

Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Riga Technical University

Study field: Management, Administration and Management of Real Property

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Summary Assessment of the Study Field

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Within the study direction of “Management, Administration and Management of Real Property”, the goal is set to provide students with sustainable multi-level education in the field of management and entrepreneurship, as well as promote competitive and prosperous career development and training of highly qualified specialists in various fields of management, administration and industry, and system or technology management. RTU has a system for both overall management of the study direction and management of each corresponding study programme and its improvement. The information published on the website of the University about the respective study programmes of the study direction corresponds to the information available in the official registers.

The university's Quality Policy complies with The Standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015). The RTU Quality Policy is based on the principles of EFQM Excellence Model and is in line with ISO 9001:2015. The RTU Quality Policy is also connected to the strategy and the mission of the university. Procedures for the development, review and improvement of the relevant study programmes of the study direction are established. An appropriate student-complaints system is in place and well-developed. Students complaints are analysed and improvements are done where necessary, with also the efficiency of each improvement action also analysed. RTU collects and analyses the information (statistics) on the relevant study programmes of the study direction. Within the study direction “Management, Administration and Management of Real Property”, RTU implements study programmes in a partnership with national (Latvian Academy of Culture, bachelor study programme “Creative Industries”) and international (University at Buffalo (USA) and Norwegian Business School, bachelor study programme in Business Administration at Riga Business School (hereinafter - RBS) higher education institutions. Some practises within the study direction vary: some study programmes are carried out in partnership with other HEIs. For this reason, there is a lack of uniform, clearly defined and communicated model, as to fully-RTU-run study programmes’ policies and procedures for quality assurance, on the one hand, and those related to dual and joint degree study programmes with other HEIs, on the other hand. RTU has determined aims and measures in compliance with ESG (2015), which are integrated in the internal quality management system of RTU, however. Overall, the study direction is run very well, despite minor shortcoming in a lack of fully consistent policies and procedures.

RTU has developed a system to determine the appropriate financial resources required for the implementation of the study direction and all the relevant study programmes. In total, the funding available is at present optimal for the realisation of the current study programmes as they are now are. As the study programmes become more and more attractive to the foreign students, however, there is a sentiment that the funding ought to grow -- because a more and more diverse student body results in limited possibilities to standardize. A system for financing the scientific research activities is in place, however, and this system is very efficient. RTU has identified and works on the great amount of the infrastructure resources needed, the material and technical provision required for the implementation of the study direction, and how to make sure that they are available for the stakeholders of study direction. The buildings, technical equipment and IT solutions provide excellent conditions to ensure quality of study process. Teaching staff is highly qualified, 66% of elected RTU academic staff members have doctoral degrees. It is important as the study direction also has professional study programmes, where requirements for academic staff in matters of degree are little lower. A lot of attention is paid on the qualification and performance quality of academic staff. The faculty provides multiple opportunities for qualification improvement and advancement of teaching skills. The directions of scientific research and/or artistic creation in the study direction complies with the development aims of RTU. They are relevant to the study direction. They are also relevant to industry.

In most cases, the relation between scientific research and/or artistic creation in the study direction and the study process has been defined and ensured appropriately, especially at the levels of rectors, directors of the university, as well as Faculty of Engineering Economics and Management (hereinafter - FEEM) deans. Scientific research and/or artistic creation and the outcomes thereof are integrated in the study process in the study programmes of all levels in ways that complies with requirements. International cooperation in the field of scientific research within the study direction and the relevant study programmes is ensured and improved in a target-oriented manner that complies with and fulfills requirements.

Even so, in some study programmes there is not enough sufficiency of the level of scientific activity and applied research in the field of industry which is linked with a respective study programme. Room for enhancement thus exists. There are signs that the level of ambition as to all professors of researchers could be higher than it is as of yet. There is still room for improvement in terms of having more professor-level visitors to FEEM and RBS, in particular. Hence, good “incubators” at the rest of RTU are not fully utilized at RBS. The excellent outreach at RBS is not matched by a similar phenomenon at the rest of RTU. There is a lack of clear policy of use of digital tools in education and learning, for example. RTU mechanisms for the involvement of the teaching staff in scientific research seems vague and lack transparency as well as is not in favour with the research ambitions of RTU stated in the RTU strategy 2014 - 2020 and expressed by vice-rectors during the meeting with the expert panel.

