

Descriptions of Modules in the Joint Doctoral Study Program
"Media Arts and Creative Technologies"

All modules are organized and administrated by both institutions together.

7 modules

A - 3

B - 3

C - 1

A

Foundations of Research

Processes and Themes

Theory and Creative Practice

B

Major Artistic Inquiry & Exams - Progression Assessment of Artistic Inquiry

Major Artistic Inquiry & Exams – Major Artistic Inquiry

Major Artistic Inquiry & Exams - Final Exam

C

Peer esteem

State, civil and environmental protection*

* If the student has not completed an environmental protection study course at previous study levels, they must be completed extra the study program to accordance with Cabinet Regulation No. 240

Module title	A1 Module “Foundations of Research”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
15 CP	120 working hours	80	40	360

Study courses included in the module	A1 Module “Foundations of Research”: A1-01. Induction A1-02. Academic Writing & Creative Practice A1-03. Theories and Methodologies
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Teaching staff (CP)	A1 Module “Foundations of Research”: A1-01 Induction – Dr. Chris Hales, 3 CP A1-02 Academic Writing & Creative Practice - Dr. Ilva Skulte, Dr. Diāna Laiviniece, 6 KP A1-03 Theories and Methodologies – Dr. Rasa Šmite, Dr. Ilva Skulte, Dr. Signe Mežinska, Rutka Lūcija 6 KP
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Module aims and tasks	<p><u>Module core aims</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with questions & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <p>A1-01“Induction”:</p> <ul style="list-style-type: none"> -produce an improved doctoral proposal by response to a series of tasks such as identifying fields of knowledge, drafting clear research questions, defining key terms, etc.; -present an improved research proposal to a group of peers and lecturers; -show understanding of the basics of academic research; -make use of library tools and other such tools used by the research community; -demonstrate greater knowledge about methodology and methods; -better understand the importance of writing to a standard academic style; -show improved knowledge of practice-led research; -strengthen thematic areas of knowledge related to creative technology and audiovisual media arts.
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	<p>A1-02 “Academic Writing & Creative Practice”:</p> <ul style="list-style-type: none"> -show a broadened knowledge of practice-led research; -reflect on artistic research by reference to the specified key texts and the writings of experts in the field of artistic research; -show good knowledge of academic writing technique, and of the various styles (APA, Harvard etc) by reference to the <i>Zinātniskās Rakstīšanas Skola</i> publication; -show improved quality of academic writing -situate and discuss their practical work in the context of new media art; -demonstrate the ability to write a complete chapter of the thesis to a high standard of academic writing; - produce and document a substantial component of the practical element of the thesis and provide documentation & analysis of a standard that could be included in the final thesis. <p>A1-03 “Theories and Methodologies”:</p> <ul style="list-style-type: none"> -re-examine their original doctoral proposal and to demonstrate development and improvement; -critique and comment on the current state of their personal research proposal; -assimilate introductory knowledge regarding paradigms of inquiry; artistic inquiry; -demonstrate a deeper knowledge about methodology, methods, and research ethics; -show knowledge of the criteria for the doctoral award, and the nature of originality; -have understood the structure and content of successful Doctoral theses by case-study lectures; -have improved experience and ability in formally presenting their research; -better understand the importance of relevant theory; -show improved knowledge obtained from reading of relevant publications.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>A1-01 Induction:</p> <ul style="list-style-type: none"> -produce an improved doctoral proposal by response to a series of tasks such as identifying fields of knowledge, drafting clear research questions, defining key terms, etc. -present an improved research proposal to a group of peers and lecturers. -show understanding of the basics of academic research. -make use of library tools and other such tools used by the academic research community.

	<ul style="list-style-type: none"> -demonstrate greater knowledge about methodology and methods. -better understand the importance of writing to a standard academic style. -show improved knowledge of practice-led research. -strengthen thematic areas of knowledge related to creative technology and audiovisual media arts. <p>A1-02 Academic writing and creative practice:</p> <ul style="list-style-type: none"> -show a broadened knowledge of practice-led research. -reflect on artistic research by reference to the specified key texts and the writings of experts in the field of artistic research. -show good knowledge of academic writing technique, and of the various styles (APA, Harvard etc) by reference to the <i>Zinātniskās Rakstīšanas Skola</i> publication. -show improved quality of academic writing -situate and discuss their practical work in the context of <i>new media art</i> -demonstrate the ability to write a complete chapter of the thesis to a high standard of academic writing -produce and document a substantial component of the practical element of the thesis and provide documentation & analysis of a standard that could be included in the final thesis. <p>A1-03 Theories and Methodologies:</p> <ul style="list-style-type: none"> -re-examine their original doctoral proposal and to demonstrate development and improvement. -critique and comment on the current state of their personal research proposal. -clarify any queries relating to the Doctoral programme. -assimilate introductory knowledge regarding paradigms of inquiry; artistic inquiry -demonstrate a deeper knowledge about methodology, methods, and research ethics; -show knowledge of the criteria for the doctoral award, and the nature of originality. -have understood the structure and content of successful Doctoral theses by case-study lectures. -have improved experience and ability in formally presenting their research. -better understand the importance of relevant theory. -show improved knowledge obtained from reading of relevant publications.
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Module annotation (up to 300 characters)	
	<p>A Module with fundamental doctoral techniques, tools, terms and academic styles are introduced, from science and social science. Discussion of practice-led research. Module introduces the importance of both theory and methodology. During the module students improve their initial artistic research proposal.</p>

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Developed and presented doctoral study application (according to admission requirements)

