

COVER PAGE

Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.

Note: *Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework

of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).

- Encourage and support mobile participants upon return to act as ambassadors of the programme, promote the benefits of mobility and actively engage in building alumni communities.
- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Normunds Grinbergs

Signature of the legal representative



In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff ☒

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices ☒

Partnerships for Excellence – European Universities ☒

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees ☒

Partnerships for Innovation ☒

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation: ☒

1.2 Erasmus Policy statement (EPS): your strategy

1.2.1. Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The strategy of Riga Building College (further – RBC) is to create the conditions necessary for the formation of high-quality learning process, based on the modernization and quality of sustainable development. In order to reach these goals, it is necessary to:

- promote the quality of Architecture, Restoration and Construction (three main study directions of RBC), supporting the development of related standards;
- harmoniously combine natural assets, cultural heritage and contemporary architecture in high-quality spatial development;
- to improve the quality of education in specialities of Architecture, Construction and Restoration of cultural heritage, to support the research in these areas;
- to increase the public awareness of the responsibility in residential and public environment in promoting architecture and promoting public participation;
- to promote Latvian architectural visibility and competitiveness in international level.

The main cornerstone of modernization of study process at RBC is collaboration in international level, which is essential both in order to perform adequate self-assessment as well to identify situation in labour market in Latvia and in EU in general, level of education abroad, society demands and other aspects, what would ensure the competitiveness of graduates both in national and international level. Internationalization policy of RBC is in line with the aims of European Education Area, sharing interest of all EU Member States to harness the full potential of education and culture as drivers for job creation, economic growth and improved social cohesion, as well as a means to experience European identity in all its diversity. Thus internationalization policy of RBC is based on following prerequisites:

- spending time abroad for studies, practice, exchange of experience, training or teaching should become the norm both for students and staff of RBC;
- full recognition of education qualifications both for incoming as well outgoing mobility;
- knowing two languages in addition to one's mother tongue should be Standard;
- high-quality education for everyone, irrespective of their socio-economic background;
- to promote the sense of European identity, of Europe's cultural heritage and its diversity among the students and staff of RBC, as well in society outside RBC.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

Main tool and the driving force for realization of internationalization strategy of RBC are opportunities provided by Erasmus Programme.

Erasmus Exchange programme is engaged in RBC starting from 2008 and since that there has been a very rapid dynamics in terms of mobility of students and College staff. In general more than 2% of all the students, who study in state financed programs at College, use the opportunity to study or internship in universities or companies abroad (however the number of participants was dependant from the allocated financial support). Since 2014/2015 academic year there have been realized 165 outgoing and 144 incoming mobility of staff and students, what is almost 3 times more than in the period of previous Erasmus charter (then during period 2008 – 2014 there were 60 outgoing and 20 incoming mobility). Also the number of bilateral agreements is continuously rising and at the beginning of 2020 reached 28 agreements between programme countries and 16 agreements between programme and partner countries. The task for next coming Erasmus period 2021-2027 will be to keep the number of participants in mobility not less than in previous period, i.e. at least 165 outgoing and 144 incoming mobility, what taking into account the recent situation with global pandemic can appear to be a serious challenge.

The main principles of international strategy of Riga Building College are not only deepening the collaboration with the partners which are involved in Erasmus programme, but also to look for possible partners from non-EU. Thus in the next coming period it is planned to increase the number of bilateral agreements both with programme and partner countries. It is anticipated, that the minimum number of new agreements per year would be 2 for programme countries and 1-2 for partner countries. Mobility of studies and traineeships for students; teaching and learning for staff are going to be carried out by participation of incoming and outgoing mobility. In the period 2021-2027 RBC strives to keep the number of outgoing students for studies or practice not less than 2 % of the whole number of state financed programmes, the number of outgoing staff for teaching mobility – not less than 50%, for training – not less than 20%. It is planned to involve more teaching staff from foreign partner higher educational establishments (HEI), thus until period 2021-2027 keeping the number of incoming teaching staff from abroad not less than 20 %.