FEEM's and RBS's cooperation and internationalization strategy fits into the overall RTU strategy and complies with the most important priorities of the university, such as internationalization and interdisciplinarity. The aims and learning outcomes of the study direction “Management, Administration and Management of Real Property” have been achieved within the evaluated period, in cooperation with partners. The reviewed study direction has a positive dynamic of visiting professors that contribute to the improvement of the study process. In order to improve the content of study programmes and courses, to organize and implement practical work, FEEM and RBS organize working groups, seminars, events and conferences with the participation of employers, graduates, academic staff and students. To increase competitiveness in international markets FEEM and RBS participate in various important international organisations (CESAER, EFMD, BMDA, AACSB, CEEMAN, Nice Network, UIIN, WCO, FIABCI, IFORS, ACCA, CFA, CAMS, etc.). A common system for the provision of traineeships and the organisation thereof has been developed within the study direction. Academic staff of the study direction participates in Latvia sectoral expert councils, such as the Sectoral Expert Council for Transport and Logistics, the sectoral expert council “Business, finances, accounting, administration (wholesale, retail and commerce)”, the Sectoral Expert Council for Construction, the Latvian Employers' Confederation (LDDK) and the Free Trade Union Confederation of Latvia (LBAS). FEEM and RBS have established closed long - term international cooperation with foreign universities for internationalization of study process and development of joint projects. Systems and mechanisms, which are used by the RTU to attract foreign students and the teaching staff are efficient. Discussions with representatives of employers revealed that students of the “Management, Administration and Management of Real Property” study direction have strong theoretical and technical knowledge as well as skills in relevant industries and ICT, however, there is a lack of communication, entrepreneurial skills and ability to work in cross-cultural teams. Students prefer more instructors from industries who would be invited as guest lectures.

The most important strengths of the study direction of “Management, Administration and Management of Real Property”:

1. The study direction is run fully in line with government policies and principles of good quality management.
2. The structure of the management of the study direction and the relevant study programmes are oriented towards the further development of the study programmes.
3. The procedures for effective implementation of the study process are developed and

implemented.

4. Several study programmes of the study direction are unique in Latvia, thus ensuring a competitive advantage. Offer of interdisciplinary programmes among management and engineering fields.

5. Several study programmes of the study directions have high ranking in the Eduniversal Business Schools Ranking.

6. The outcomes of external evaluations of the study direction are used for the improvement of the relevant study programmes.

7. The evaluation and improvement processes involve stakeholders (students, teachers, graduates, employers).

8. Outstanding premises of the campus, in terms of rooms, common indoor and outdoor spaces, laboratories.

9. The premises for studies, the teaching and learning equipment (computer equipment, consumables, etc.) are adequate both in their size and quality.

10. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

11. Professional and qualified staff with academic and practical experience in the field of study, including various didactic approaches, who regularly improve their competencies and ensure the study process also in English.

12. Industry representatives – practitioners are invited as guest lecturers and visiting lecturers. Extensive internship opportunities for professional programmes' students in real companies cooperating with RTU.

13. High research potential of the doctoral level study programme.

14. International cooperation in the field of scientific research within the study direction and the relevant study programmes is ensured and improved in a target-oriented manner.

15. Scientific research is well-functioning and efficient, involving students at all levels.

16. The study direction "Management, Administration and Management of Real Property" is highly internationally oriented.

17. The choice of partner universities comply with the RTU overall strategy toward internationalization and interdisciplinarity.

18. Cooperation with Latvian employers' associations and federations, entrepreneurs and state institutions works well. This RTU study direction is well on its way to creating excellent reputation as to its study programmes. There is high evaluations on the part of employers, which provides good career opportunities for graduates.

19. Follow-up is an integral part of the internal quality assurance system of study direction, aimed at improving the study direction and relevant study programmes, taking into account the conclusions of the external evaluation and the recommendations provided in them.

The most important weaknesses of the study direction of "Management, Administration and Management of Real Property":

1. RBS strategy seems to be disintegrated from RTU strategy in terms of Excellence in Research.

2. Relevant information about the internal quality assurance system, e.g. the management procedures, formal quality assurance processes (inputs and outputs), involvement, roles and responsibilities of RTU stakeholders, methods and tools to define, measure, evaluate, assure, and enhance quality etc., including study programmes delivered in partnership with other HEIs is insufficiently-documented and publicly not available to study direction stakeholders.

3. Insufficient number of state funded places for very demanded programmes (such as "Business Logistics", for example) within study direction.

4. Insufficient use of digital and video materials and opportunities to replace face-to-face lectures.

5. Insufficient involvement of all academic staff in research activities and unbalanced contribution of all academic staff to scientific production and its application to study content within the study

direction.

6. Cooperation of study direction "Management, Administration and Management of Real Property" with internationally recognized professors and industry experts in connection with study programmes is not deep enough.

7. The flow of incoming professors and students of the universities involved in the ERASMUS + program is insufficient.

8. Students and academic staff of the study direction are not sufficiently active in Erasmus + international exchanges.

9. There is no master or doctoral level joint study programme established with European and Latvian HEIs included in the study direction "Management, Administration and Management of Real Property".

1. Management of the Study Field

Analysis

RTU's strategy is based on the main goals of the university and permeates the most important priorities of the university - internationalization, interdisciplinarity, organizational, financial, as well as infrastructure efficiency. In connection with the RTU strategy, the strategic goal of the Faculty of Engineering Economics and Management (hereinafter - FEEM) has been defined: ensuring excellence of the study process, the excellence of scientific activity, organizational excellence and recognition, as well as infrastructure excellence and creating an academic environment in management, economics and security.

