solutions, and the results of practical studies.

IV Mission, vision, values

Mission

LCC mission is a professional, creative, motivating and accessible environment in which a student forms to become an analytical, developmental and career-oriented personality.

Vision

LCC – a primary selected and internationally known vocational higher education institution in the cultural field in Latvia, a centre of further education and professional competence, which promotes the development of quality-oriented cultural education throughout Latvia.

Values

Professionalism

- Professionalism is a prerequisite for high quality education. It reveals the attitudes of every college member and student towards their work and is expressed in their actions.
- Professionalism is a personality feature that can be developed by everyone in the study process and day-to-day work

Creativity

- Creativity and analytical thinking and actions are one of the components of high-quality education that provides professionalism at work and personal career achievements
- The ability to find solutions in every situation gives a sense of satisfaction and helps to build a balanced and personal development-based professional personality.

Openness

- The willingness to take the initiative and be responsible for the results achieved is a fundamental element of openness.
- The ability to go deeper into and listen enables you to understand yourself and develop a high-quality/mutually enjoyable relationship that is the basis for successful personal and professional life.

What are we?

LCC as an educational institution can be characterised by professionalism, creativity and openness.

LCC students are characterised by openness, motivation, creativity, orientation to growth, cooperation, determination and loyalty.

The academic staff of LCC is characterised by professionalism, creativity, loyalty, cooperation, knowledge, pedagogical and personal authority.

LCC administrative and technical staff are characterised by professionalism, openness, competence, flexibility, loyalty, orientation to cooperation

V Priorities for 2016-2020

Priorities reveal conceptual LCC developments over the period up to 2020, in line with the LCC mission, vision and values in specific areas of activity that are directly related to the implementation of LCC activities in national cultural, educational and science policies. Priorities shall determine the annual LCC objectives, actions and activities, which are reflected in the LCC Work Plan, which is approved by the LCC Board and the Senate of the Latvian Academy of Culture.

Priorities are identified in the following direction of development:

- Ensuring high quality education in line with labour market requirements;
- Competitive creative and artistic activities and research;
- Sustainable and collaborative partnerships;
- Targeted development of human resources and restoration and modernisation of the physical environment.

Ensuring high quality education in line with labour market requirements

Brief description of the situation

In accordance with the LCC regulations, the college shall implement first-level vocational education study programmes, after which students acquire a fourth professional qualification and may start work or continue further education in the programmes of the fifth qualification level in the Latvian Academy of Culture or other co-operation universities. Ensuring high-quality education in line with labour market requirements is also one of the priorities of the national cultural policy and education policy, which LCC implements in a diverse study process, vocational development and further vocational training, in cooperation with industry experts, sectoral professional associations and representatives of public, local, non-governmental and private institutions.

Objective: Developing a high-quality educational process and supply focused on the needs of the market in the cultural and creative industry.

LCC operates a higher education area that offers a range of cultural curricula, including study programmes at the level of first-level vocational higher education. The quality orientation of LCC has contributed to the creation and development of study programmes based on labour market demand and quality criteria for higher education.

The aim of the strategy is to ensure that LCC has its own special identity among other Latvian educational institutions. Its name is synonymous with competitive, creative and innovative education.

LCC growth opportunities are to be searched and developed in the following directions:

- Application of education offer to international demand, extension of networks;
- Development of Marketing Innovation Centre and the Centre for Advanced Training and Vocational Competencies;
- Research into new activities and development of study programmes;
- Development of research activities;
- Updating the knowledge and skills needed of technology development (STEM and creative industries).

Actions to be implemented to achieve results:

- Actively implement the extension of LCC international cooperation networks with a view to developing the offer of internationally integrated study programmes. Engage in international exchange programmes by developing opportunities not only for LCC students to participate in the exchange of studies, but also to be prepared to host foreign students. Organise international conferences and seminars, masterclasses and summer academies.
- Improve the interdisciplinary nature of study programmes and their capabilities. Respond flexibly and pragmatically to the changing needs of both the Latvian State and the international cultural policy and cultural market.
- Highlight innovative methods in the course of LCC studies, in parallel with traditional study methods.
- Developing and offering cyclically evolving, diverse further education programmes for workers in the cultural and creative industries, regularly assessing the skills and educational needs of workers in the sector in cooperation with professional associations.
- Actively follow and respond to international and Latvian cultural policy developments and cultural and creative industry market developments by organising discussions, conferences and seminars on topics of cultural and educational policy.
- Engage creatively in the scientific circulation of Latvia by constantly proposing and implementing studies or participating in scientific projects on topical issues of the Latvian cultural and creative industry. Gradually develop into a research centre for Baltic States in the cultural and creative industries.

The priority of LCC is to prepare professional creative industry specialists for the Latvia labour market, however, taking into account the context of international experience integrated in the study process, cooperation with foreign universities (recruitment of guest lecturers, study exchanges, cooperation projects), college teachers working in the industry as internationally recognised specialists, students acquire the necessary knowledge and skills,

which are also relevant to the international labour market. Graduates have demonstrated their capabilities by successfully operating outside Latvia's borders.

In view of the global nature of STEM programmes, as well as the international nature of creative, innovative ideas, students are encouraged to view their activities outside Latvia's borders by participating in international projects, thinking about directing their creative products outside the Latvian market.

In the “Information report on medium and long-term forecasts for the labour market” prepared by The Ministry of Economy's 2016, can be found a number of justifications for the demand of STEM graduates – according to European Skills and Jobs Survey (2015), a third of employers point to an inability to fill vacancies, which is also based on demographic changes (labour force changes, obsolescence, rapid development of new technologies), in particular, will affect STEM professions, pointing to a lack of future labour force. Accordingly, LCC contribution to the preparation of STEM professionals can be seen not only in the context of Latvia but also in the context of European and global employment issues.

According to the forecasts of Cedefop 2016 “European sectoral trends over the next decade”, STEM skills will not be diminished but will increasingly be integrated into the skills needed by other professions.

The study process also includes key competences for lifelong education, such as the ability to communicate in the mother tongue, the ability to communicate in a foreign language, math and basic competences in science and technology, digital (virtual) competence, learning, social and civil competence, advanced skills and initiative, cultural expressions and awareness that provide students the development of independent personalities capable of self-improvement, the acquisition of new knowledge, skills, even after the conclusion of the study process throughout life.

The content of LCC STEM study programmes, ensures the ability of graduates of study programmes to enter the international labour market of Latvia and Europe.

Competitive creative and artistic activities and research

Brief description of the situation

Competitive creative and artistic activities and research are one of the main activities of higher education institutions. In order to implement higher education based on research and creative and artistic activities, which is also covered by the new higher education funding arrangements, LCC intends to improve the functioning and involvement of existing departments in research and to develop the process of studies based on creative and artistic activities as one of the components of high-quality education. Students and lecturers already participate in national and international research conferences, seminars and projects, and further targeted development and development of this process are planned.

Sustainable and collaborative partnerships

Brief description of the situation

LCC has developed sustainable cooperation with various Latvian and international professional sector institutions, sectoral experts, state, local government, non-governmental and professional institutions. This cooperation has succeeded in implementing high-quality creative and artistic projects, ensuring a diverse learning process, developing cultural opportunities for use as a resource in working with specific target groups and creating a variety of day-to-day manuals, providing students with appropriate practice, finding professional lecturers and attracting future students. In cooperation with State and local government institutions, LCC shall offer vocational development and vocational further training opportunities, as well as the evaluation and recognition of professional experience for professionals in the cultural sector, enabling them to obtain a first-level vocational higher education. In future, LCC intends to pursue closer cooperation with secondary education institutions for the implementation of joint cultural training programmes. Also work with private institutions to develop public-private partnerships for the targeted development of college human resources and the restoration and modernisation of the physical environment.

Objective: Build an open, direct and operational internal and external communications and a positive image of LCC locally and internationally.

LCC works as a united team in a free, creative climate, provided by constant dialogue and cooperation between the administration, LCC teachers, employees and students.

It is fundamental to build communication emphasis in two directions:

- create an open, multi-faceted, operational internal communications with maximum use of different communication tools;
- develop local and international external communication with a view to making LCC known as a major player in the Latvian cultural education market.

Targeted development of human resources and restoration and modernisation of the physical environment

Brief description of the situation

LCC employees and students are creative and analytical and acknowledge this every day. Continued improvement of the qualifications of LCC teachers is a guarantor of improving the quality of the study process. The opportunities for students and lecturers to express themselves in student self-government, college choir, ensemble or theatre are just a few of the opportunities offered by LCC. The opportunities for students to continue to express themselves in sports life and to use different workshops are ways of further diversifying the daily lives of students. In cooperation with private entrepreneurs and industry professionals, a technical base of good quality materials is already available at LCC, which continues to be improved so that the physical environment is suitable and accessible for everyone (youth or professionals in the industry) willing and interested to study. The infrastructure needed for various specialisations in the cultural sector is already in place, but it is planned to be renewed and upgraded regularly.