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
A1-01.			
Induction – The module introduces the basic aspects and structure of the doctoral course; it offers instruction in basic academic research methods; explains the technique and regulations of academic writing style; introduces students to practice-led research.	24 hours (3 CP)	lectures, seminars/coll oquiums, practical work	Dr. Chris Hales
A1-02.			
<p>Academic writing and creative practice – module introduces with specified reading; two options are offered from which the student can choose:</p> <p>1. WRITING: To produce a full chapter of the thesis (probably the Historical/Theoretical Review chapter or the Introduction) written to high standards of academic writing. Also, to begin the construction of the Bibliography;</p> <p>2. PRACTICE: To produce a substantial component of the practical work of the thesis including documentation of the work.</p> <p>Students read the specified reading and prepare a short written essay and verbal presentation.</p>	48 hours (6 CP)	lectures, seminars/coll oquiums, practical work	Dr. Ilva Skulte, Dr. Diāna Laiviniece, Dr. Diāna Laiviniece
A1-03			
Theories and Methodologies – module introduces with specified reading. During seminars the students get deeper knowledge about methodology, methods, and research ethics.	48 hours (6 CP)	lectures, seminars/coll oquiums, practical work	Dr. Rasa Šmite, Dr. Ilva Skulte, Dr. Signe Mežinska

Students' individual work

Themes	Tasks	Working hours	Expected result
A1-01.			
Induction – introduction with regulations of academic writing style and regulations.	By a series of fortnightly 2 weeks tasks students develop and improve the initial research proposal.		Improved the initial research proposals according to academic writing style and regulations.
A1-02.			
Academic writing and creative practice – introduction with specified reading. Two options offered from which the student can choose: 1. WRITING: To produce a full chapter of the thesis (probably the Historical/Theoretical Review chapter or the Introduction) written to high standards of academic writing. Also, to begin the construction of the Bibliography. 2. PRACTICE: To produce a substantial component of the practical work of the thesis (could be a trial of technology but it must be substantial and it must be actually made) including documentation of the work through video, photography, writing, or other media, plus a written analysis of the process and results.	Prepare a short written essay and verbal presentation about artistic research. Ability to write a complete chapter of the thesis to a high standard of academic writing. Begin the construction of the Bibliography. Produce a substantial component of the practical work including documentation of the work and results.		Prepared a short written essay and verbal presentation about artistic research. Choosing one of two offered options students: 1. presenting written part of the academic writing - a complete chapter of the thesis to a high standard of academic writing; 2. presentation of the practical work (substantial technology trial).
A1-03.			
Theories and Methodologies – introduction with specified reading. Getting deeper knowledge about methodology, methods, and research ethics.	Introduction with specified reading. Making an improved Doctoral proposal and presentation. Getting deeper knowledge about methodology, methods, and research ethics. Making an improved Doctoral proposal presentation identifying at least 3 theories and/or theorists relevant to the proposed research.		Made an improved Doctoral proposal and presentation. Got deeper knowledge about methodology, methods, and research ethics. Made an improved Doctoral proposal presentation identifying at least 3 theories and/or theorists relevant to the proposed research.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Module developers:		Dr. Chris Hales	21/04/2020
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

Module title	A2 Module “Processes and Themes”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
12 CP	96 working hours	60	36	288

Study courses included in the module	A2 Module “Processes and Themes” deal with doctoral research themes, some with doctoral research processes.
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Teaching staff (CP)	Depending on the doctoral research themes module “Processes and Themes” teaching staff: Shawn Pinchbeck, Alise Tīfentāle, Piibe Piirma, Raivo Kelomees, Zilvinas Lilas, Ellen Pearlman u.c. CP - 12
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Module aims and tasks	<u>Module core aims</u> demonstrate an ability to engage in ‘higher level’ scholarly discussions.
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	<p>-critically evaluate personal research.</p> <p>-manage presentations in front of peers/lecturers (with question & answers) within an allocated time.</p> <p>-take responsibility for working productively and constructively within a peer group of research students.</p> <p>-take responsibility for evaluating the strengths and weaknesses of personal research.</p> <p>-develop the thesis through participation in academic sessions on the key themes of each colloquium.</p> <p><u>Tasks:</u></p> <p>-show improved knowledge on selected themes relevant to artistic research.</p> <p>-demonstrate additional skills and experience acquired in a variety of techniques and processes of relevance to doctoral practice.</p> <p>-show clear progress in the thesis as a whole.</p>
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>-show improved knowledge on selected themes relevant to artistic research.</p> <p>-demonstrate additional skills and experience acquired in a variety of techniques and processes of relevance to doctoral practice.</p> <p>-show clear progress in the thesis as a whole.</p>

Module annotation (up to 300 characters)	
	<p>Most activities and seminars of the colloquium week count towards successful completion of this module. Certain seminars will deal with doctoral research <i>themes</i>, some with doctoral research <i>processes</i>. Exact content can be varied according to specific circumstances.</p>

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module “Foundations of Research”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders

“Processes and Themes” module - most activities and seminars of the colloquium week count towards successful completion of this module. Certain seminars deal with doctoral research themes, some with doctoral research processes.	60	lectures, seminars/colloquiums, practical work	Dr. Shwan Pinchbeck, Dr. Alise Tifentāle, Dr. Piibe Pirma, Dr. Raivo Kelomees, prof. Zilvinas Lilas, Dr. Ellen Pearlman, and other supervisors.
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Students' individual work			
Themes	Tasks	Working hours	Expected result
“Processes and Themes” module - students are developing doctoral research themes, some with doctoral research processes.	<p>During seminars of the colloquium week students presenting the doctoral research themes, some with doctoral research processes.</p> <p>For example. - 20 min presentation of their research.</p>	36	Presented overall improvements of research questions and thesis.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made ‘live’ in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

		Dr. Chris Hales	21/04/2020
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Module developers:	Signature		Date
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

Module title	A part “Theory and Creative Practice” A3 Module “Supervisory Critics”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
15 CP	120 working hours	-	120	360

Study courses included in the module	A3 Module “Supervisory Critics” – a “long thin” module that enables students to maintain progress during the three blocks of time between the three yearly colloquia (spring, summer and autumn). The module enables a deeper and more systematic contact between student and supervisor.
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Teaching staff (CP)	A3 Module “Supervisory Critics” lead by: Rasa Šmite, Chris Hales, Ilva Skulte and/or supervisors.
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Module aims and tasks	<p><u>Module core tasks</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -demonstrate regular and continued contact with their supervisor. -show evidence of work carried out under instruction and advice from their supervisor.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -demonstrate regular and continued contact with their supervisor. -show evidence of work carried out under instruction and advice from their supervisor.