FEEM's mission and vision derive from this strategic goal and is capable of delivering it. The mission places special emphasis on using the latest technologies and innovations and the vision shows that FEEM is aiming to develop the national economy and wants to contribute to the entire Baltic region.

Within the study direction, the goal is set to provide students with sustainable multi-level education in the field of management and entrepreneurship, promote competitive and prosperous career development and training of highly qualified specialists in various fields of management, administration and industry, system or technology management. The aims of the study direction are defined and directed to meet labour market requirements and society needs, however, the link between the aims of the study direction and the overall RTU strategy seems somewhat fragmented, especially considering RBS study programs position related to research. The study aims also set sub-goals to create, maintain and develop multi-level, sustainable education in research and cooperation with industry. RTU became a member of the Conference of European Schools for Advanced Engineering Education and three of its expert task forces with which it aligned its development strategy to international standards and aligned its learning outcomes accordingly.

The development strategy of the study direction is based on the opinion that it is necessary to promote the understanding of each employee about his / her role in achieving the common goals, as well as to encourage the employees to take full individual responsibility for achieving these goals.

The management of the study direction and the corresponding study programmes is generally provided by the Council of the FEEM, the Council of the RBS, the Study Direction Committee and the director of the study direction, the directors of the study programmes, the administration of the institutes or departments, implementing the study programmes, and the Student Self-government of FEEM. According to the documents and the expert meetings the bodies of the Study Direction meet regularly and are able to make the decisions needed for changes or development of their given programmes.

RTU has a system for managing and improving study programmes. Proposals for changes in study programmes are developed by the Study Direction Committee, based on the recommendations of the teaching staff, feedback from employers, student self-government, as well as from the latest

trends in the national economy and the labour market. The academic staff has a chance to develop their part of the programme annually even if other stakeholders do not provide feedback for needed improvement. The study direction commission asks the Council of the FEEM to review and approve development proposals. Based on the decision of the Council of the FEEM, changes in the study direction are directed, which are approved by the RTU Senate. Changes in the structure of study programmes are approved by the order of RTU Vice-Rector for Studies. The technical support of the study field is provided by the study programme record-keeping, as well as the IT service. Such cooperation in the implementation of the study programmes of the study direction can be assessed as effective and promoting the development of the study direction. The structure of management seems to be efficient, although sometimes it is hard to understand the responsibilities of different units. Also, the Development Plan of Study Direction from 2020 – 2025 is more like a pile of slogans than a specific action plan. It does not contain any quantitative and qualitative indicators to monitor the progress of the plan and assess its achievements. The plan should also be based on the human and financial resources needed to implement the actions.

The process and procedure of admission of students are specified in the RTU Admission Regulations, which have been developed on the basis of the Law on Higher Education Institutions and 10.10.2006. Cabinet Regulation No. 846 “Regulations on requirements, criteria and procedures for admission to study programmes,” as well as taking into account the special requirements and direction of study programmes.

The recognition of the study period, professional experience, previously acquired formal and non-formal education within the study direction is a convenient and relatively simple procedure for students. When a student submits an application accompanied by the necessary documents on the acquisition of previous similar study courses and/or professional experience, they are going to be evaluated. In order to implement the equalization of professional experience, students must prepare and submit a description of their professional activity, which is evaluated by the commission and a decision is made on the compliance of professional activity with the requirements of the study programme. If necessary, an additional conversation is possible to clarify unclear issues. Recognition of study courses mastered in formal education in all study programmes of the direction takes place almost every semester upon request of students.

Assessment of student learning outcomes is carried out in accordance with the “Regulation on the Assessment of Learning Outcomes” (approved at the Meeting of RTU Senate on 27 May 2017, Minutes No 610). The principles, procedures and process of the assessment of students’ achievements at RTU are uniform; they do not differ within the study direction and its programmes. There are differences in the choice and application of the methods used, because the assessment of students’ knowledge, skills and competence take place in accordance with the learning outcomes to be achieved defined in the specific study course. The descriptions of the study courses comprise comprehensive general data of the subject, its content, learning outcomes and their assessment, evaluation criteria of the learning outcomes, the workload of students. All courses descriptions are available in the ORTUS. However, learning outcomes of some subjects are described as follows: „Students know the main elements of the civil protection system in the country, its tasks, its organisational principles and structure.“; „Students understand the nature of the planning of the national civil protection plan“; „Able to demonstrate understanding of human-machine-environment optimization capabilities.“ (the example refers to the compulsory study course “Civil Defense”). Vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of must be avoided. These terms are associated with teaching objectives rather than learning outcomes. If it is intended to develop and assess the knowledge and comprehension, it is necessary to describe the learning outcomes using the following verbs: define, list, state, classify, describe, discuss, explain, identify, locate, recognise, select, etc.; e.g. at the end of the subject „student should be able to explain of human-machine-environment optimization capabilities...“.