Objective: to provide a creative, aesthetically attractive and modern-technology-relevant learning environment.

LCC is a separate society with its internal environment and multifunctional infrastructure: located in suitable working spaces with technological and educational materials that meet the needs of the modern education process, which helps to realise a high-quality educational process and encourages greater student autonomy in the development of higher education, culture and public life by creating LCC as a culture centre for students. College has its own showroom, multimedia hall, an environment suitable for public activities, a modern photographic studio and a fully equipped showroom and concert hall. LCC also has its own artistic collectives - its own band of dancers and theatre, chorus and ensemble.

VI Development plan for education programmes

Level of demand for STEM study programmes to be upgraded

LCC implements programmes related to STEM and creative industries in two thematic areas of education – “Arts” and “Commercial Sciences and Administration”. In the thematic area “Arts” LCC implements a study programme “Contemporary Dance”. In the thematic area of “Commercial Sciences and Administration”, LCC implements a study programme “Management of Arts Institutions”. The statistical indicators compiled show that companies in Latvia's creative industries have a growing competitiveness and a contribution to the national economy, for instance:

- Latvia holds 2nd place in the European Union (EU) by share of creative industries in total national exports (Eurostat, 2014 data)
- since 2009, the contribution of arts, entertainment and recreational industries to GDP has increased steadily by 1/3 (according to CSP data, 2.2% in 2015);
- The proportion of creative industries in Latvia increases in the total number of companies, as well as the number of employees in the creative industries (CSP data)

LCC creative industry program, which is consistent with STEM directions, has high demand for graduates in the labour market and prepared specialists have received a positive assessment from employers. In a number of study programmes, including a cultural manager with specialisation in light design, a cultural manager with specialisation in technical tuning and a cultural manager with specialisation in fashion management, the specialists prepared are fully provided with the necessary job opportunities even before graduation. The programmes implemented by LCC are interdisciplinary and involve specialists in engineering, stage art, management, branding, design, marketing, and several other sectors, thereby promoting the training of new professionals needed in the industry. LCC also prepares library information specialists who provide a support function, including for the cultural sector and the creative industry sector, providing diverse cultural, educational and information services and accessibility in regions. The knowledge and skills acquired in this programme enable the development of libraries as an environment for the development of the processes of the creative economy. The college is also preparing dance

collective leaders, thereby also promoting the sustainability of the Song and Dance Festival tradition, ensuring the preservation and development of the Latvian and international intangible cultural heritage tradition, as well as contributing to the development of the Latvian professional dance industry, promoting the development of competitive cultural and creative industries.

Eligibility of STEM programmes to college specialisations and the performance of the higher education institution in the implementation of these programmes.

LCC strategic specialisation goals:

- developing a high-quality educational process and offer geared to the needs of the cultural and creative industry market;
- create an open, direct and operational internal and external communications and a positive image of LCC locally and internationally;
- provide a creative, aesthetically attractive and advanced learning environment

LCC is a of higher education institution subordinate to the Ministry of Culture of the Republic of Latvia and its strategic specialisation involves ensuring the results of studies, research and creative work, which allow the preservation, development and promotion of national cultural values, traditions and cultural heritage in the cultural space of Latvia, ensuring openness to cultural diversity and loyalty-based intercultural communication, contributing to film and stage art (theatre and dance), audio-visual arts, creative and cultural industries, including promoting the export potential of these sectors and sectors.

The STEM programmes to be upgraded correspond directly to the specialisation of LCC and the objectives pursued.

- The study programme “Management of arts institutions” with specialisations in “Design management”, “Media production”, “Fashion management”, “Performance engineering”, “Light design” focuses on the training of professionals needed for the labour market and cultural, creative industry, providing modern, creative, properly equipped study environment. Students acquire not only the necessary theoretical but also practical knowledge, which makes it easy and fast to enter the labour market, becoming independent, creative personalities that create new, innovative cultural and creative values, contribute to the further development and promotion of these industries also outside the borders of Latvia.
- The study programme “Contemporary Dance” provides the preparation of dance collective leaders in two specialities – “Modern dance” and “Contemporary dance”. Thus, by actively engaging not only in the development of the dance culture and industry, but also by promoting the growth of the new generation of dancers, promoting quality outside of school and off-work leisure opportunities for Latvian residents, which contributes to the preservation, promotion and spread of the dance tradition.

The experience and excellence of LCC in the implementation of these programmes is evidenced by a number of factors:

- Statistical indicators for the employment of graduates of study programmes;
- Accreditation of directions of study (compliance with the quality criteria of external regulatory documents);
- Employer support letters;

- Annual results of the employers' questionnaire;
- Employers' Confederation Award - Top of the education institutions recommended by employers in 2016;
- Participation in international projects as experts in the development of new directions of study and programmes;
- Cooperation with large foreign companies in the sector – technical equipment (light design management system manufacturers Martin Professional; Lightconverse EU, etc.)

Opportunities for increasing the proportion of students in STEM fields

When planning the provision of STEM study programmes and drawing up a plan for the recruitment of students, the quality of the proposed educational product and compliance with the requirements of the labour market, should be ensured first.

The priority of LCC is to prepare professionals of sectors, including STEM, for the Latvian labour market, ensuring that the objectives set for the development of the Latvian economy are met. The focus and importance of the creative industries implemented by LCC, including STEM, is confirmed by a series of national policy development planning documents:

- In the Sustainable Development Strategy of Latvia “Latvia 2030” – as the first priority, identifies the development of Latvian cultural space and aims to preserve and develop Latvian cultural capital and promote a sense of ownership for Latvian cultural space by developing a competitive national identity based on society's creativity and creating a high-quality cultural environment. Among the priorities is also an innovative and eco-efficient economy with a broad culture of creativity as well as creativity education.
- National Development Plan of Latvia for 2014-2020 - as the main medium-term objective is set the economic breakthrough for each citizen of Latvia and the growth of the country's prosperity. To reach this objective three priorities are set: economic growth (including developed research, innovation and higher education); human securitability and growth-friendly areas.
- Cultural policy guidelines 2014-2020 Creative Latvia – the ultimate goal: Latvia – a land with rich and tended cultural heritage, a vital and diverse cultural life, creative people, competitive creative industries and an upward quality of life. Four priorities have been identified to achieve the policy's overarching objective: the preservation and development of cultural capital through the participation in cultural processes, creativity in lifelong learning and labour market-oriented cultural education, competitive culture and creative industry, the accessibility of creative territories and cultural services.
- In the Guidelines for the Development of Education for 2014-2020: three sub-objectives are defined to achieve the overarching objective: 1) Education environment: promoting the quality of the educational environment through the development of content and the development of appropriate infrastructure; 2) Skills of individuals: promoting the development of valuable education-based individuals' professional and social skills for life and competitiveness in the working environment; 3) efficient management: Improving the efficiency of resource management by developing institutional excellence in education institutions.
- Guidelines for the Development of Science, Technology and Innovation for 2014-2020 – the ultimate goal is the development of the Latvian knowledge base and innovation

capacity and coordination of the innovation system. Taking into account the stated overarching objective, it is implemented by developing human capital in the field of science, technology and innovation, promoting the international competitiveness of Latvian science, modernising and integrating the research and education sector, creating a more efficient knowledge transfer environment and strengthening capacity for corporate absorption and innovation, as well as optimizing the management and demand of science, technology and innovation areas.

LCC development strategy and strategic specialisation are designed by integrating the requirements of Latvia's policy development planning documents, which provide an up-to-date educational offer that meets the requirements of the state and labour market, which, in turn, already allows a stable number of students to be attracted, while developing and modernising the supply, content and resources of STEM programmes will increase the interest about study programmes offered by LCC and will also increase the number of students in future, highlighting the exact content of education, based on the needs of economic development. It can therefore be concluded that LCC provides and accomplishes the requirements laid down in the State policy development planning documents for the needs of the education system and the labour market. Thus, industry professionals prepared by LCC meet the requirements of labour market and economic trends.

STEM study programmes will be supported by working in several directions:

- Updating the content of study programmes in line with the requirements of State policy development planning as well as local and international labour market requirements, while also upgrading the resources needed to implement the study programmes and ensuring a high-quality education supply.
- Continuing cooperation with employers, industry associations and international partners: evaluation of the content of study programmes, summarizing current skills, abilities, knowledge; cooperation to ensure study practices; cooperation to ensure the study process (guest lecturers – representatives from the industry, lectures in companies, etc.).
- By updating the plan for potential student recruitment activities, focusing on educating the public on current labour market requirements, prospective industries, strengthening the image of LCC as a modern, competitive, innovative and creative higher education institution – a high quality, smart, up-to-date educational offer will ensure an increase in the number of students in STEM programmes

Export potential of STEM study programmes to be upgraded

The export of education, particularly the export of vocational and higher education, is a service sector which requires special attention, from both the public administration and from the authorities involved. Given the fact that a significant increase in public funding for higher education is not expected, education exports may be considered as potential additional financial revenues for higher education institutions.