Module annotation (up to 300 characters)	
	A “long thin” module that enables students to maintain progress during the three blocks of time between the three yearly colloquia.

	The module enables a deeper and more systematic contact between student and supervisor, although additional advisors can be brought in if appropriate. It is mandatory that each block ends with a face-to-face supervision.
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Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module “Foundations of Research”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Exact module content will vary because it is tailored to the requirements of each individual student through the supervisory process. For each trimester block, or the academic year as a whole, the supervisor will set regular work tasks which will be evidenced on a Supervisory Critiques Worksheet filled in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end of each academic year. There must be a minimum of three face-to-face supervision sessions per year, but more are encouraged. If necessary a specialist advisor could be employed for occasional work with a student, or a temporary supervisor could cover for the main supervisor if circumstances dictate.	120	practical work	Dr. Rasa Šmite, Chris Hales, Ilva Skulte and/or supervisors.

Students' individual work			
Themes	Tasks	Working hours	Expected result
For each trimester block, or the academic year as a whole, the supervisor will set regular work tasks which will be evidenced on a Supervisory Critiques Worksheet filled in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end	For each trimester block, or the academic year as a whole, the supervisor set regular work tasks demonstrating an Annual Progress of the research.	120	Students together with the supervisor set regular work tasks which are evidenced on a Supervisory Critiques Worksheet filled

of each academic year. There must be a minimum of three face-to-face supervision sessions per year, but more are encouraged. If necessary a specialist advisor could be employed for occasional work with a student, or a temporary supervisor could cover for the main supervisor if circumstances dictate.			in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end of each academic year. There must be a minimum of three face-to-face supervision sessions per year.
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Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

Module developers:		Dr. Chris Hales	21/04/2020
	Signature		Date
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. /

			Protocol of the Scientific Council of the Institute No. Date
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Module title	B part “Major Artistic Inquiry & Exams” B1 Module “Progression Assessment of Artistic Inquiry”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
5 CP	40 working hours	-	40	120

Study courses included in the module	<p>B1 Module “Progression Assessment of Artistic Inquiry” include study courses taking place for 3 years, which includes practical skills and competencies in the study / research / art sub-sector. This part includes subject-specific knowledge related to the intellectual areas of the program's artistic research, together with seminars in academic writing and presentation, as well as an assessment of the progress of the sub-sector.</p> <p>Includes management work in the creative and cultural industries, business models and the digital economy, project management, presentation skills, communication models, presentation / expression forms, additional study plan development, discussion of key terms. Participation in university projects and pedagogical work.</p>
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Teaching staff (CP)	B1 Module “Progression Assessment of Artistic Inquiry” lead by: Dr. Rasa Šmite, Chris Hales, Ilva Skulte and/or supervisors
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Module aims and tasks	<p><u>Module core tasks:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -have compiled evidence of a successful route through a year of study. -provide evidence of any peer esteem activities during the year of study. -(Progression Assessment Year 1) fulfil a task within the timeframe of the winter colloquium which is of personal benefit to the student’s research whilst providing evidence of the student’s ability and academic quality and research viability. -(Progression Assessment Year 3) defend their research successfully in front of a panel of experts.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -have compiled evidence of a successful route through a year of study. -provide evidence of any peer esteem activities during the year of study. -(Progression Assessment Year 1) fulfil a task within the timeframe of the winter colloquium which is of personal benefit to the student's research whilst providing evidence of the student's ability and academic quality and research viability. -(Progression Assessment Year 3) defend their research successfully in front of a panel of experts.

Module annotation (up to 300 characters)	
	<p>A practical module in which at the end of each year the student submits an annual pro forma detailing the achievements of the year. There is a Progression Assessment at the end of year 1 which is a specific task to gauge the suitability of the student, and the validity and viability of their doctoral work until the end of the degree. There is a progression assessment at the end of year 3 which is the ex-matriculation examination.</p>

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> • In the 1st year - Completed the module "Fundamentals of Research I (Academic Writing and Creative Practice)" • In the 2nd year - Completed the module "Fundamentals of research III (Academic writing and creative practice)" • In the 3rd year - Completed the module "Fundamentals of Research II (Theory and Methodology)"

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module "Progression Assessment of Artistic Inquiry" is a practical module, which includes an Annual Progress Review Form completed by the student which includes elements such as presentation of academic writing, a contextual description, self-evaluation paper, bibliography, evidence of	40	practical work	Dr. Rasa Šmite, Dr. Chris Hales, Dr. Ilva Skulte and/or supervisors

adequate supervision, and evidence of peer esteem. This serves to demonstrate that their research project is viable, has developed and is planned sufficiently, with a realistic time-line for delivery and completion that responds to the criteria and provides accountability of work done for peer esteem accreditation.			
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Students' individual work			
Themes	Tasks	Working hours	Expected result
<p>1st year of the Annual Progress Review: task - fulfil a task within the timeframe of the winter colloquium which is of personal benefit to the student's research whilst providing evidence of the student's ability and academic quality and research viability. The task is assessed by a panel on the last day of the colloquium.</p> <p>3rd year of the Annual Progress Review: student prepares and delivers a presentation as an overview of their research, which is followed by viva voce interrogation from a panel of experts.</p>	The tasks of the individual work connected with the Annual Progress Review of the student's research.	40	<p>Students deliver the Annual Progress Review. It takes place at the end of the academic year as a meeting between the student and at least one member of the Examination Committee. One more member of the Examination Committee looks and evaluates the Annual Progress Review. The Committee makes one of two recommendations for the continuing research.</p>