Since 2010 all students that graduate from any RTU study programme should upload electronic

versions of their graduation papers in ORTUS portal in order to improve the quality of graduation papers, create a bibliographic database of the graduation papers and introduce an automated control system for detecting plagiarism. RTU uses two major plagiarism control tools in the study process. Since 2015, the final theses of the study programmes have been tested in the Unified Computerized Plagiarism Control System, which unites many Latvian higher education institutions. Also, the RTU system is used in cooperation with the University of Latvia. With this system, all final works are checked after they are uploaded to the ORTUS environment. As of December 20, 2017, RTU operates Turnitin®, the world's leading article correction and plagiarism tool, used daily by millions of students and academics around the world. Turnitin® is integrated into the RTU ORTUS e-learning environment and provides a full service of submitting, correcting, determining the originality (plagiarism) of the content and returning the submitted works. The final work is tested in parallel in both systems, thus using both systems. Unified computerized plagiarism control system and Turnitin® system. The developed doctoral theses are also controlled.

Academic integrity principles are set, and control mechanisms are ensured. Since 1997, RTU has had a Code of Ethics for Scientists. Code of Academic Integrity, approved by the RTU Senate on February 29, 2016. The aim of the Code of Academic Integrity is to strengthen the academic culture and honesty in the academic environment of RTU, to explain the concept of academic honesty and related actions, to define the main procedures for reviewing violations of academic integrity. RTU is involved in various initiatives that update and address issues of academic integrity. RTU is a member of the European Academic Integrity Network and one of the founders, where it is active in sharing experiences and educating on issues related to academic integrity by organizing conferences. One of the latest materials developed is the Glossary of Academic Integrity Terms and Guidelines, which will be published by RTU Publishing House.

The information published on the website of the University about the respective study programmes of the study direction corresponds to the information available in the official registers. It provides important information for candidates and students and is published in both Latvian and English languages in which the study programmes are implemented. The information on the official RTU website also is available in Latvian and English.

Conclusions. Strengths and weaknesses

RTU strategy is based on the main goals of the university. The aims of the study direction are clearly defined and attainable. The mission and vision derive from this strategic goal and are able to achieve it. The goals of the study field are defined and directed so that they meet the requirements of the labour market. The structure of the management of the study direction and the relevant study programmes is oriented towards the development of the study direction. The development strategy of the study field is based on the opinion that it is necessary to promote the understanding of each employee about his / her role in achieving common goals. RTU has established a logical and efficient system as well as procedures for the admission of students, the recognition of the study period, professional experience, and the previously acquired formal and non-formal education, evaluation of the learning achievements of the students. RTU has a system for managing and improving study programmes. Academic integrity principles are set, and control mechanisms are ensured. The information published on the RTU website provides important information for stakeholders and is published in languages in which the study programmes are implemented.

Strengths:

1. The study direction and the respective study programmes in general correspond to the main directions of RTU strategic development and correspond to the needs of the national economy and development tendencies.

The structure of the management of the study direction and the relevant study programmes are oriented towards the further development of the study programmes.

2. The decision making bodies for the development of study direction is clear and competent.
3. The procedures for the effective implementation of the study process are developed and implemented.
4. Administrative and technical staff are in place to provide support for needs related to the field of study programmes.
5. Admission requirements are logical, understandable, and they are related to the goals set in the RTU Strategy.
6. Several study programmes of the study direction are unique in Latvia, thus ensuring a competitive advantage. The offer of interdisciplinary programmes among management and engineering fields.
7. Several study programmes of the study directions have a high ranking in the Eduniversal Business Schools Ranking.

Weaknesses:

1. Taking into account that RTU is the leading technical university in Latvia, and one of the leading ones in the Baltic region as a whole, there appears to be insufficient interactions and collaboration with other institutions of higher education beyond the Baltic states.
2. The development plan of the study direction does not fully indicate how to improve the weaknesses and avoid threats.
3. RBS strategy seems to be disintegrated from RTU strategy in terms of Excellence in Research.
4. There are courses learning outcomes which lack outcome-based approach, i.e. some learning outcomes are not precisely described what the student has to be able to do at the end of the course learning period (too many abstract „know“ and „understand“, which are difficult to be objectively assessed in the cognitive domain of student).

2. Efficiency of the Internal Quality Assurance System

Analysis

In the self-evaluation report, it is written: “RTU Strategy and Development Programme for 2014–2020” (approved at the meeting of RTU Senate on 28 October 2013, Minutes No 573) lays out the key principles of RTU development in the period until 2020 (see <https://www.rtu.lv/en/university/strategy>). Three aims of the University are defined in the Strategy: (1) high-quality study process; (2) excellence in research; and (3) sustainable innovation and commercialization activities, as well as definite tasks and qualitative indicators pertaining to these aims, for example, development and implementation of competitive study programmes in cooperation with foreign universities. In order to efficiently control implementation of RTU Strategy, RTU Strategy Management System has been established”. Also, it was stated “RTU has an internal quality management system in place in accordance with the RTU Quality Policy updated and approved at the meeting of RTU Senate on 25 September 2017, Minutes No 612 (see: RTU Quality Policy) and the RTU Excellence approach approved at the meeting of RTU Senate on 30 January 2017, Minutes No 606 (see: RTU Excellence Approach). Since the study direction “Management, Administration and Management of Real Property” is one out of 12 study directions implemented by RTU, its internal quality system is closely related to RTU Quality Management System.”