In view of global trends in the increase in the number of foreign students in European countries, as well as the expected reduction in the number of students in Latvia, an increase in the number of foreign students is forecast also in Latvia. Latvia is generally considered an attractive destination for students, but higher education institutions nevertheless face a major challenge in offering competitive lifelong learning education.

LCC has significant potential for attracting foreign students, given the fact that competence-based educational content and access is offered. The educational programmes implemented by LCC give students the opportunity to develop their creative ideas and potential by creating cross-disciplinary creative projects in the content of STEM study programmes with the support of integrative lecturers/industry professionals.

LCC is actively working on the development and modernisation of LCC academic staff, other teaching staff and college administration, thereby promoting the recruitment and interest of foreign students in LCC. The modernisation of the teaching environment and infrastructure is also planned, which also has the most direct impact on the interest and willingness of foreign students to study at LCC. These changes have a most direct positive impact on all students at LCC, so we can conclude that attracting foreign students to LCC is an important source of additional financial income, as a means of ensuring the well-being and satisfaction of students, which is consistent with the basic lines of the provision of STEM studies' program provision.

Opportunities for diversification of education supply

In response to changing, ever-growing industry quality requirements, the LCC updates the content of its study programs annually, hearing industry representatives' views on content replenishment options. This leads to innovative support for the development of the industry's workforce by providing new professionals with lifelong learning skills in one of the STEM and/or Creative industries.

Diversification of the educational supply at LCC takes place in the following ways:

- System of modules (by offering the acquisition of individual education modules, in both specialty and specialization as vocational development and continuing training facilities).
- The offer of non-formal education, involving professionals from industry associations who are also College lecturers, has developed a number of courses in STEM, including the Creative Industries.
- Career learning activities (for both existing and potential students) To inform about the sector's developments, emerging global trends, innovation, by offering personal development tests, career counselling, etc.).
- In response to the demand of employers, the dynamics of industry development and changing trends, new specializations are developed in the offer of existing programs (Example, the Arts Institution Management study program, in which the student gains the qualification of the Culture Manager when graduating).
- Interactive, interdisciplinary, integrative forms of study implementation in which students pursue their own creative projects while working on mixed programs and specialization in working groups. In the implementation of the content of study programs, the forms of a study organization based on practical activity shall be used to actively participate in any undertaking in the sector.
- Continued adaptation of educational content to the current labour market requirements (involvement of industry/leaders in planning/updating the content of studies

In the next planning period, new forms of cooperation will be sought, working on new professional standards and new offers of study programs, in cooperation with the Industry Associations and the sectoral expert board.

VII Quality management plan of the study process

The main objective of LCC quality management is to ensure the quality of the basic activity defined and tasks assigned in LCC regulations and to monitor the accomplishment and implementation of it. The main objective of secondary tasks is to ensure the possibility of obtaining a first-level vocational higher education and a fourth level of professional qualifications, as well as dealing with science, research and artistic innovation, in line with the profile of study programs, and to provide opportunities for further education and adult education.

Quality management process is divided into 4-way monitoring:

- Study process and content
- Students
- Personnel
- Infrastructure

Study process and content

The content of studies is governed by external regulatory documents - Standards and Guidelines for Quality Assurance in the European Higher Education Area; MK 14.07.2015. Regulation No 407 on "Accreditation Rules for Universities, Colleges and Directions of Study"; MK 14.7.2015. Regulation No 408 on "The Licensing Rules for Study Programs".

Study programs and courses of study are regularly reviewed, verified in line with the current legislative requirements, and aligned with the current labour market requirements, involving employers in evaluating the content of studies. In 2013, all three direction of study in LCC – Arts; Management, Administration and Real Estate Management; Information and Communication Sciences – were reaccredited for a maximum period of 6 years (until 2019).

The procedures of the study process is regularly evaluated: self-assessment reports are prepared each year (each department is preparing its own department/unit activity report, evaluating the processes that should be improved), gathering the views of specialist leaders and lecturers on the necessary changes, additions to the more successful organization of the study process, and encouraging students to be satisfied with the study process.

In the context of ensuring the quality of the content of the study process, the issue of academic integrity and ethical assurance in the academic environment is essential. LCC, in cooperation with other higher education institutions in the area of arts (Latvian Academy of Culture, Latvian Academy of Arts, Latvian Academy of Music), has assessed the possibility of joining the arts and creative higher education institutions to the United computerised Plagiarisms Control System developed by the University of Latvia in 2014, but, given the

specific nature of the works of students in the arts and creative fields, they are not academic studies, but studies based on the creation, building and innovation of an arts or creative industry object, therefore the criteria to detach ethical and unethical (plagiarism) sources (art objects or their elements, inspirations, co-investment of the work leader's intellectual work, etc.) are very unclear. Further cooperation is planned for the development and integration of such criteria in external legislative documents, which would contribute to a common understanding of the arts and creative industry in the framework for the evaluation of student works. In 2016, the Latvian Academy of Culture (including LCC as its agency) signed with the Ministry of Culture and the Ministry of Education and Science an "Agreement on the Preparation of Specialists and Providing the Development of Scientific, Creative and Artistic Activities for State Budget Means", in which several points are incorporated: ensuring academic integrity, participating in production and development of regulatory enactments, regulating intellectual property issues in higher education, procedures for prevention and detection of plagiarism and the introduction of mechanisms to ensure it.

Students

The central element of LCC activity that determines quality management activities is the client – a student, whose desires and needs are an essential factor in evaluating the study process and the content of studies.

LCC is carrying out questionnaires at 3 levels: applicant (helping to get up-to-date information on the image of LCC among youth and potential students, if necessary, introducing changes in the external communication strategy), student survey (evaluating the study process and evaluating lecturers once a year) and graduate survey (issues of further education and employment).

Feedback is essential follow-up the implementation of the survey process: at the beginning of the study year, survey results are presented to the students, with identified gaps, if any, and an action plan developed by the college to address them.

Personnel

The evaluation of the work of the college staff and the results achieved shall take place every year in accordance with Latvian legislation.

A student survey of lecturers working at LCC for the first year is conducted in college, thus receiving the views of participants in the study process on the competence, appropriateness, teaching methods, etc. of the lecturer. After compiling the results of the student survey, an evaluation of the results is carried out together with the lecturer.

A similar survey also takes place before the academic elections, also obtaining students' views on the appropriateness of the lecturer in question for giving a specific study course for the subsequent election period.

The main purpose of the staff assessment is to plan the eligibility of human resources to meet the objectives set by LCC, to ensure a high-quality study process, and to promote opportunities for the development of professional competencies for staff.

Each college department shall each year create and approve a work plan that includes tasks directly supporting the implementation of LCC objectives and strategic plan.

All staff members of the department are actively involved in the development of the work plan, thereby contributing to the active participation of staff in setting annual targets and development priorities.

Infrastructure

The heads of the Managing Department and the Technical Department shall be involved in the development of the infrastructure development plan. Annual improvements and additions to the current college infrastructure are planned to not only ensure a successful study process organisation, but also to support LCC Strategic Development Plan (provide the necessary equipment for a modernised study process, link with the creative industry for the environment and the equipment needed to develop STEM programmes for laboratories and IT audiences, taking into account global education equipment and the need for integration of labour market requirements). The infrastructure development plan is developed jointly with students and staff, assessing the results of the survey, in which it is possible for students, lecturers, specialisation managers and general staff to express their assessment of the state of the infrastructure and to indicate the necessary developments.

Quality management assurance plan

- Maintain and develop an internal quality management system, implement a quality development system whose primary objective is to support and promote the implementation of the College Strategy.
- Carry out regular monitoring, evaluation, analysis of the study process. Also summarise, evaluate and assess the views of students and staff; ensure an assessment of the available infrastructure. Use the data collected to diagnose shortcomings, set up action plans, set targets, thereby ensuring effective management of continuous study programmes and other college activities.
- Accreditation of all courses of study for the following years in 2019, thereby confirming compliance with all accreditation and quality criteria and requirements laid down in external regulatory documents.
- Implement LCC strategic development plan by making the necessary changes to the content of the study programmes and the forms of the study process in order to modernise STEM study programmes. Updating of the methods of implementing the study process in line with global educational trends, the college and Latvia development direction, and the objectives pursued.
- Regularly, at the end of each study year, carry out an assessment of progress towards strategic objectives and analysis.
- Continue the successful cooperation with employers, gathering information on the skills and competences needed for the labour market. These skills should be integrated into the content of study courses, thereby ensuring an up-to-date offer of vocational higher education suitable for the needs of the labour market.
- Increase students' motivation to participate in the annual survey and increase the total number of students surveyed by at least 5% compared to the last 5 years.
- Introduce a systematic student survey to find out the reasons for students' desire to extricate.