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers;

	-completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	- qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

Module developers:		Dr. Chris Hales	21/04/2020
	Signature		Date
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

Module title	B part “Major Artistic Inquiry & Exams” B2 Module “Major Artistic Inquiry”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
70 CP	560 working hours	-	560	1680

Study courses included in the module	<p>B2 Module “Major Artistic Inquiry” doctoral students develop a doctoral dissertation application: a part of the internship combined with a text (in digital or other form) that clearly indicates the new investment in knowledge, as well as contextualizes and analyzes this investment.</p> <p>Critical review of intellectual areas according to the specifics of the research, critical self-analysis, re-contextualization of the doctoral thesis outcome. Each doctoral student discusses the form and structure of the work with the supervisor.</p> <p>Credit points for artistic research (doctoral thesis) include: credit points for completed doctoral thesis - the main artistic research.</p>
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Teaching staff (CP)	B2 Module “Major Artistic Inquiry” lead by: Rasa Šmite, Chris Hales, Ilva Skulte, Raivo Kelomees, Shawn Pinchbeck etc. according to the research theme.
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Module aims and tasks	<p><u>Module core aims:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -present for examination under defence conditions a summative document that represents the major research work carried out during the 3-year program of study.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -present for examination under defence conditions a summative

	document that represents the major research work carried out during the 3-year program of study.
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Module annotation (up to 300 characters)	
	Module includes the thesis, which the Progression Assessment will be performed at the end of Year 3. The research is the thesis - soft-backed copy of the writing may include additional materials (videos etc. on USB flash memory drive etc.). It needs to be submitted to the Examination Committee at an agreed date in advance of the Progression Assessment so that the panel of experts can study it before the defence procedure.

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module "Fundamentals of Research I (course - Academic Writing and Creative Practice)"

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module "Major Artistic Inquiry" is a practical module, which presents for examination under defence conditions a summative document that represents the major research work carried out during the 3-year program of study.	560	practical work	Dr. Rasa Šmite, Dr. Chris Hales, Dr. Ilva Skulte, Dr. Raivo Kelomees, Dr. Shawn Pinchbeck etc. according to the chosen theme.

Students' individual work			
Themes	Tasks	Working hours	Expected result
Exact specifications for the thesis submission will be given to the student according to any regulations in place as agreed by the Examination Committee. These will include regulations about: -How the thesis should be presented (soft-backed, spiral-bound etc) -Academic style conventions (APA, Harvard etc) -Formatting regulations such as double spacing etc.	At the end of the 3rd year students deliver ready leading art research - doctoral thesis in accordance with the regulations.	560	At the end of the 3rd year students delivered ready leading art research - doctoral thesis in accordance with the regulations.

-Content of the document, which should conform to an acknowledged structure with Abstract, Table of Contents, Introduction, Main Body of Text, Conclusion, Bibliography.			
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Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

Module developers:		Dr. Chris Hales	21/04/2020
	Signature		Date
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

Module title	B part “Major Artistic Inquiry & Exams” B3 Module “Final Exam”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
4 CP	32 working hours	-	32	96

Study courses included in the module	B3 Module “Final Exam” refers to the Ex-Matriculation Defence process. It includes the presenting Major Artistic Inquiry in English.
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Teaching staff (CP)	N/A
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Module aims and tasks	<p><u>Module core aims:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -manage presentations in front of peers/lecturers (with questions & answers) within an allocated time. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -present for examination under defence conditions a summative document that represents the major research work carried out during the 3-year program of study.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -present for examination under defence conditions a summative document that represents the major research work carried out during the 3-year program of study.

Module annotation (up to 300 characters)	
	Module includes the Ex-Matriculation Defence process. It includes the presenting Major Artistic Inquiry in English.

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<p>Completed modules:</p> <ul style="list-style-type: none"> • "Fundamentals of Research", • “Processes and Themes” • “Theory and Creative Practice - Supervisory Critics” • “Major Artistic Inquiry & Exams - Progression Assessment of Artistic Inquiry”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module “Final Exam” is a practical module, which presents for examination under defence conditions a summative document that represents the major research work carried out during the 3-year program of study.	32	practical work	N/A

Students' individual work			
Themes	Tasks	Working hours	Expected result
Exact specifications for the presenting Major Artistic Inquiry in English will be given to the student according to any regulations in place as agreed by the Examination Committee.	At the end of the 3rd year students present Major Artistic Inquiry in English in accordance with the regulations.	32	At the end of the 3rd year students present Major Artistic Inquiry in English in accordance with the regulations.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made ‘live’ in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	N/A
Additional reading	N/A
Periodicals, online resources and other sources	N/A