The university's Quality Policy complies with the Standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015). RTU Quality Policy is connected to the strategy and the mission of the university and additionally is based on the principles of the EFQM Excellence Model and is in line with ISO 9001:2015. RTU Quality Policy is publicly available and easily found in the Latvian language on the website of RTU, however, RTU Quality Policy is publicly not available in English language or is not easily found on the website of RTU for newcomers. (After additionally submitted information on the 3rd of January 2021 Quality Policy became publicly accessible in

English). RTU Excellence Approach is publicly available in Latvian and English language on the website of RTU.

It was written in the self-evaluation report on study direction (see above) and said within the meeting with the Director of the study direction and Dean of the Faculty of Engineering Economics and Management that RTU has an internal quality management system in place in accordance with the RTU Quality Policy and the RTU Excellence approach, which defines an internal quality management system. It is very welcome to demonstrate attitudes and commitment to strive for quality in the above mentioned three aims of the University: (1) study process; (2) research; and (3) innovation and commercialization activities. However, the expert panel wants to point out that RTU Quality Policy and Excellence approach describe only principals, approaches, values on which the RTU Quality Policy and stages, principles, conventional structure of European Foundation for Quality Management (hereinafter - EFQM) Excellence on which the RTU Excellence approach are based but not the internal quality management system, as a set of management procedures, formal quality assurance processes (inputs and outputs), involvement, roles and responsibilities of RTU stakeholders, methods and tools to define, measure, evaluate, assure, and enhance the quality of studies, research and other activities of the RTU. The internal quality assurance mechanism of studies in self-evaluation report is described in a very abstract way.

The internal quality assurance system of the study direction appropriately mentions such internal entities as the Study Field Committee; Senate Study Quality and Programmes Committee; Programmes Management and Curriculum Design Unit; Quality Management and Document Management Department; Academic Group Leaders, etc. However, the roles and relations among the above-mentioned committees and units are not clear in how these committees contribute to the achievement of the aims and learning outcomes of the study direction and the study programmes involved. Expert panel meetings with the teaching staff of the 20 study programmes revealed that lecturers review their course at the end of each semester. On the other hand, several teachers had only a very vague understanding of how the RTU quality assurance system is designed or, even, works. They struggled to explain how they are personally involved in the internal quality assurance system of relevant study programmes within study direction, in monitoring and periodic review of curricula, for instance.

RTU FEEM and RBS joined the United Nations (hereinafter - UN) initiative Principles of Responsible Management Education or PRME. Starting with December 2018, RTU has been a member of the EFQM, having joined the global quality cooperation network. RTU participates in several international and national ratings and comparison systems (<https://www.rtu.lv/en/university/rankings>). Various evaluation procedures are carried out on the level of individual RTU organizational units by international organizations operating in the field relevant for the study programme. Also, the university and its study directions used to be accredited by various international professional bodies, e.g. CEEMAN IQA. The panel of experts wants to emphasize that discussions with teachers of 20 study programmes have revealed the impact of these accreditations on the periodic review of study programmes and its improvements, e.g. the content of several study courses was improved based on the recommendation from the accreditation bodies as well as working group findings during preparation for accreditation. Big attention within the curriculum is paid to sustainable development and social responsibility, FEEM and RBS prepare and submit a self-assessment report certifying their compliance with the global idea of sustainable development for UN initiative Principles of Responsible Management Education.

The procedures for the development, review and approvement of the relevant study programmes of the study direction are established, e.g. Procedure for application, elaboration, and amendment of the study programs (approved at the Meeting of RTU Senate on 30 November 2015; amended in 2015 and 2019); Regulation of the study direction committee (approved by the Resolution of RTU Senate Meeting on 03 December 2012, amended in 2015 and 2019). However, the above-mentioned documents do not indicate the regularity of review of the study programmes. Procedure for

application, elaboration, and amendment of the study programmes does not include the analysis of needs and demands in the labour market and society, based on which the new study programmes should be launched or current study programmes must be upgraded periodically.

The mechanism for obtaining and providing feedback from students is described in Regulation on students polling for assessment of the study process (Approved at the Meeting of RTU Senate on 27 January 2014, amended in 2018). Students polling is conducted electronically in ORTUS portal. The student complaints system is developed and in place. The complaints are analysed and the necessary improvements are done, the efficiency of improvement action analysed. The Procedure for Submission and Examination of RTU Students' Proposals and Complaints is drafted, but it is not clear within the procedure how the students have access to the information on the possibilities to submit complaints and proposals. Also, it was written in the self-evaluation report that "after each graduation round, polling of the graduates of Bachelor and Master programmes is conducted; annual polling of doctoral students and doctoral alumni has been introduced, polling of employers presently takes place at the end of internship of each student, as well as within the scope of development of study programmes". Meetings and discussions with students of 20 study programmes confirmed that students can evaluate the teaching and learning process and provide the suggestions for the improvements, which in the majority cases are turned into the amendment of the teaching and learning process, which facilitates the achievement of learning outcomes of the study programmes. The results of these surveys are thoroughly analysed. In certain cases, the content of the study programmes was reviewed, and necessary changes implemented based on students survey results, for example during the review period lack of visiting lecturers from the industry was significantly improved and for some study programmes, the number of them prevails over elected professors. However, there are no regulations on obtaining feedback from other stakeholders of the study programmes. Meetings and discussions with teaching staff, graduates, employers revealed that the feedback mechanism seemed to be fragmented, lacking the systematic approach, regularity, and effectiveness. Some employers mentioned that they are the members of the RTU Council Convention. Data on the responses (feedback) rates of teachers, heads of practical training, employers was requested by an expert panel to find out some evidence, however the director of the study direction and Dean of the faculty refused to provide evidence. Therefore, the feedback mechanisms available for certain stakeholders is vague.