- Improving access to education, monitoring admissions procedures and the benchmarking process, ensuring equal access to all potential students and transparency of the process.
- Regularly assess and improve the methods used by lecturers for the presentation of the content of the study course and encourage the introduction of modern, up-to-date methods in the course implementation process.
- Promote the development and enhancement of professional skills of staff, in line with the aims and objectives set out in the college development strategy. Encourage active participation of employees in the monitoring and implementation of quality management processes.
- Monitor the development of infrastructure for the efficient implementation of the study process. Make the necessary changes and plan infrastructure developments for the successful and high-quality realisation of LCC strategic development.
- Ensure the principles of academic integrity in student and teaching activities, by respecting the highest standards of professionalism and precision, as well as the basic principles of academic ethics. Support the principles of academic freedom and fairness.
- Engage in the development of legislation monitoring intellectual property issues in higher education.
- In cooperation with lecturers, promote students' understanding of academic integrity, correct principles for the development of academic research and academic articles. As well as motivating general ethical norms.
- Regularly inform lecturers (especially young lecturers) about the detection of research offences (including plagiarism) procedures, mechanisms for preventing irregularities; encouraging lecturers to participate actively in the provision of academic ethics standards.
- Continue to develop the reporting of cases of plagiarism in study works and the process of examining the issue of plagiarist students.
- During the period of next 2-3 years develop common criteria for the control of plagiarism in student works (resulting in a product of the arts or creative industry) together with the collaborative arts and creative industry higher education institutions. Integration of the established criteria into the single computerised plagiarism control system.

VIII Recruitment, motivation and development plan

Recruitment and development

According to LCC regulations, the basic objectives of the operation of the administrative and academic staff of the college shall be:

- Develop vocational education programmes in cooperation with employers in conformity with profession standards and national vocational education standards and organise their implementation;
- Develop, in cooperation with employers, examination content and methods, and organise qualification examinations;
- Cooperate with Latvian and foreign education institutions and employers in the field of vocational education.

The basic principle of administrative and general staff performance is to serve academic objectives and to provide support for the success of academic staff and student activities.

Career planning, capacity building and qualifications of staff

The priorities of the professional values of the development of college staff shall be: **LCC academic staff are characterised** by professionalism, creativity, loyalty, cooperation, knowledge, pedagogical quality

LCC administrative and technical staff are characterised by professionalism, openness, competence, flexibility, loyalty, orientation to cooperation

Both the values set out in the Code of Conduct and the values set out in the Strategy serve as criteria for the annual evaluation of LCC general staff as a key means of planning the future career of employees. Career planning for college staff takes place in accordance with rules nr 494. (by Cabinet of Ministers) "Regulations regarding the Assessment of Performance of Work Employed in State Direct Administrative Institutions", which shall determine the procedures by which, once a year or even more often, the professional development of employees and the individual contribution to the attainment of the objectives of the college shall be evaluated.

Depending on the results of the evaluation, the training and development needs of the employee are identified, opportunities for professional growth and targets are set for the next period.

Academic recruitment

The selection of academic staff at LCC is carried out in accordance with the Law on Higher Education and LCC regulations on Academic and Administrative positions. The number of positions of academic staff at the college shall be determined in order to ensure the requirements of the Law on Higher Education, taking into account the amount of State funding granted by the Ministry of Culture and in accordance with the new funding model.

The task of college department leaders is to implement study programs, perform researches, collaborate with other college departments, educational institutions,

employers and non-governmental organisations. Also, especially follow college developments and include content relevant to the creative industry and STEM sectors in existing study programmes and develop new specialisations.

Requirements for applicants for positions of academic and elected department leaders

- In the position of a doctorate, publications relevant to the subsector of science and the ability to manage scientific studies or the process of artistic creation and to perform educational activities. Persons who regularly perform artistic creative work in the corresponding field of the title of the doctorate position may be elected in artistic specialties in the position of a doctorate.
- As a lecturer – a master's or doctorate, scientific publications relevant to the science sector or published teaching materials and the ability to independently read lecture courses, manage seminars, practice sessions. In arts specialties, the position of lecturer may be elected by persons engaged in artistic creation appropriate to the sector.
- As an assistant – a master's or doctorate and the ability to conduct practice, to perform individual scientific work
- Taking into account the need to attract professionals in the field of creative industries, the professional experience of applicants is taken into account when selecting academic staff, and persons without the relevant degree can also be elected to academic positions if they are to be considered as professionals in their field, namely if they have at least seven (doctorate) or five (lecturer or assistant) years of practical service in the field concerned, significant achievements of artistic creation, a person participating in research, project and organisational work.
- Compliance with the recruitment arrangements shall ensure that college teachers are composed of academically educated and high-skilled professionals in their profession, who, thanks to their professional and pedagogical quality and personal qualities, have authority among students and colleagues. Teachers and staff shall be loyal to LCC and participate in the development of college activities. In their study courses teachers use modern and innovative educational techniques that form a stable theoretical base and develop the skills and capacity of students to independently judge, analyse and take decisions.

As part of LCC strategy, the recruitment of teaching staff from Latvia and also other countries is carried out. The teaching staff regularly cooperate in the development of study processes, thereby achieving cross-disciplinary coherence and continuity in the development of student knowledge and skills.

Staff motivation system and remuneration policy

Linking work results to study process and research

The remuneration of academic staff shall be determined by regulations of LCC, which has been issued pursuant to the Regulations of the Cabinet of Ministers No. 445 “Regulations for the Pay for Teachers”. The recruitment strategy provides for an initiative to apply new techniques and technologies to the study process and to make a professional contribution to modernising STEM relevant study programmes. The recruitment of new teaching staff and researchers takes place in partnership with industry professionals in the

framework of local and international projects, evaluating new forms of study, evaluating the individual innovation potential of specialists and enabling the new approach to reinforcement in the study process.

International mobility plan for staff

The academic and administrative staff of the college are engaging with increasing interest in Erasmus+ mobility programmes, in which they become acquainted with the traditions of the study process and the developments of other countries' universities, exchange experience and knowledge and establish contacts with far-reaching importance for the development of new international projects.

According to the Erasmus charter, higher education workers can go to training or lectures abroad.

The **objectives** defined by LCC for teacher mobility activities are:

- enabling staff of higher education institutions to acquire knowledge and specific skills by learning from the experience and good practices of foreign partners and improving the practical skills required for current work and professional development;
- encourage universities to expand and improve the range and content of courses offered;
- allow students without the possibility of participating in the mobility programme to benefit from the knowledge and experience of academic staff from universities and recruited staff from businesses in other European countries;
- promoting the exchange of knowledge and pedagogical techniques;
- create a link between universities and businesses;
- motivate students and staff to engage in mobility and prepare for the mobility period.

Staff are provided with the possibility to travel to Erasmus + mobilities as part of a job monitoring trip, a study trip, and with a view to attending seminars. The mobility **objectives** of such and similar staff training are:

- enabling university staff to acquire knowledge and specific skills from the experience and good practices of foreign partners and to improve the practical skills required for their current work and professional development;
- help develop cooperation between universities and businesses;
- motivate students and staff to engage in mobility and help them prepare for the mobility period.

International student and personnel mobility has started from the study year 2015/2016, involving countries from four groups of countries – IPA (Western Balkan countries), ENI (Eastern partner countries, Southern Mediterranean countries, Russian Federation), DCI (Asia, Central Asia, Latin America, South Africa), PI (Industrialised America, Industrialised Asia).

IX Internationalisation plan

Attracting foreign students

At the moment, when the first priority is achieved, LCC is actively working to achieve the objectives defined in the Erasmus policy description, one of them: increasing the flow of incoming Erasmus students.

The main objective is to restructure the content and supply of courses offered to Erasmus + students by developing a modular approach. It is planned to implement basic module and 3 optional modules.

The proposed restructuring plan will ensure the development of a concrete offer for collaborative universities and allow to productively address the potential collaborative universities, which will contribute to an increase in the number of foreign students.

The developed study course modules (with the option of selecting individual study courses) will also be available for Erasmus + students in the Latvian Cultural Academy (in line with the agreement of 19 January 2011, concluded between LCC and LCA on the arrangements for the implementation of foreign Erasmus student lectures), which will increase the number of students having attended study courses un college.