Module developers:		Dr. Chris Hales	21/04/2020
	Signature		Date

	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

Compulsory literature:	1) Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i> . Liepāja Universitāte. 2) ART as RESEARCH RIXC publication (Acoustic Space 9) 3) Essay Writing: the Essential Guide (PDF) http://davidgauntlett.com/wp-content/uploads/2018/08/essaywriting.pdf 4) Elkins, Artists with PhDs, 2014 http://www.jameselkins.com/yy/ 5) Interacting: Art, Research and the Creative Practitioner. 2011. Linda Candy (Editor), Ernest Edmonds (Editor), Roy Ascott (Preface) [chapter by Linda Candy: Research and Creative Practice] 6). Mika Hannula, Artistic Research Methodology: Narrative, Power and the Public. 2014 http://mikahannula.com/s/ArtisticResearchWhole.pdf 7) The Routledge Companion to Research in the Arts. Abingdon, Oxford: Routledge. 2012 8) Visualizing Research. Gray C. and Malins J. 2004. <i>Visualizing Research, a guide to the research process in art and design</i> . Ashgate, Farnham, UK Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf 9). The SAGE Encyclopedia of Qualitative Research Methods. Lisa M. Given (Ed.), SAGE Publications, 2008. Downloadable at: http://www.stiba-malang.com/uploadbank/pustaka/RM/QUALITATIVE%20METHOD%20SAGE%20ENCY.pdf 10) Introduction to Quantitative Research Methods: An Investigative Approach. Mark Balnaves, Peter Caputi. SAGE Publications, 2001.
Additional teaching literature	1) Practice-based Research: A Guide http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf 2) Catch me if You Can. Mika Hannula http://www.artandresearch.org.uk/v2n2/pdfs/hannula1.pdf
Periodicals, Internet resources and other sources	1). Journal of Artistic Research : www.jar-online.net 2) International Database for Artistic Research: www.researchcatalogue.net/
Additional literature on the development of the doctoral thesis	The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.

Module title	C Module “Peer esteem”
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Module credit points	Module working hours	Module lectures	Module seminars / practical working hours	Individual work hours
11 CP	88 working hours	-	88	264

Study courses included in the module	<p>C Module “Peer esteem” is an essential part of the study program, within which students in the module obtain credit points for successful and internationally recognized research presentations in the form of conference reading (s) and / or exhibition of work.</p> <p>Foreign students who have chosen to reside in Latvia during their studies and the period of time is longer than 6 months in accordance with Section 56, Paragraph three, Point 1 of the Law on Higher Education Institutions are learning the Latvian language, which is ensured by lecturers of both universities.</p>
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Teaching staff (CP)	N/A
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Module aims and tasks	<p><u>Module core aims:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -show clearly that they are an active member of their international research community -have benefitted their community and their host university (LiepU, RISEBA) by means of some of their Achievements.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -show clearly that they are an active member of their international research community by active participating in the international research events (conferences, symposiums, exhibitions etc.); -have benefitted their community and their host university (LiepU, RISEBA) by means of some of their achievements.

Module annotation (up to 300 characters)

	Module is a measure of the student's ability to perform as part of an international research community as a peer and equal. During the three years of the course students are required to demonstrate "achievements" which are typical of their research field such as: being asked to publish research papers, having international exhibitions of creative practice, making presentations at conferences, student forums etc.
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Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module "Foundations of Research I" course: "Academic Writing and Creative Practice"

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module "Peer esteem" is a practical module within which are assessed: - organizational activities (involvement in organizing conferences - 1st year, research forum organized by students - 2nd year, methodology symposium - 3rd year); -international conferences or exhibitions; -participation in exchange programs (eg summer schools of partner universities in Latvia or abroad, Erasmus exchange, etc.).	88	practical work	N/A

Students' individual work			
Themes	Tasks	Working hours	Expected result
Individual work is done by participating in the activities included in the module according to the topics chosen by students.	- organizational activities (involvement in organizing conferences - 1st year, research forum organized by students - 2nd year, methodology symposium - 3rd year); -international conferences or exhibitions; -participation in exchange programs (eg summer schools of	88	Successful fulfillment of the criteria set for obtaining credit points: - involvement in the organizational activities (involvement in organizing conferences - 1st year, research forum organized by students - 2nd

	partner universities in Latvia or abroad, Erasmus exchange, etc.).		year, methodology symposium - 3rd year); -international conferences or exhibitions; -participation in exchange programs (eg summer schools of partner universities in Latvia or abroad, Erasmus exchange, etc.).
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Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; -completed all fortnightly set tasks, all required elements must be passed and setted aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	N/A
Additional reading	N/A
Periodicals, online resources and other sources	N/A

Module developers:		Chris Hales	21/04/2020
	Signature		Date
	Signature		Date
	Signature		Date
Module confirmed:		Dr. Zanda Gūtmane	
	Dean/ Director of the Scientific Institute		Protocol of the meeting of the Faculty Council No. / Protocol of the Scientific Council of the Institute No. Date

A 2 STATE, CIVIL AND ENVIRONMENTAL PROTECTION

MODULE CODE

MODULE PROGRAMME STRUCTURE

Module title in Latvian	VALSTS, CIVILĀ UN VIDES AIZSARDZĪBA
Module title in English	STATE, CIVIL AND ENVIRONMENTAL PROTECTION
Module title in a second foreign language (if the course is taught in Russian, German or French)	

Module level (1-4 - academic bachelor; 5-6 - academic master; 7 - doctoral; P - professional)	1-4 - academic bachelor;
Prior knowledge (title of course, part of the programme to be covered)	
Scientific sector/sub-sector	

Module scope in credits / ECTS	Module scope in hours	Number of lectures per module	Number of seminars or workshops in the module
2CP/3ECTS	80	10 (20h)	6 (12h)

Study courses included in the module	<i>I State and civil defense 1 CP</i> <i>II Environmental Protection 1 CP</i>
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Module is taught by (faculty member, KRP)	<i>Dr. paed. Pāvels Jurs (1KRP)</i> <i>Dr. biol. Māra Zeltiņa (1KRP)</i>
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Aim and objectives of the module		
Module language	<i>Latvian</i>	