This study direction is being evaluated annually on 3 levels: 1) University; 2) Study direction (market research and SWOT analysis – these are done during the past 2 years, evaluation of competitive advantage of each programme); 3) Study programme. As a result, a self-assessment report is being prepared. The thorough assessment is done of the student dropout reasons. Graduates' employment rate is monitored in cooperation with State Revenue Services.

RTU collects and analyses the information (statistics) on the relevant study programmes of the study direction. It was provided information in the self-evaluation report that a special RTU "working group considered compliance to nine criteria of the EFQM model and analysed 101 sub-criteria, having identified 133 problems in total and having made 146 suggestions. The priority problems were included in RTU Development Plan as tasks set for a definite term to be solved by the respective organizational units". Also, it was stated that, on a regular basis, "every year study programmes of the study direction "Management, Administration and Management of Real Property" are evaluated and an annual self-assessment report is prepared". It was further emphasised that "Quality reviews are drawn up once a year, summarizing the data on performance indicators of RTU administration, core activities and support processes. 28 performance indicators characterizing process quality are set for one of the core RTU activity processes "Organization and Management of the Study Process". As expert panel employed a fact-based approach - conclusions must be based on the acquired objective data, documents with analysis of KPI (key performance indicators - which as targets are publicly available in the RTU strategy for 2014 - 2020) at the faculty level and decisions made based on the outcomes of analysis or follow up action plans, also annual self-assessment reports of the study

direction “Management, Administration and Management of Real Property” of the last two academic years were requested by an expert panel to ascertain the efficient use of collected data, however the director of the study direction and Dean of the faculty hesitated to provide the evidence they probably have in their possession. In sum, there is no evidence that experts could assess how the outcomes of internal evaluations of the study programmes are used for the improvement of the programmes within the study direction. Therefore, for the expert panel, it is difficult to confirm that the information (statistics) on the relevant study programmes is efficiently used to improve the study direction in terms of study process and research, which findings must be transmitted to students.

RTU within the study direction “Management, Administration and Management of Real Property” implements study programmes in a partnership with national (Academy of Culture, bachelor study programme “Creative Industries”) and international (University at Buffalo (USA) and Norwegian Business School, master study programme in Business Administration at RBS) higher education institutions (hereinafter - HEIs). Self-evaluation report envisaged that RBS quality assurance system respects the principles accepted in other programmes of the direction complementing them with international accreditation and the requirements of partner universities. In the case of joint degree study programme “Creative Industries” there is no description of joint internal quality assurance system among RTU FEEM and Latvian Academy of Culture (hereinafter - LAC) in the self-evaluation report of “Creative Industries”.

Discussions with study programmes’ stakeholders revealed that in case of RBS implemented dual bachelor degree in Business Administration, the curriculum is reviewed and approved by foreign HEIs, in case of joint degree study programme “Creative Industries” there is established a Board which comprise 3 representatives of each institution, the Board meets once a year and has meetings with students and teaching staff of the joint degree programme, the student satisfaction with the quality of education is monitored in cooperation with LAC and the improvements of the content of the study programme are done accordingly. The practices within the same study direction between different study programmes in partnership with other HEIs vary, therefore there is a lack of common, clearly defined and communicated joint policies and procedures for the quality assurance of dual and joint degree study programmes among partner institutions to comply with internal quality assurance systems of all partner HEIs as well as national quality assurance requirements of each institution in case of international partnership.

RTU has determined aims and measures in compliance with ESG (2015), which are integrated in the internal quality management system of RTU. Besides the above mentioned RTU Quality Policy, established procedure for design and approval as well as on-going monitoring and periodic review of RTU study programmes, information management processes and involvement to the various cyclical external quality assurance processes, RTU ensures that the study programmes are delivered in a way that encourages students to take an active role in creating the learning process, student-centred principles are communicated to teaching staff and taken into account developing study programmes. RTU has clear and published regulations on student admission, recognition of prior learning, and certification. The institution provides conditions and support that are necessary for students to make progress in their academic achievements (e.g. additional courses in math free of charge for students). Also, RTU provides teaching staff with a supportive environment (e.g. The Centre for Academic Excellence (CAE)), adequate and readily accessible learning resources (e.g. Library resources, Laboratories, etc.) for students and student support are provided and ensured as well. The website of RTU provides the most important information about each programme, including admission requirements, expected learning outcomes, qualifications to be awarded, detailed information on all study courses offered by RTU is publicly available.