Objectives	Activities/ Tasks	Time-limit of period	Responsibility	Performance indicators
Update the offering of study courses for incoming students	1. Develop the offer of study courses in modules	2016-2020	International Communications and Project Management Department	Prepared 1 basic module and 3 optional modules
	2. Design and content of offer in a written form for collaborative universities and potential collaborative universities	2016-2020	International Communications and Project Management Department, Marketing and Public Relations Manager	An offer prepared and sent to collaborative universities; at least 3 new Erasmus + cooperation agreements are concluded each year; at least one group of arriving students is admitted each

				year (min. 10 people)
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Recruitment of foreign academic staff

Since 2010, LCC has been actively pursuing the recruitment of foreign guest lecturers within the Erasmus programme, increasing the number of students with experience from international studies, the expertise of foreign professionals and academic staff in the teaching of specific study disciplines. It promotes not only the acquisition of new knowledge and the direct linking of the international context to the specific sector of work, but also helps students to verify their language skills, the ability to follow the lectures of foreign guest lecturers. In this way, students are also motivated, in an indirect way, to seek information and experience opportunities outside Latvia's borders or internationally available resources (e.g. application grants, summer schools in foreign universities, online courses, etc.).

Recruitment of foreign academic staff takes place in 2 directions:

- strengthening and expanding existing cooperation opportunities

LCC has a stable network of collaborative high schools whose professionals are regularly directed to hosting lectures for college students. New cooperation opportunities are regularly sought and guest lecturers, not only from universities, but also from foreign companies that provide college students with the possibility of obtaining not only academic knowledge but also practical knowledge, good practice examples, insights into the specific nature of the sector work abroad. It is a way of providing essential knowledge and experience in the context of higher vocational education.

LCC is positioning itself as a collaborative-open higher education institution that not only actively invites foreign guest lecturers, but also examines the potential to offer collaborative university lecturers from college to host lectures for foreign students. In this way, a number of high-quality mobility has already been implemented, in line with the content of college studies, and it is therefore planned to continue evaluating incoming cooperation offers.

- Developing new cooperation with foreign universities and businesses

It is planned to involve college academic staff and specialization managers more actively in recruiting foreign academic staff, through their contacts in Europe and beyond the European borders. As industry specialists who also actively engage in projects and creative activities outside the borders of Latvia, they are able to recommend known and tested candidates for mobilities, and they are familiar with the content of study courses, which makes it easier to align the lectures of a foreign guest lecturer with the knowledge and current study courses of college students.

Each year, short-term priorities are identified at the management level of LCC for the implementation of personnel mobilities, including the planned number of foreign guest lecturers, sectors represented, countries, etc.

Objectives	Activities/ Tasks	Time-limit of period	Responsibility	Performance indicators
Attract foreign guest lecturers from collaborative universities	1. Setting priorities for a study year: number of guest lecturers, industry represented	2016-2020	International Communications and Project Management Department; LCC management	At the beginning of the study year, clearly defined priorities for attracting foreign lecturers
	2. Annual preparation of the Erasmus + international mobility project, for the recruitment of guest lecturers from partner countries	2016-2020	International Communications and Project Management Department; Erasmus coordinator	Erasmus + international mobility project developed and approved
Attract new partners (foreign universities or companies)	1. Setting priorities for a study year: number of guest lecturers, country represented, industry	2016-2020	International Communications and Project Management Department; LCC management	At the beginning of the study year, clearly defined priorities for attracting foreign lecturers

	2. Gather information on potential partners, guest lecturers in cooperation with specialisation managers and lecturers	2016-2020	International Communications and Project Management Department, LCC management, LCC lecturers and specialization managers	Structured list of potential foreign guest lecturers
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Implementation of study programmes or their modules in foreign languages

The College offers individual study courses in foreign languages for Erasmus + students.

One of the tasks of the internationalisation plan is the restructuring of the offered study courses in the modular system, with a total of 30 ECTS (the requirement of the Erasmus + guidelines).

The basic module and 3 optional models are planned to be implemented:

- the basic module is a compulsory study course model for incoming students of all programmes – the module combines study courses such as “Presentation Art”, “Intercultural communication”, languages, etc.
- optional modules – each student visits the basic module and one of the optional modules:
 - Contemporary dance module
 - Culture management module
 - Creative Industry Module (including STEM study courses)

Types of international cooperation and opportunities for their development:

International cooperation at LCC is implemented in a variety of activities: participation of students, lecturers and general staff in ERASMUS+ mobility projects, involvement in international research and development of education and cultural projects under international initiatives of the EU and the European Commission, participation in international conferences. Since 1998 the college’s international communications and project management staff has been developing and implementing international projects, organising conferences and research activities. Cooperation has been developed successfully with the education and culture sector institutions and businesses of Germany, Norway, Lithuania, Estonia, the Netherlands, Austria, Poland, Slovenia, Slovakia, Sweden, Denmark, France, Spain, Portugal, Iceland, Italy, Uzbekistan, Moldova, Ukraine, Armenia, Georgia, Israel, the United States and Mexico. Since participating in the absorption of EU funds, LCC has implemented a number of major international projects in Leonardo da Vinci, Socrates, Comenius, Tempus and ERASMUS network activities and has participated as an expert in education process improvement initiatives and developed results with systemic

impact (assessment of the quality management system, research on the competitiveness of universities, promotion of cooperation with ministries). Implemented projects in recent years have focused on improving the quality of studies: improving the professional qualifications of teaching staff, extending the international dimension of study programmes, promoting the convergence of the academic and professional business environment.

International cooperation agreements

Erasmus+ Programme

KA1 (mobility of individuals) – mobility KA103 for individuals (contracts concluded between Erasmus +, LCC and Programme countries) and international mobility of individuals (contracts concluded between LCC and partner countries).

At this point, LCC has concluded 12 Erasmus + cooperation agreements with 7 countries and 2 contracts with two partner countries. The number of contracts concluded is expected to increase, as part of the Erasmus + projects approved and carried out in the next 2 years.

The planned updating of the offer of study courses will ensure a faster increase in the number of collaborative universities and countries represented over the next 5 years.

Mutual Collaboration Memorandum

The college has signed several Cooperation memoranda with foreign companies and high schools. The main objective of the cooperation memoranda is the forthcoming planning of cooperation: the parties to sign the memoranda define the lines of cooperation, plan possible joint projects, set common objectives.

International project implementation agreements

LCC projects and contract funding in 2013-2015

Project Name	Sum EUR
Lifelong learning in applied fields No. 543894-TEMPUS-1-2013-1-IL—TEMPUS-JPHES (2013-5524/001-001)	36912
Primedia,526218-LLP-1-2012-1-UK-GRUNDTVIG-GNW	22808
Total	59720

Experience gained in the previous period and the extended network of partners have allowed the use of acquired expertise to successfully start project contests and contribute to the implementation of new projects.

Financing agreements and contract financing for international projects concluded in 2016

Project name	Sum EUR
International Standards training in VET for promotion of market relevant education / ISTRA (ERASMUS +)	29300
University as a key partner of network for vocational education training centers of middle age generation in Uzbekistan / MAG-NET (ERASMUS +)	31700
Refugees: cross cultural competences in education/ ERASMUS partnership	26500
Total	87500

Personnel mobility

Erasmus + cooperation agreements with 12 countries and 2 partner countries have been concluded at LCC and an increase in the number of partners is planned. Contracts include both entering and exiting staff mobility. It is possible for staff to implement mobility, not only in cooperation with foreign universities, but also with foreign companies, through both exit and exit mobility. A separate tripartite agreement is concluded for each mobility.

Each year, short-term priorities for the implementation of mobilities are identified, including the planned number of foreign guest lecturers, industries represented, countries, etc. The network of liaison bodies is expanded in line with the priorities.

Staff mobility also takes place within the framework of the international projects of LCC: project participants (college employees) are travelling overseas to participate in meetings of working groups, to realise the objectives set out in the project, to implement the project work plan.

Student exchange

Student exchanges are carried out under the Erasmus + project: College supports and implements both outgoing and incoming student mobility as well as practice mobility.

Erasmus + cooperation agreements with 12 universities in 7 countries have been concluded at College. New cooperation agreements are concluded each year. It is planned that the new proposal for modules courses will allow incoming foreign students to expand the number of countries of cooperation and contracts concluded, thereby also offering college students more choice, planning foreign studies.

In student exchange, cooperation with the LAC is implemented, in which LCC helps LAC to carry out the mobility of students entering the LAC by taking Erasmus students into the study courses in college.

LCC has been a beneficiary of the Erasmus University Charter since 2010 and a member of the Erasmus Programme.