Aim and objectives of the module	<p><i>The aim of the module is to provide the necessary knowledge and competences for successful study in the field of new media art and design, to offer theoretical knowledge and practical guidance in academic writing, and to encourage independent development of one's own writing skills in the style of scientific language.</i></p> <p>TASKS OF THE STUDY COURSE</p> <ul style="list-style-type: none"> <i>To aid in getting an idea of studying at University, the structure of the University, and rights and responsibilities as a student;</i> <i>To develop an understanding of the basic principles of new media and the language of visual expression;</i> <i>To encourage the organisation of knowledge and materials acquired during studies and the presentation of the results and findings of creative work in a comprehensible way;</i>
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	<ul style="list-style-type: none"> • To aid getting an idea of the guidelines for academic writing; • To provide an understanding of the characteristics and peculiarities of the scientific and popular scientific style of the Latvian language; • To encourage the research, analysis and comparison of different samples of scientific texts; • To provide opportunities to practise scientific writing.
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Module outcomes: knowledge; skills; competences	
in Latvian	<p>Zināšanas</p> <ol style="list-style-type: none"> 1. Izprot tiesisko regulējumu civilās aizsardzības sistēmas nodrošināšanai, valsts civilās aizsardzības struktūru, valsts institūciju pašvaldību un komersantu uzdevumus civilajā aizsardzībā, iedzīvotāju tiesības un pienākumus civilajā aizsardzībā. 2. Apzinās valsts apdraudējuma specifiku, valstī iespējamās katastrofas un to sekas, terorisma draudus un tā izpausmes, zinās preventīvos, gatavības, reaģēšanas, seku likvidēšanas neatliekamās pasākumus un atjaunošanas pasākumus katastrofu un dažādu krīžu gadījumos. 3. Izprot visaptverošas valsts aizsardzības pamatprincipus, iedzīvotāju tiesības un pienākumi valsts aizsardzības ietvaros. 4. Izprot valsts agrīnās brīdināšanas sistēmas darbības principus katastrofu un krīžu gadījumos. 5. Izprot jautājumus par paaugstinātas bīstamības objektiem, bīstamām vielām, to klasifikāciju un pārvadāšanu, radiācijas drošību. 6. Izprot Latvijas Republikas normatīvos aktus, kas reglamentē veselības organizācijas un darba vides jautājumus strādājošajiem un izglītojamajiem. 7. Izprot vides aizsardzības un ilgtspējīgas attīstības pamatprincipus un aspektus. 8. Apzinās darba vides riska faktoros un to ietekmi uz veselību. <p>Prasmes</p> <ol style="list-style-type: none"> 9. Spēj analītiski novērtēt valsts apdraudējuma specifiku, īpaši hibrīdapdraudējuma gadījumā (informācijas telpas un kiberapdraudējums). 10. Prot adekvāti rīkoties valsts apdraudējuma, katastrofu un ārkārtas situāciju gadījumos. 11. Prot sniegt pirmo palīdzību nelaimes gadījumos. 12. Spēj noteikt organizācijas vides aspektus un izstrādāt priekšlikumus ietekmes uz vidi samazināšanai. 13. Prot organizēt ergonomiski atbilstošu veselīgu darba un mācību vidi. <p>Kompetence</p> <ol style="list-style-type: none"> 14. Pieņem lēmumus, kā rīkoties valsts apdraudējuma situācijās, katastrofās un nelaimes gadījumos. 15. Novērtē civilās aizsardzības sistēmas nozīmi iedzīvotāju drošības nodrošināšanā. 16. Novērtē pareizi organizētas darba vides ietekmi uz cilvēka veselības saglabāšanu <p>Ir kompetenti profesionālajā darbībā, dzīvesvietā, mājāsaimniecībā integrēt ilgtspējīgas attīstības principus.</p>
in English	Knowledge

	<p>1. Understands the legal framework for ensuring the civil defense system, the tasks of state civil defense structures, state institutions, municipalities and merchants in civil defense, the rights and obligations of citizens in civil defense.</p> <p>2. Is aware of the specifics of national threats, possible disasters in the country and their consequences, threats of terrorism and its manifestations, knows preventive, preparedness, response, emergency measures for elimination of consequences and restoration measures in cases of disasters and various crises.</p> <p>3. Understands the basic principles of comprehensive national defense, the rights and obligations of citizens within the framework of national defense.</p> <p>4. Understands the principles of the state's early warning system in the event of disasters and crises.</p> <p>5. Understands questions about objects of increased danger, dangerous substances, their classification and transportation, radiation safety.</p> <p>6. Understands the laws and regulations of the Republic of Latvia, which regulate health organization and work environment issues for workers and students.</p> <p>7. Understands the basic principles and aspects of environmental protection and sustainable development.</p> <p>8. Is aware of the risk factors of the work environment and their impact on health.</p> <p><i>Skills</i></p> <p>9. Able to analytically assess the specifics of the national threat, especially in the case of hybrid threats (information spaces and cyber threats).</p> <p>10. Knows how to act adequately in cases of state threats, disasters and emergency situations.</p> <p>11. Can provide first aid in case of accidents.</p> <p>12. Able to determine the environmental aspects of the organization and develop proposals for reducing the impact on the environment.</p> <p>13. Can organize an ergonomically appropriate healthy working and learning environment.</p> <p><i>Competence</i></p> <p>14. Makes decisions on how to act in situations of national threat, disasters and accidents.</p> <p>15. Evaluates the importance of the civil defense system in ensuring the safety of citizens.</p> <p>16. Evaluates the impact of a properly organized work environment on the preservation of human health</p> <p>Is competent to integrate the principles of sustainable development in professional activity, residence, household.</p>
<p>in a second foreign language (if the course is taught in Russian, German or French)</p>	