Conclusions. Strengths and weaknesses

The quality management system of RTU is developed and embedded in the governance structure, resources and function in the process of the study direction management by contributing to the achievement of the aims and learning outcomes of the study programmes within the study direction. The procedures for the development and review of the study programmes and the feedback mechanisms are established and witness a culture of innovation and self-reflection. Quality indicators of study direction are used according to ESG (2015) and are integrated into the quality management system of RTU. Not clear for the expert panel how collection and analysis of the data on the relevant study programmes on a regular basis bring to the diagnosis of potential problems and preventive actions justifying the measures implemented in the right moment fostering the quality of the study direction programmes.

Strength:

1. The Quality policy is developed and in line with RTU mission and the strategy.
2. Information and data on the implementation of the study direction are regularly collected and analysed.

The outcomes of external evaluations of the study direction are used for the improvement of the relevant study programmes.

3. The evaluation and improvement processes involve stakeholders (students, teachers, graduates, employers).

Weakness:

1. Relevant information about the internal quality assurance system - e.g. relevant management procedures; formal quality assurance processes (inputs and outputs); involvement, roles and responsibilities of RTU stakeholders; methods and tools to define, measure, evaluate, assure, and enhance quality; etc. - is insufficiently documented and publicly not available to study direction stakeholders. The internal quality assurance system appears also marked by its absence as concerns study programmes that are delivered in partnership with other HEIs.
2. There is no formal process in place for systematic collection of data on labour market trends and forecasts.

3. Resources and Provision of the Study Field

Analysis

RTU has developed a system to determine the financial resources required for the implementation of the study direction and the relevant study programmes. The university funding from the state budget is done according to the existing legislation. But as the study programmes in this particular study direction aren't a national level priority in Latvia, state funding is quite secondary during the whole reviewed period, resulting in some study programmes having a low number of state-funded places. Primarily funding of the study direction comes from students' tuition fees. The study direction funding from the state budget has increased slightly and the tuition fees from foreign students have increased significantly during the review period. Most study places are funded by students themselves via tuition fees or sometimes are funded by their workplace in order for a specialist to be able to get a higher position. In total funding is optimal for the realization of study programmes and as the study programmes become more and more attractive to the foreign students, the funding has a tendency to grow.

RTU has a specific agreement with RBS regarding the funding. Study places are funded only by students themselves or by scholarship offered by different companies or foundations. There's a special system for financing a joint study programme "Creative industries", delivered in partnership with LAC. Funding is divided among the HEIs on the basis of credit points for the courses taught at RTU or at LAC.

A system for financing scientific research activities is in place, and this system is efficient. State

research funding is performance-based, which means that it is allocated among the faculties based on the number of publications, doctoral theses, and other measurable indicators. Calculations to determine the amount of funding are made based on faculty performance indicators - FEEM in this case. The Faculty Council takes the decision about funding distribution within the faculty. RTU also works to attract research funding from the EU and Nordic countries. EU funding has contributed to the acquisition of research equipment at all faculties.

Every year there are also 3 project calls based on the internal funding of RTU, each directed at a different group of interest and with a different aim - the increasing number of publications for young scientists, improving cooperation with the industry partners and other structures inside RTU, for the sake of interdisciplinary research and involvement of the graduates in the research process. Also worth mentioning is the Internal Research Excellence Grant for young scientists in order to attract prospective young scientists to do their research at RTU.

RTU has identified the great amount of the infrastructure resources, the material and technical provision required for the implementation of the study direction, and they are available for the stakeholders of study direction. Every student has a student ID card, which allows him /her to fully use all the available resources starting from the Scientific Library and ending with different laboratories. The main problem with the material resources is that they are so vast that students might get overwhelmed and not fully pay attention to them, although it should be pointed out that RTU is doing a good job by informing students about their possibilities. As the teaching staff has access to the necessary resources, those are also integrated into the study process, as it can be noticed with the Bloomberg Lab and equipment for infrastructural measurements in faculty buildings. Students are encouraged to use different labs for their "dirty prototyping" and prototyping as well, which is a very crucial part of study programmes in this study direction.

The buildings, technical equipment, and IT solutions provide excellent conditions to ensure the quality of the study process. The students can access electronic learning resources anytime using the interactive ORTUS portal. The auditoriums are equipped with multimedia projectors, PCs, audio and video equipment, Samsung flip charts, and HP ShareBoards for lectures in the class and online, however, there were remarks from students about insufficient use of digital materials at the beginning of COVID-19 lockdown. Higher education systems around the world are going through a period of challenges, the biggest of which is definitely the provision of a distance teaching, learning, and assessment process and RTU is not an exception.