Motivating lecturers to develop foreign language competences

The motivation of lecturers takes place in this way:

- Lecturers receive information on the possibility of participating in the Erasmus + programme and travelling to a European higher education institution for teaching— one of the criteria for lecturers is foreign language skills, so those seeking international teaching experience are interested in improving their foreign language knowledge.
- Lecturers have been informed about the possibility of developing and offering study courses for Erasmus + students in foreign languages, providing not only additional professional experience but also income from additional lectures and teaching.
- Lecturers are given the opportunity to engage in international projects: in order to gain new professional experience when working on an international project team, actively involved in achieving the objectives of the project, foreign language competences are essential.

X Cooperation development plan

Partners in Latvia and abroad

In order to ensure that the content and process of the study programmes to be implemented and developed are consistent with industry trends, LCC is actively cooperating with institutions and businesses. This cooperation takes place in the development of topics of interest to entrepreneurs concerning the development of products from new creative industries. Joint projects are also being carried out, attracting students from different study programmes. Cooperation is planned to continue by involving students in various projects for the acquisition of practical skills, as well as through student volunteering activities. These activities make it possible to increase students' competitiveness in the labour market.

During the study year 2015/2016, 33 contracts have been concluded at LCC with partners, the content of which includes cooperation in practical studies, the provision of lectures and the implementation of creative projects.

In specialisation Music Management the partners are concert organisations (SIA LTips Agency, VSIA "Latvijas Koncerti" ", SIA "Bilas bureau"), as well as events organising agencies that can provide their experience in the use of music management services.

In specialisation, Creative Photography partners are photo studios and exhibition halls (association NOAH, Ltd. f64)

Agreements and contracts have been concluded with the National Information Agency for the acquisition of the general knowledge of cultural management and exchange of practical experience (LETA, the association KIM)

For the acquisition of stem knowledge, contracts have been concluded with the Latvian Association of professional contemporary dance choreographers for the purposes of the modern dance programme.

Forms of cooperation and opportunities for their development

STEM acquisition of knowledge is intended to be intensified by a wide range of partners in specializations “Light Design” and “Media production”. The partners for specialisation “Light Design” are Latvian (IAS systems, SIA Lumen Art Division) and foreign companies (LightConverse Ltd, SGM). This cooperation provides for further improvement of the practical basis for studies using products produced or distributed by the companies (light management equipment). In the field of light design specialisation practical skills, cooperation agreements with Valmiera, Liepaja and Daile theatres provide for the further training of theatre staff, which will also be carried out in the next strategic period. Specialisation “Media production” practical orientation project partners are TVRG 24, SIA 'Holidays', where cooperation plans for future periods include the involvement of students in marketing and digital technology projects, as well as in cooperation with the film city Cinevilla - small-budget cinema production projects.

The development of the Library Science Programme, in cooperation with partners (LNB, RCB and Latvian Blind Library), provides for further involvement of students in local library projects and improvement of information technology usage practices.

Education partners: Burgas Free University (Bulgaria), Universidad del Caribe (Mexico), Klaipėdos Valstybinė kolegija (Lithuania), Tbilisi State Academy of Arts (Georgia), LEPL – Batumi Arts State University (Georgia), etc. All the partners mentioned above have agreed with the College on exchanges of lecturers and students in the coming years; on the development and realisation of joint creative projects; the creation of creative incubators.

Grants for research, student projects

During the strategic plan period, it is planned to continue the involvement of students in local and international projects through the funding of existing cooperation partners (Riga municipality, Swedbank), particularly by promoting the development and implementation of creative industries and projects relevant to the STEM profile (Staro Riga, White Nights, Development of multimedia projects with the Ethnographic Outdoor Museum, development of project projects in cooperation with Cinevilla, music management projects and production projects in cooperation with the LTips Agency). Department managers and lecturers promote the interest of students in professional activities in the field of speciality, leading to a series of practical studies and projects in the field of design, music management and media production.

Co-financing or sharing of a base for infrastructure and training materials

During the planning period, cooperation with LightConverse EU, Ltd. SGS systems and Ltd. Pro1 is to be continued. This cooperation shall provide light design specialisation students with professional techniques and laboratory equipment. In order to continue the development of STEM programmes, the equipment for professional sound recording studios, in cooperation with JUMP studio, shall be available for the purpose of the specialisation.

Cooperation with industry

Cooperation with employers and professional organisations shall ensure links with the working environment. The college organizes annual surveys of employers by clarifying

the specific and important issues, opinions, specific to each study program. Assessment of students after a period of practice is important for continuing cooperation. This assessment shall allow the knowledge and skills of trainees to be identified and, if necessary, to make adjustments to the organisation of the study process and to the content of the studies. It is also very important to provide an assessment of the outlook of the study programme.

XI Research programme

Competitive creative and artistic activities and research are one of the main activities of higher education institutions. In order to implement higher education based on research and creative and artistic activities, which is also covered by the new higher education funding arrangements, LCC intends to improve the functioning and involvement of existing departments in research, develop the process of study based on creative and artistic activities as one of the components of high-quality education. Students and lecturers are already participating in national and international research conferences, seminars and projects, and this process is planned to be developed and improved.

LCC action directions in achieving goals:

- advancing the content of study programmes to match the objectives of the smart specialisation strategy – working with social partners to improve the content of studies to promote innovation skills for students and graduates in favour of producing goods and services with higher added value
- Establishing the principles of knowledge and innovative economic development in college strategic and operational activities, promoting the interaction between business, science and education (future activity of the Marketing Innovation Centre, development of practical research projects on the export and potential of creative industries products and services, etc.)

Research activities at LCC take place on the basis of specialisation needs and taking into account the specificities of college as a first-level professional higher education institution, with the introduction of creative projects, in line with national and global trends.

During the strategy period, cooperation with the Bulgarian Academy of Sciences is continued within the framework of the bilateral programme for the exchange of scientists, continuing research on the digitisation of cultural heritage.

XII Management development plan

Institutional management

The highest management body and decision-making body of the college in strategic, financial and economic matters shall be the Latvian Culture Academy.

According to the Regulations of LCC, the college's representation, management and decision-making bodies shall be the College Board and the College Director. The Board of College shall be a collegial management body and decision-making body of the college staff. The Director is the college's top official. The Board of College shall consist of 12 members of the College Board: Director (according to the position to be held); Deputy Director at study (according to the position to be held); three persons elected to academic positions at the college; one representative of the general staff of the college; two representatives of the self-government of students; two representatives authorised by the Senate of the Latvian Cultural Academy and two authorised representatives of employers or professional organisations. The inclusion of employers, industry experts and students provide the rights and competence of the College Council as a decision-making body for the exercise of autonomy and democracy. Members of students represented in the College Board shall have veto rights in matters relating to the interests of students. Subject to veto review, conciliation panel set up by the College Board and re-examined at the next meeting of the College Board.

Structural management

The work of LCC shall be chaired by a director who acts in accordance with the Law on Higher Education, the Law on Public Agencies and other external regulatory enactments, as well as the regulations of the college and other internal regulatory enactments of LAC. The director also determines the structure of LCC, which is approved by the College Board. College departments shall be established for the performance of educational process, research, organisational, economic or service work. The activities of the college shall ensure and motivate the participation of departments in decision-making and budget planning, taking into account the annual reporting data, development recommendations of the departments and the action recommendations during the regular work process of the college.

Managing results

The aim of managing the results is to ensure that existing study programmes are kept up-to-date and continuously improved. The development of new programmes takes place in the interests of all stakeholders in higher education, by systematically identifying and evaluating the following factors:

- needs of future students and graduates;
- desires and level of satisfaction of existing students;
- employers' requirements;
- trends in creative industries and the technology sector in Latvia and the world;

- good practices for training high-skilled professionals.

In order to achieve the objectives of quality management and to create an environment for assessing the aims, objectives and performance of departments and individual performers in achieving the objectives of the College Development Strategy, the following steps should be taken:

- improving the study process by attracting highly qualified Latvian and foreign lecturers;
- development of the management system by promoting the involvement of college staff in continuous improvement of studies and administrative processes;
- planning of financial, personnel and material resources necessary for study process and economic activity;
- promoting continuous training of workers;
- regular evaluation of progress in achieving the strategic objectives of LCC;
- targeted cooperation with students, employers, other universities, state and non-governmental organisations;
- application of the internal control system.

Improving LCC policies and internal regulations

LCC operational policy shall be based on the regulatory enactments of the Republic of Latvia and European standards, LCC operational strategy, which determines the college's responsibility for the quality of the offer of the higher education institution and ensuring it. This policy also defines the basic principles for ensuring the quality of study programmes, creating an effective organisational structure and controlling quality. In order to ensure the development of LCC in a changing environment, the development of the quality study process and the interaction of the parties involved, it is necessary to continue the implementation of internal control measures. It is also very important to integrate a continuous and comprehensive risk management process, led and coordinated by College Management, involving all college staff. Similarly, greater attention should be paid to the effectiveness of the operation of the internal control system.