Taking into account that RBC starting with 2020/2021 academic year will admit students for new programme “Architectural technology” according to new Standard, the agreement with VIA University College (Denmark) regarding double diploma should be updated (since 2009 there is both Erasmus bilateral agreement and agreement for double diploma for the programme “Architectural technology and construction management” which now has switched to “Architectural technology”)

More attention will be payed to the quality, content and common aims of collaboration with the partners, in order to implement the priorities of the Programme, it is planned to:

- undertake the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative;
- to promote environmentally friendly practices in all activities related to the Programme;
- to encourage the participation of individuals with fewer opportunities in the Programme;

- to promote civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

The international policy framework of RBC in choosing partners is the following:

- the principle of quality in the related fields – Architecture, Construction, Restoration;
- principle of sustainable development – the pursuit of public welfare, environmental and economic integration and balanced development that meets current needs without compromising the ability of future generations to meet their needs. It helps to build eco-friendly architecture, promoting energy and resource conservation;
- cooperation and the principle of participation – in the process of developing quality architectural and cultural environment non-governmental organizations, social partners, the private sector and other public administration bodies are involved;
- the principle of co-ordination – the policy planning to create and strengthen the international solidarity and partnership, improve it in the regional and international levels.

1.2.2. Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

RBC is going to take part in following Erasmus activities:

- 1) Erasmus Key Action 1 (KA1) – Learning mobility:
The mobility of higher education students and staff;
- 2) Key Action 2 (KA2) – Cooperation among organisations and institutions:
Partnership for Cooperation and exchange of practice,
Partnerships for Excellence – European Universities,
Partnerships for Excellence – Erasmus Mundus Joint Master degrees,
Partnerships for Innovation;
- 3) Key Action 3 (KA3) – Support to policy development and cooperation.

In the period 2021-2027 RBC strives to keep the number of outgoing students for studies or practice not less than 2 % of the whole number of state financed programmes, the number of outgoing staff for teaching mobility – not less than 50%, for training – not less than 20% of staff. Thus ensuring that the total number participating in mobility from the college is at least 20%. At the same time it is desirable, that the number of incoming mobility are increased or at least maintained at existing level. Thus criterion “spending time abroad for studies study, practice, exchange of experience, training or teaching should become the norm both for students and staff” will be fulfilled. Taking into account that RBC starting with 2020/2021 academic year will admit students for new programme “Architectural technology” according to recently elaborated Standard, the agreement with VIA

University College (Denmark) regarding double diploma should be upgraded until spring 2021. It should be mentioned that there has been double diploma agreement between RBC and VIA University since 2009 until now, and this has been an attractive force for students to choose to participate in the Erasmus mobility for studies.

Incoming and outgoing mobility – exchange of experience and ideas, cooperation with other HEI abroad is very important for the modernization of study process at RBC. Collaboration in international level is essential both in order to perform adequate self-assessment as well to identify situation in labour market in Latvia and in EU in general, level of education abroad, society demands and other aspects, what would ensure the competitiveness of graduates both in national and international level.

As mentioned already before, during 2019-2020 RBC actively has been involved in elaboration of new Standard regarding the education of architects at the short cycle professional education (first level of higher Professional education in Latvia, equivalent to Bachelor's degree (level of professional qualification PKL – 4) and accordingly the study programme for architects at RBC was revised and adapted, including more subjects related to new technologies – e.g. BIM – Building information modelling. However also the other study programs and their standards should regularly be revised, the study subject should be actualized according to nowadays tendencies. Both students and staff should be trained how to use different digital tools in contact studies as well in distance learning. In such a process of modernization international collaboration has a significant role.