Module annotation (up to 300 characters)	
in Latvian	Zināšanas

	<p>17. Izprot tiesisko regulējumu civilās aizsardzības sistēmas nodrošināšanai, valsts civilās aizsardzības struktūru, valsts institūciju pašvaldību un komersantu uzdevumus civilajā aizsardzībā, iedzīvotāju tiesības un pienākumus civilajā aizsardzībā.</p> <p>18. Apzinās valsts apdraudējuma specifiku, valstī iespējamās katastrofas un to sekas, terorisma draudus un tā izpausmes, zinās preventīvos, gatavības, reaģēšanas, seku likvidēšanas neatliekamās pasākumus un atjaunošanas pasākumus katastrofu un dažādu krīžu gadījumos.</p> <p>19. Izprot visaptverošas valsts aizsardzības pamatprincipus, iedzīvotāju tiesības un pienākumi valsts aizsardzības ietvaros.</p> <p>20. Izprot valsts agrīnās brīdināšanas sistēmas darbības principus katastrofu un krīžu gadījumos.</p> <p>21. Izprot jautājumus par paaugstinātas bīstamības objektiem, bīstamām vielām, to klasifikāciju un pārvadāšanu, radiācijas drošību.</p> <p>22. Izprot Latvijas Republikas normatīvos aktus, kas reglamentē veselības organizācijas un darba vides jautājumus strādājošajiem un izglītojamajiem.</p> <p>23. Izprot vides aizsardzības un ilgtspējīgas attīstības pamatprincipus un aspektus.</p> <p>24. Apzinās darba vides riska faktoros un to ietekmi uz veselību.</p> <p>Prasmes</p> <p>25. Spēj analītiski novērtēt valsts apdraudējuma specifiku, īpaši hibrīdapdraudējuma gadījumā (informācijas telpas un kiberapdraudējums).</p> <p>26. Prot adekvāti rīkoties valsts apdraudējuma, katastrofu un ārkārtas situāciju gadījumos.</p> <p>27. Prot sniegt pirmo palīdzību nelaimes gadījumos.</p> <p>28. Spēj noteikt organizācijas vides aspektus un izstrādāt priekšlikumus ietekmes uz vidi samazināšanai.</p> <p>29. Prot organizēt ergonomiski atbilstošu veselīgu darba un mācību vidi.</p> <p>Kompetence</p> <p>30. Pieņem lēmumus, kā rīkoties valsts apdraudējuma situācijās, katastrofās un nelaimes gadījumos.</p> <p>31. Novērtē civilās aizsardzības sistēmas nozīmi iedzīvotāju drošības nodrošināšanā.</p> <p>32. Novērtē pareizi organizētas darba vides ietekmi uz cilvēka veselības saglabāšanu</p> <p>33. Ir kompetenti profesionālajā darbībā, dzīvesvietā, mājsaimniecībā integrēt ilgtspējīgas attīstības principus.</p>
in English	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understands the legal framework for ensuring the civil defense system, the tasks of the state civil defense structure, state institutions, municipalities and merchants in civil defense, the rights and obligations of citizens in civil defense. 2. Is aware of the specifics of national threats, possible disasters in the country and their consequences, threats of terrorism and its manifestations, will know preventive, preparedness, response, emergency measures for elimination of consequences and restoration measures in cases of disasters and various crises.

	<ol style="list-style-type: none"> 3. Understands the basic principles of comprehensive national defense, citizens' rights and obligations within the framework of national defense. 4. Understands the working principles of the country's early warning system in the event of disasters and crises. 5. Understands questions about objects of increased danger, dangerous substances, their classification and transportation, radiation safety. 6. Understands the laws and regulations of the Republic of Latvia, which regulate health organization and work environment issues for workers and students. 7. Understands the basic principles and aspects of environmental protection and sustainable development. 8. Is aware of the risk factors of the work environment and their impact on health. <p><i>Skills</i></p> <ol style="list-style-type: none"> 1. Able to analytically assess the specifics of the national threat, especially in the case of hybrid threats (information spaces and cyber threats). 2. Knows how to act adequately in cases of state threats, disasters and emergency situations. 3. Can provide first aid in case of accidents. 4. Able to determine the environmental aspects of the organization and develop proposals for reducing the impact on the environment. 5. Can organize an ergonomically appropriate healthy working and learning environment. <p><i>Competence</i></p> <ol style="list-style-type: none"> 1. Makes decisions on how to act in situations of national threat, disasters and accidents. 2. Evaluates the importance of the civil defense system in ensuring the safety of citizens. 3. Evaluates the impact of a properly organized work environment on the preservation of human health 4. Is competent to integrate the principles of sustainable development in professional activity, residence, household.
in a second foreign language (if the course is taught in Russian, German or French)	

Module curriculum and content outline			
Topic and subtopic (indicate the division into parts - Part I; Part II if the module is in several parts and there are several forms of examination)	Scope in hours	Type (lectures, seminars, practical classes, laboratory work)	Faculty staff
PART I			
Description of the contemporary security situation and threats to Latvia (threats in the information space, cyber environment, various manifestations of hybrid threats).	2	Lectures	Pāvels Jurs

Latvian defense and security policy, basic principles of comprehensive national defense, rights and obligations of citizens in the framework of the national defense, psychological protection.	2	Lectures	Pāvels Jurs
Civil defense concept. Civil defense system in Latvia. The legal framework for the national civil defense system. Civil Defense Law.	2	Lectures	Pāvels Jurs
Disasters, their classification and types. Terrorism and its manifestations. Fighting terrorism. Disaster and crisis management, human action at individual and national level, including best practices from European countries. Involving resources in disaster and crisis management.	2	Lectures	Pāvels Jurs
1st seminar. Potential disasters in Latvia and how to manage them.	2	Seminar	Pāvels Jurs
The National early warning system and its operational principles. National material reserves. Civil defense protective structures. Dangerous goods.	2	Lectures	Pāvels Jurs
Radioactivity. Sources of radioactive radiation. Effects of radioactive radiation on the body. Radiation safety.	2	Lectures	Pāvels Jurs
2nd seminar. Provision of first aid in accidents.	2	Seminar	Pāvels Jurs
Part II			
Concept and key principles of environmental protection	2	Lectures	Māra Zeltiņa
Environmental guidelines and policy in Latvia, EU, worldwide	2	Lectures	Māra Zeltiņa
Ecology and its subdivisions. Living systems. Ecosystem structure. Key ecological patterns.	2	Lectures	Māra Zeltiņa
Environmental health. Health effects of harmful environmental factors	2	Seminar	Māra Zeltiņa
Environmental pollution. Technologies to reduce environmental pollution.	2	Seminar	Māra Zeltiņa
Key principles of sustainable development	2	Seminar	Māra Zeltiņa
Product life cycle and eco-design	2	Lectures	Māra Zeltiņa
Seminar on prepared presentations	2	Seminar	Māra Zeltiņa