Financial management plan.

Motivation for LCC financial activities.

College revenues consist of:

- grant from the State basic budget;
- own revenue from charging services
- revenue for education services (study fees, further training courses in the form of direct payments and co-financing);
- revenue from the organisation of courses and seminars;
- revenue from the European Union Structural Funds, initiative programmes and local public funding;
- the financial resources allocated by the co-operation partners to support specific targeted programmes.

In the study year 2015/2016, 193 students were admitted to college, out of which

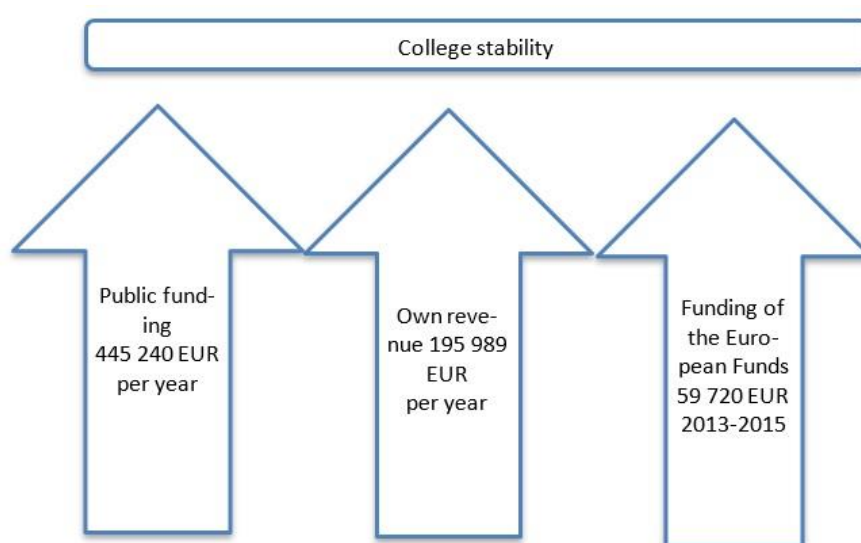
- in budget groups – 58 students;
- in fee study groups – 135 students.

130 students graduated from college in 2015.

Financial stability and transparency

LCC shall keep accounting records and provide reports regarding the utilisation of financial resources in accordance with the requirements of the Law On Accounting, the Law on Public Agencies and the Law on Budget and Financial Management and in accordance with the requirements of LAC. Upon entering the financial year, the college shall prepare and submit to the rector of the LAC an annual report regarding the use of the budget resources of LCC.

The number of study places to be financed from State budget grants shall be determined each year in the protocol of the Agreement signed by the Ministry of Culture and LCC regarding the preparation of a specified number of specialists, on the basis of a contract concluded by the Ministry of Culture and the Latvian Academy of Culture.



Financial management under the new financing model

- Basic funding for studies shall be allocated from the State budget, in accordance with the specified number of study places in the programmes implemented by LCC. This is specified in the agreement between the Ministry of Culture and LAC. These figures shall be specified annually in the annexes to those agreements. The annexes to the contract regarding the funding granted by the State budget and the number of study places in the programmes implemented by LCC shall be signed by the rector of LAC.
- Performance funding is allocated for the results achieved. According to college development plans, the correlation of this funding with college creative projects must be justified and harmonised, taking into account quantitative and quality aspects. Performance indicators shall also include the results of studies and research work.
- Opportunities and motivations to invest in development, rebuild academic staff, build quality and focus on results, take measures to prevent structural fragmentation and ensure efficient use of budget funding.

In its activities, the college sees a move towards the introduction of the new model, taking into account the financing aspects of Latvia's higher education (public funding instruments, diversification of financial sources, financial autonomy of higher education and support for students), resulting from the Latvian policies on higher education and research, and in line with the objectives of LCC strategic development: increasing the quality of higher education and links with the labour market, increasing research quality and (international) competitiveness, promoting the efficiency of the higher education sector, developing technology, innovation, creativity and entrepreneurship, restoring and developing higher education human resources, promoting access to higher education, promoting international higher education awareness, strengthening the higher education funding base, creating new and transparent higher education a quality assurance system for higher education.

Results-based financing, including cost structure and impact of internal organisation on costs

Financial management shall perform three functions:

Planning function. This function is most important. By exiting college for strategic purposes, budgets address financial resource-sharing tasks that are at the college's disposal. Budgeting determines the numerical certainty of prospective actions chosen by the college, all costs and results assume monetary expression.

Accounting function. Financial management is also the basis for management accounting. The accounting system must reflect the exact facts of the goods of the departments, by type of service, by the composition of the fixed assets held in storage by the person responsible for the materials, or a combination of these indicators. When analysing the annual report, it is possible to obtain accurate information, compare goals with the actual results of the business. The role of financial management in management accounting is reflecting the movement of funds, financial resources, bills and college assets in the most convenient way, with timely delivery of the company's financial performance for effective management decisions.

Control function. The budget is a set of indicators and criteria that must be used to control college activity. A non-revised comparison of actual data and planned indicators can assess activity at any stage. Budget planning makes it possible to identify operational deviations from what was intended with the budget and to adjust operations.

Efficient budgetary and financial use

- Budget cost optimization;
- Increasing own revenue;
- Optimal planning of government grants and revenue budgets - Increase the efficiency of budgetary costs in a rational and economical way through allocated and own funds;
- Priority: investment in college infrastructure and training techniques for the development of the base.;
- Continue to mobilise EU Structural funds;
- Raise private capital in the development of new education programmes;
- Developing pay studies.

XIII Infrastructure development plan

The infrastructure available for implementation of the study process and creative projects is in continuous development. The improvements made (room repairs, energy efficiency improvements) have contributed to a more efficient use of the building and to the quality of the study environment.

There is a building in Riga, Bruņinieku Street 57, available for the implementation of the study process with a total area of 3084.9 m².

Several facilities are available to support college STEM programs: a photo lab, light design laboratories, recording studio, library and two computer classes.

The current infrastructure is 100% congested. Taking into account the number of students and the available space, as well as laboratory equipment, the organisation of the study process is directly subordinated to the availability of premises and facilities.

In order to achieve the objectives set out in the strategy, it is necessary to take the following steps to complete the infrastructure:

- the construction of a new modern electricity grid that meets 400V voltage requirements, instead of the current 360V, required for the full functioning of the light design laboratory. Estimated costs – EUR 80 000 – 100 000.
- purchase of a multi-functional installation for a library to meet the needs of the design management specialization. Estimated costs – EUR 4000.
- reducing the load of computer classes to 80% and upgrading them. Estimated costs: room repairing – EUR 3000 – 5000; equipment – EUR 25 000 – 30 000.
- Upgrading photo/video equipment in the study laboratory. For the implementation of media production study process and study projects. Estimated costs – EUR 30 000 – 35 000.
- Adapting the great hall to the needs of the creative industry laboratory. Hall and stage cosmetic repairs and floor restoration, window blinds. Estimated costs – EUR 12 000 – 15 000. Retrofitting of sound and lighting techniques. Estimated costs – EUR 55 000 – 60 000.

Description of investments made in the modernisation of buildings and premises

2011-2012 Climate Change Financial Instrument Project No. KPFI-3/23 “The thermal insulation of LCC building in Riga, Bruņinieku Street 57 through energy efficiency measures and corresponding reduction of the amount of harmful emissions (CO₂, CH₄, N₂O, NO_x, CO, VOC)” has been undertaken as part of the renovation of the college building, with a view to reducing the costs of thermal energy consumed and contribute to limiting climate change. Thermal insulation of LCC building has been carried out during the project, providing a more favourable study environment. Total cost of the project – EUR 320258.31.

Investments planned in the development of infrastructure to modernise STEM study programmes:

1. Building a new computer class:

- cosmetic repair of the classroom;
- ventilating;
- constructing wirework;
- building a computer network.

Arguments –

You cannot insert more than 10 service stations into your computer class at this time. The modernisation project foresees the creation of 15 working stations that will reduce the burden and enable students to work individually. The current computer class does not have adequate ventilation, which is an essential element of job safety. Wiring and computer networks that need to be upgraded have also become obsolete.

2. Adapting the great hall to the laboratory profile of creative industries:

- Cosmetic repair of the hall,
- Reinforcement of hall wall structures and planes,
- Construction of window screens – blinds,
- Strengthening stage wall structures and planes,
- Cosmetic repair of the stage,
- Construction of light equipment anchorages,
- Construction of sound equipment anchorages,
- Floor restoration.