1.2.3. What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Participation of RBC in Erasmus Key Action 1 (KA1) – Learning mobility, (The mobility of higher education students and staff), gives a possibility of individuals to get a new experience and knowledges, but it also serves as a platform for elaboration of Project proposals in the frame of Key Action 2 (KA2) and Key Action 3 (KA3) or other programs. Until now RBC has participated in several projects of KA2 in the role of partner along with large European universities, this experience as well the obtained international collaboration and contacts, encourages RBC to try participate in other Erasmus activities (e.g. KA2), applying projects as a coordinator and be more involved also as a partner in KA2 activities. Elaboration of new study programmes that meet the requirements of European employers is among the aims of RBC strategy (e.g. Building Restoration/Conservation, Road Construction, Technology of Building Engineering, Specialist of Construction information modelling - BIM manager and possibly others).

In the period 2021-2027 RBC strives to keep the number of outgoing students for studies or practice not less than 2 % of the whole number of state financed programmes, the number of outgoing staff for teaching mobility – not less than 50%, for training – not less than 20%. At the same time it is desirable, that the number of incoming mobility are increased or at least maintained at existing level. The target for student mobility of studies both for outgoing and incoming mobility is international recognition of study period, what means awarding of particular number of ECTS (European Credit Transfer System), according to time spent at partner institution. A credit point in Latvia (KP) is defined as 40 hours 'full time studies during a week. In order to acquire recognition European Credit Transfer System is used. One TBC credit (KP) is equivalent to 1.5 ECTS.

Participation of staff either in training or teaching mobility is recognized by certificate of attendance.

An integral part of teaching programme at RBC is placement period, compulsory for the students of Construction, Architecture and Restoration programmes. Thanks to our previous experience we have worked out a uniform procedure regarding qualifying students for the placements, choosing the right companies – adequate to the student's specialization, monitoring the progress of the placement period and the recognition of the period of practical education abroad. Organizing students' mobility we reach for our best and inspected methods for recruiting candidates, from which we try to choose individual students meeting the qualifying criteria. A vital element of the placement competition is establishing contacts with a reliable and – if possible – verified institution agreeing to admit a trainee. Through internationalisation, RBC seeks to achieve the highest international Standard in research and teaching.

As mentioned already previously, in recent years, employers have shown increasing interest in supplementing their ranks with RCK students who have studied or practiced abroad. Taking into account, that the number of graduates is less than the number of jobs offered, employers try to involve young people in the working life of their companies already during their studies, offering part-time work or flexible job opportunities that allow them to combine work with studies. This interest is particularly active from companies involved in the restoration of cultural heritage. This process should be viewed positively, as a skilled, well-educated RCK workforce also has a positive impact on the company's overall performance and competitiveness at both the national and international levels. In turn, better theoretical knowledge and practical skills ensure better preservation of cultural heritage.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

2.1. Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

With regard to the participation of students and staff in mobility, RBC adheres strictly to the principles of non-discrimination. Participation in mobility is not restricted by gender, age, nationality, religion, orientation or disability. The main precondition for staff to participate in mobility is that the aim of mobility is in line with the College's strategy and the Erasmus Charter, while for students the main criterion is their academic success. The principle of non-discrimination is respected for both inbound and outbound mobility. RBC facilities are fully suitable for people with disability, so the College is ready to accommodate such incoming mobility, while for outbound mobility all necessary support will be provided.

The availability of application for a particular kind of mobility is announced twice a year by the Studies Department of the College. All the necessary information about the coming competition can be found on the website (www.rck.lv) as well as on the notice-boards. The aim of competition is to contribute to the perfection of academic knowledge and professional skills of the students and academic staff.

RBC evaluates the application of the candidates for Erasmus exchange program taking into account their study progress and the level of foreign language knowledge. The level of foreign language knowledge both of the students and staff should meet the level which is necessary to acquire successfully the study contents at the partner higher school as well as to fulfil the duties in the place of traineeship and exchange experience. In case of necessity RBC organizes language courses for the students or staff who goes abroad.

RBC has worked out the procedure of the students and the staff's application and selection for mobility program as well as the instructions for students who are involved in Erasmus Program studies and traineeship. Students get acquainted with their rights and duties within Erasmus Program. Both visiting and leaving students are assisted in getting visas and insurances. Latvian students are assisted in finding accommodation abroad. Visiting students and staff are also provided with accommodation – RBC hostel.