Independent work of the student			
Topics for independent work	Independent work assignments	Scope in hours	Expected outcome competences to be acquired
Part I			

Disasters in Latvia (group work)	1. Describe the major disasters that have occurred in Latvia. 2. Make a presentation and submit it on time. 3. Present the paper. 4. Self-evaluate own work.	12	1. Know about the major disasters in Latvia. 2. Know how to orientate through a wide range of sources on relevant topics. 3. Know how to argue one's point of view. 4. Develop cooperation skills 5. Improve one's professional competence;
National security (group work)	1. Analyse potential threats to national security. 2. Make a presentation and submit it on time. 3. Present the paper. 4. Self-evaluate own work.	12	1. Know potential threats to national security. 2. Know how to orientate through a wide range of sources on relevant topics. 3. Know how to argue one's point of view. 4. Develop cooperation skills 5. Improve one's professional competence;
Part II			
Environmental pollution. Actions to reduce it at individual, collective, national and transnational levels	Using literature and internet resources, prepare for the seminar discussion	12	1. Understands Latvia's environmental problems and challenges. 2. Know how to orientate through a wide range of sources on relevant topics. 3. Know how to argue one's point of view. 4. Develop self-directed learning skills

Eco-design	Using literature and internet resources, prepare a presentation on an eco-design example and present it at the seminar	12	1. Understand the principles of product life cycle and eco-design 2. Know how to orientate through a wide range of sources on relevant topics. 3. Know how to argue one's point of view. 4. Develop self-directed learning skills
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Module evaluation	
Evaluation form	<i>Exsam</i>
Evaluation result	<i>Vērtējums 10 ballu skalā</i>
Evaluation conditions	<p>The course assessment consists of 3 mid-term examinations and a final test on the information covered in the course.</p> <p>Mid-term tests:</p> <p>1st mid-term test: security situation in Latvia, civil defense system in Latvia, disasters, disaster management (15%).</p> <p>2nd mid-term test: first aid skills test (15%).</p> <p>3rd mid-term test: environmental science and environmental problems. Natural resources. Nature and environment (15%).</p> <p>Active participation in seminars and completion of independent works (25%).</p> <p>Final examination:</p> <p>Examination on theoretical knowledge - 30%.</p>
Evaluation criteria	<p>Completed tasks meet the stated objective.</p> <p>Quality of execution and form of presentation.</p> <p>Regular work during the semester.</p>

Obligatory literature	<ol style="list-style-type: none"> Berzina, I. (2019). Total Defence as a Comprehensive Approach to National Security. In: Vanaga, N., Rostoks, T. (Eds.) <i>Detering Russia in Europe: Defence Strategies for Neighbouring States</i>. London: Routledge. <i>Civilās aizsardzības un katastrofas pārvaldīšanas likums</i> (Pieņemts: 05.05.2016. Stājas spēkā: 01.10.2016.) Lasconjarias, G. (2017). <i>Deterrence through Resilience: NATO, the Nations and the Challenges of Being Prepared</i>. NATO Defence College, Eisenhower Paper 7. http://www.ndc.nato.int/news/news.php?icode=1060
Additional literature	<ol style="list-style-type: none"> Horowitz, D. (1993). The Israeli Concept of National Security. In: <i>National Security and Democracy in Israel</i>. Yaniv, A. (ed.). Boulder&London: Lynne Rienner Publishers. Malecis, V. Ekoloģija.

	<ol style="list-style-type: none"> 3. Mannitz, S. (2007). The Normative Construction of the Soldier in Switzerland: Constitutional Conditions and Public Political Discourse: The Swiss Case. <i>PRIF-Research Paper</i> No. I/9-2007. http://www.hsfk.de/fileadmin/HSFK/hsfk_downloads/Switzerland_9.pdf 4. Matthews, R., Zhang Yan, N. (2007). Small Country „Total Defence”: A Case Study of Singapore. <i>Defence Studies</i> 7:3, pp. 376-395. http://dx.doi.org/10.1080/14702430701559289 5. NATO. (2016a). <i>Commitment to Enhance Resilience</i>. https://www.nato.int/cps/en/natohq/official_texts_133180.htm 6. NATO. (2016b). <i>Resilience and Article 3</i>. https://www.nato.int/cps/ic/natohq/topics_132722.htm 7. Teperik, D., Jeramalivičius T., Senkiv, G., Dubov, D., Onyschuk Y., Pokalchuk O., Samus M. (2018). <i>A Route To National Resilience: Building Whole-of-Society Security in Ukraine</i>. Tallin: International Center for Defence and Security 8. The Security Committee. (2015). <i>Secure Finland: Information on Comprehensive Security In Finland</i>.
Periodicals, internet resources and other sources	<ol style="list-style-type: none"> 1. Bērziņa, I. (2018). <i>Pilsoniskais patriotisms Latvijas attīstībai un drošībai</i>. Tēvijas Sargs. http://www.tevijassargs.lv/ts/pilsoniskais-patriotisms-latvijas-attistibai-un-drosibai/ 2. <i>Ecodesign for sustainable products</i>. European Commission, 2022 https://ec.europa.eu/info/energy-climate-change-environment/standards-tools-and-labels/products-labelling-rules-and-requirements/sustainable-products/ecodesign-sustainable-products_en 3. Nacionālās drošības koncepcija tendences un izaicinājumi. (2020). Pieejams: https://www.mod.gov.lv/sites/mod/files/document/AiMVAK_2020_projekts.pdf

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Module approved:	Protocol of the Faculty Council No 1 Date 02.09.2022.