Arguments –

The hall and the stage need cosmetic repairs, the latter being done in 2004. Wall planes need to be reinforced, because often during the training process the walls are damaged by making holes in them. The current material does not hold pressure loads resulting from supporting against them. In order to create complete darkness in the room, which is necessary for the study process for many specializations (stage design, light design and others), 100% of light-absorbing windows screens – blinds – are to be constructed. In order to modernise and enable students to work with the latest technology, it is necessary to build the fixed-lights for moving or controlled lights. In order to gain more room, it is necessary to place sound equipment at the ceiling, so the construction of sound equipment anchorages is necessary. Also, the parquet floor depreciation of the auditorium is not in line with today's requirements. The floor needs to be restored.

The development of technical base of materials

List of training facilities and equipment at the disposal of the college, description of their state

Title	Amount	Condition
Computers HP ProDesk	16	Good
Computers Dell (library)	8	Good
Computers	3	Good
Lecturer computers	13	Satisfactory
Computers Apple iMac	10	Poor
Projectors	2	Good
Projectors	8	Satisfactory
Projectors	5	Poor
Multifunction equipment	1	Poor
Sound equipment:		
Average frequencies sound equipment	4	Poor
Low frequencies sound equipment	2	Poor
Sound equipment "monitors"	4	Good
Sound console	2	Satisfactory
Sound changers	4	Satisfactory
Sound amplifiers	3	Poor
Sound amplifier for monitors	1	Good
Hand-held microphones	4	Poor
Microphones on head	4	Poor
Lighting equipment:		
Lights console in the hall	1	Poor
Lights console in classrooms	3	Good

Spotlights	30	Satisfactory
Light handling equipment	1	Good
Photo and video equipment		
Photo cameras	1	Satisfactory
Photo lens	1	Poor
External flashlights	3	Poor
Photo racks	1	Poor
Video stand	1	Good
Video cameras	1	Poor

Description of investments made over the last five years in the purchase of new training equipment and modernisation of the existing

Year	Actions carried put	Amount	Funding
2011	Purchasing computers	17	Own funds
2011	Purchasing projectors	6	Own funds
2011	Purchase, establishment and installation of an artistic lighting system in the great hall	1	Own funds
2011	Purchasing a photo flash	1	Own funds
2011	Purchasing of a photo camera	1	Own funds
	Thermal insulation of the exterior walls of the building	1	
2011	Restoring the dance hall and the Hall floor	1	Own funds
2011	Wireless microphone system	1	Own funds
2011	LCD TV LG television	3	Own funds
2013	Lighting equipment. Signal Converter	1	Own funds

2014	Purchasing Sound Console Allen	1	Own funds
2014	Purchasing sound amplifier FOR QSC GX-5 monitors	1	Own funds
2014	Light installation bar LED	1	Own funds
2014	Purchasing HP ProDesk PCs	16	Own funds
2014	Purchasing Monitor sound equipment	4	Own funds
2014	Purchasing projectors	2	Own funds
2014	Purchasing computers Dell	8	Own funds
2014	Video camera for network	1	Own funds
2015	Purchasing lighting console MA on PC	3	Own funds
2015	Purchasing Radio system AKG WMS40 MINI SET with microphone	1	Own funds

Analysis of the intensity of the use of STEM rooms and equipment

In view of the diversity of study programmes, at present:

- Load of Computer Class 100%
- Load of Dance hall 70%
- Load of Great Hall 100%
- Load of Theatre arts classroom 80%
- Load of Video and Photo laboratory 80%
- Load of Design and Arts classroom 80%
- Load of other classrooms 80%

List of training equipment to be purchased for upgrading STEM study programmes:

Computer classroom

No.	Title	Amount
1	Apple Computer + Monitor + Keyboard + Mouse	16
2	Computer table	16
3	Projector	1

4	Whiteboard	1
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Arguments –

The purchase of Apple Macintosh is based on its extensive use in the creative industry and in the STEM sector, such as fashion, advertising, design and photo/video processing, project management. In order to ensure the latest and most advanced technology approach for students in the following specializations: creative photography, design management, fashion management, media production and public relations, it would be necessary to purchase the equipment listed above. The current computer class contains 10 Apple PCs purchased in 2008, they are morally and physically outdated. The projector was purchased in 2006, which is also morally and physically outdated. Desks are needed for placing computers, old desks are physically outdated. The whiteboard is necessary for both keeping records and using as a projection screen.

Photo/Video Lab

No.	Title	Amount
1	Photo camera	2
2	Video camera	2
3	Flash light for photo camera	2
4	Photo camera lens	5
5	Video filming stabiliser stand	2
6	Photo studies/laboratory lamps	2
7	Video recording microphone	2
8	Photo studies/laboratory light-ing lamps	2

Arguments –

The photo and video technology currently available is morally and physically outdated, does not meet today's standards, nor does it give a complete picture of modern photo and video technologies. This prevents the provision of modern knowledge and skills for college students. It is therefore necessary to use resources outside the college, resulting in a loss of time in teaching visits to modern photo studies/laboratories. The technical units available is in a single copy which prevents students from acquiring skills in a smooth and efficient manner. It is therefore necessary to improve and modernise the equipment for photo studies/laboratories, which would allow more students and more qualified learning forces to be attracted.

The great hall

No.	Title	Amount
1	Controlled automatic lights (LED technology)	10
2	Smoke-generating equipment	2
3	Low-frequency sound equipment (placed at the ceiling)	2
4	Average-frequency sound equipment (placed at the ceiling)	2
5	Active speakers	2
6	Sound console	1
7	Sound console 32 channels	1
8	Sound power amplifier	2
9	Belt radio microphone systems	5
10	Head microphones	10
11	Ear sound monitors	2

Arguments –

Right now, there are sound and light equipment in the Hall, and most of them are morally and physically outdated. For example, sound power amplifiers and other sound equipment are more than 10 years old, which is reflected negatively in sound quality. There are only two head microphones available that do not enable the Theatre arts programme to be provided qualitatively. The lighting system has not been modernized, there is only a stationary stage light that does not meet today's requirements, so that students cannot get a full and modern picture of modern stage-related technologies. Based on a space efficiency approach, it is planned to adapt the Great Hall to the laboratory functions of the creative industries, thereby enabling synergies between study programmes and the implementation of joint projects. By acquiring the necessary technical provision, it will be possible to attract more professional lecturers, as well as to offer students a more high-quality and modern education.

Real estate development plan

Building in use: Bruņinieku Street 57, Rīga

Year when the building was commissioned: 1900

Type of use: School, University and Scientific Research Buildings

Condition: Satisfactory

Burdens: None

The building was commissioned in 1900. The total useful area of the building shall be 3084,9 m². Each year, small repairs are made to the building. In the study year 2011/2012 a renovation of the building has been carried out with the support of KPFI. The building has replaced all windows, entrance doors, heat node, and warm walls and roof.

From outside, the building is arranged, but the interior requires a cosmetic repair. The building isn't adapted to people with special needs.

Investments in previous periods have been made in accordance with the building infrastructure development plan needed for the study process, taking into account the economic return and consistency of investments in infrastructure improvement activities to be carried out. No new real estate purchase or rental is planned for the duration of the strategy.

For the purposes of the development of the investment plan, an agreement has been entered into with the State Real Estate Agency regarding the rights of use of the building until 2026.

Investment attraction plan

Attracting investment during the strategic programming period is directly linked to the achievement of LCC strategic objectives, which provide support for the training of specialists in key sectors of the economy, including STEM industries. Separate investment targets are planned to reduce the fragmentation of study programmes, promote synergies between study programmes and develop student-teacher-entrepreneurs creative projects, as well as the development of academic staff.

Activity	Investment EUR	Source of investment
Increase the share and quality of development of research activities related to research into the technology and innovation challenges of the creative industry.	20000	LCC co-financing; base funding of the Ministry of Culture; State Culture Capital Foundation (SCCF)

Activity	Investment EUR	Source of investment
Increase the number of technological development projects involving both college academic staff and students.	15000	Remuneration Fund for the Departments (Project Management, Professional Competencies, etc)
Develop joint projects and collaborative platforms, with other universities and scientific institutions and with private sector organisations, with the involvement of EU, BJR Research and Technological Development Programmes (Horizon 2020, etc.), involving college academic staff and students.	20000	Remuneration Fund for the Departments (Project Management, Professional Competencies, etc)
Integrate theoretical knowledge into high-quality practical skills in creative industries and STEM programmes.	150000	EU funds
Further develop the infrastructure needed for scientific action, technological development and innovation.	150000	ERDF 8.1.1. Sam funding
Increase funding for science, investment of EU funds, sources of base funding, etc. Thus achieving synergies between different sources of funding.	8000	EU funds, partner contribution
Increase the mobility and internationalisation of academic staff.	24000	ERASMUS + project funds