2.2. Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website².

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

According to guidelines of The European Student Card Initiative, RBC is going to supplement their webpage (www.rck.lv) with all necessary information and links, in order to enable every student to easily and safely identify and register themselves electronically for studies or practice, eliminating the need to complete onsite registration procedures and paper work. Information regarding cultural activities will also be included in RBC webpage in line with the vision to create a European Education Area by 2025.

Web page is going to include the link to Erasmus+ Mobile App, and necessary instruction of its downloading and use for students to manage all administrative steps related to their mobility period - before, during and after their stay. It will allow students to find all the information they need to experience a high-quality mobility experience abroad.

Starting already from 2020, RBC will gradually move to use the Erasmus Without Paper network according to following milestones:

- 2021 - to manage inter-institutional agreements and online learning agreements;
- 2022 - to send and receive student nominations and acceptances;
- 2023 - to exchange transcripts of records related to student mobility.

2.3. Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

All paper work in the context of the Erasmus+ programme will be minimized until less possible level. This regards to all documentation – starting with interinstitutional agreements, application forms for students and staff, recognition documentation – transcripts of records, certificates of attendance, invitation letters etc., and ending to materials for studies – lecture notes, handouts, didactic materials etc.

Starting already from 2020, RBC will gradually move to use the Erasmus Without Paper network according to following milestones:

- 2021 - to manage inter-institutional agreements and online learning agreements;
- 2022 - to send and receive student nominations and acceptances;
- 2023 - to exchange transcripts of records related to student mobility.

2.4. Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Visiting students and also academic staff are involved in sport and culture life of the College. They will be encouraged by the students' self-government body to join the activities provided by the College and the Latvian state. Study visits to museums, restoration workshops, historical sites, libraries and archives are rather often been included in the regular study process both for local and foreign students, especially in the programmes of Architecture and Restoration, but also offered to students from Construction program. There are several study subjects included in the study programs of Restoration and Architecture, related to the history of culture, history of art, history of Architecture, principles of restoration of cultural heritage as well its significance in the scale of national and international context, what means that there

are resources in the RBC to share this knowledge. With a number of leading museums, National Archive and National Library RBC have agreements, that the study visits are free of charge and included in the study process.

Before mobility brief instruction and information to the incoming and outgoing students are given regarding the history, culture, traditions and politics of the country of hosting institution.

To the incoming students someone from local students are voluntary assisting – so called “body” (and it is followed by College, that there is such a member), who starting already with the first days of coming, can assist and help with different household, study and other questions.

2.2 When participating in Mobility Activities - After mobility

2.2.1. Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

The target for student mobility of studies both for outgoing and incoming mobility is international recognition of study period, what means awarding of particular number of ECTS (European Credit Transfer System), according to time spent at partner institution. A credit point in Latvia (KP) is defined as 40 hours ‘full time studies or practice during a week. In order to acquire recognition European Credit Transfer System is used. One RBC credit (KP) is equivalent to 1.5 ECTS.

RBC follows the recommendation of Lisbon Recognition Convention already since 2008 until today. Recognition at RBC is built on taking into account main principle - the outcomes from a learning period abroad at higher education level in one Member State are automatically and fully recognised in the others, as agreed beforehand in a learning agreement and confirmed in the Transcript of Records, in line with the European Credit Transfer and Accumulation System.

Already since 2008 until today RBC acknowledges the importance of fostering transparency and building trust in each other's higher education systems to achieve automatic mutual recognition for the purpose of further learning. Following conditions are already fulfilled:

- national qualifications framework is referenced to the European Qualifications Framework, with the referencing reviewed and updated when relevant, and self-certified to the Qualifications Framework of the European Higher Education Area;
- higher education system is organised in line with Bologna Process in a short cycle as defined in the qualification framework of the European Higher Education Area;
- external quality assurance is carried out by independent quality assurance agencies registered, with the European Quality Assurance Register and which thus operate in line with both the Standards and Guidelines for Quality Assurance in the European

³ The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

Higher Education Area and the European Approach for Quality Assurance of Joint Programmes.

Diploma Supplements for all graduates is issued automatically and free of charge both in Latvian and English, if requested - in digital format. Criteria for recognition that are applied are transparent.

However until 2025 some aspects should still be improved and actualized, e.g.:
Course Catalogues should be up-to-dated, with descriptions of degree programmes, single educational units and grade distribution tables.

Implementation, monitoring and maintenance of system is supervised by National Academic Recognition Information Centre.

2.2.2. Please describe your institution's measures to support, promote and recognise staff mobility:

The College motivates the lecturers and the staff to get involved into mobility programs and helps them to get prepared for the mobility period. The experience of the academic staff which they get participating in international projects is taken into account when the academic staff's qualifications are annually attested and when the election of the academic staff occurs.

College management fully supports staff participation in mobility. As in the case of missions, while on Erasmus mobility, staff are retained at 100% for the period of absence, and for teachers, the syllabus is adjusted to make it possible to reconcile the absence. After returning from mobility, RBC participation in mobility is transferred to the staff, and this participation is taken into account in the staff self-assessment once a year. Participation in mobility is welcomed with additional points. Any staff member can apply for mobility by filling in the application form, which is freely available on the College's website. The form provides information such as the type, time, place and purpose of the planned mobility.

Incoming mobility participants receive certificates issued by RBC, which is also a confirmation of participation.

Outgoing staff mobility is supported by the College. Teaching mobility can form part of the appraisal process and teachers are encouraged to disseminate their reports within the department and encourage mobility among colleagues. Classes of incoming tutors are incorporated in the free choice program and study. The tutors achieve full support from the College as for the organization of their stay, accommodation and providing Access to all the didactic implements. Departments recognize the value of teaching exchanges, with many agreements set up to receive regular teaching. Teaching mobility can form part of the appraisal process and teachers are encouraged to disseminate their reports within the department and encourage mobility among colleagues.

2.3 For the Purposes of Visibility

2.3.1. Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

Erasmus Policy statement will be placed at the webpage of College: www.rck.lv, which is both in national language – Latvian and English.

Activities supported by the Programme will be promoted by:

- 1) staff meetings – at least twice in year the international coordinator gives a report regarding all actual Erasmus projects, the number and type of realized mobility and number and type of mobility which should be realized in future, thus encouraging and promoting personal to take active part in mobility;
- 2) in the general staff meetings or in the department meetings, personal report on their participation in mobility and gained experience, which encourages colleagues to participate as well;
- 3) for students informative events are organized at least twice a year, the Erasmus coordinator informs about the possibilities and conditions of participation, parallel it is done also by the head of the department and other lecturers;
- 4) students get information about Erasmus+ activities from other students, who has been already participating in mobility, their success stories are also available also at RCK homepage.

In order to contribute to the prestige and competitiveness of the College and make it attractive for foreign students RBC try to make the brand of the College widely recognized. It is a purpose to address potential students outside Latvia. English version of a website is made. The website contains the information about students and the academic staff's mobility, at the College Board meetings the academic staff share their experience in Erasmus Program. For the students, who come back after their studies abroad RBC organizes meetings so that they can popularize the benefits of the program for the further development of the College.

RBC is going to organize and take part in the partner high school's international weeks.

2.3.2. Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

As it have been mentioned also previously, the Charter will be placed in the homepage of College (www.rck.lv) both in Latvian and English languages, so that anyone will be able to get acquainted with it. In Application form, which is filled in by participants before the mobility, there will be included a point whether the participant is familiar with the content of Charter and understands its essence. In the staff meetings, when personnel will be informed about the activities of forthcoming Erasmus year, information regarding the main important points of Charter will be given by Erasmus coordinator, the relationship between the Charter and strategy of College will be explained.

Erasmus activities are reflected in annual selfassessment of RBC, all staff especially

academic and administrative staff as well the representatives from students parliament are involved in actualization and improvement process of international policy of RBC.