FEEM where the study direction "Management, Administration and Management of Real Property" is implemented has a well-developed infrastructure with easy access to RTU campus in Kipsala, swimming pool, and sports center, public transport, shops, restaurants, and cafes.

As the experts' group was informed during the site visit in RTU Scientific Library, there is a common system and procedures for the improvement and purchase of the material, methodological, and informative provision. The Library council decides twice a year what books and databases should be ordered and subscribed to.

During the site visit, the experts' group noticed that while there were study rooms and places in the scientific library, where students could sit and work on their study works, in FEEM it was quite hard to find places, where students could sit down by the table and study, besides auditoriums.

Within the study direction, the attention is paid to attract new teaching staff, that can be noticed by the number of young teaching staff members. Mostly they are Ph.D. students, which is good for the renewal of academic staff. It should be mentioned that there's a noticeable number of foreign teachers as well, which indicates RTU international ambitions.

The teaching staff is highly qualified, 66% of elected RTU academic staff members have doctoral degrees. It is important as the study direction also has professional study programmes, where requirements for academic staff in matters of degree are a little lower. The balance between teaching and research for teaching staff is quite individual and depends on the staff member's activity in attracting projects or their professional competences, although every teaching staff

member has to do teaching and research as it is embedded in the requirements for even applying for the position.

A lot of attention is paid to the qualification and performance quality of academic staff. The faculty provides multiple opportunities for qualification improvement and advancement of teaching skills. Courses and seminars on the latest pedagogical methods are regularly organized to improve the pedagogical competencies of the academic staff. In-service training is organized at both the university and faculty level by organizing academic conferences and methodological seminars. There's also a mechanism for acquiring the information from teaching staff about the fields or topics they want to improve their knowledge or skills in.

As a very positive aspect, it could be mentioned, that there are many guest lecturers from the industry, which gives a great insight into the labor market for students. Students are very well adapted to expected needs from the labor market, which was mentioned by the employers' representatives.

It is stated that from 2017 each year FEEM Council annually evaluates the professional qualifications of academic and scientific staff, which determines the prospects of the staff member and what kinds of courses they should take. There's a very broad plan for events which targeted for improving professional and didactic activities for teaching staff, which took place between January 2018 and October 2019, directed specifically at teaching staff from this study direction. However, there is a lack of systematic approach in some cases and demand from the FEEM side for the teachers to improve their qualification and teaching skills. It was mentioned by the students that not all of the teachers employ new teaching methods and approaches.

FEEM and RBS are taking an active part in the incoming mobility of teaching staff, attracting international teaching staff, as it could be noticed during the visit. Besides that RTU staff has actively participated in outgoing mobility as well, as it could be noticed during interviews with teaching staff and also self-evaluation reports. The teaching staff has very good reviews about the experience and also the process of applying, implying that it is relatively easy to get mobility opportunities via ERASMUS+.

RTU offers a wide variety of consultations to their students and potential students via the Career Support and Services Unit. Students are mostly using the opportunities to have consultations about career prospects, self-development, psychological support, and consultations for international students (especially ERASMUS+ students). While the Career Support and Services Unit deals with more general issues, there is also the Student Service center, which provides references which are needed for students to apply for student discounts in transport, and also for other different matters, they give out student identification cards as well, which are needed for using RTU material resources. Due to the relatively high dropout rate which is reasoned by different levels of initial preparedness and motivation of students, additional free of charge academic support is provided for these students who struggle in the first and second year of studies in "Mathematics", "Physics" and, up to 2016 also in "Descriptive Geometry and Engineering Graphics". Sadly, the need to align different levels of preparedness of students puts an additional workload on academic staff and hampers the possibility to develop research skills and professional competencies of students.

It also should be acknowledged that there are also student organizations that represent students from this study direction in the faculty council and in RBS as well. Students' Council of FEEM is responsible for students' representation in faculty and also university level. Students actively communicate with their teachers, who are open to critics and improvements, so there is very good feedback about this openness from both - teaching staff and students as well.

It is also possible for international students to take part in RTU Students' council International Students' Council, which is not related to a specific faculty as in the Students' Council of FEEM case, but in general and works with the needs of international students and gives them the opportunity to integrate and learn more about local culture.

A similar system to RTU exists in RBS, where students have a practically independent Students'

Council, which monitors the needs of their students and deals with problems via discussions with the teaching staff or head of RBS, and also acknowledges the system as good.

In general students from this study direction are very pleased with their study experience, and all the mentioned drawbacks are things that are already being dealt with all the time, proving that FEEM and RBS are very active in the dialogue with students and addressing their needs.

Conclusions. Strengths and weaknesses

There is a system developed for the determination of the necessary financial, technical and informative resources for the provision of study programmes within the study direction and these resources are provided to the full extent. There are investments done in the improvement and development of infrastructure and there are excellent technical equipment and IT solutions provided to ensure the study process. The Scientific Library has access to 20 databases and a good collection of textbooks and study materials. The students have access to various laboratories where they can enhance their practical skills. The system for the financing of scientific research is in place and effective. The teaching staff is highly qualified and there is a good combination of academic and industry professionals.

Strengths:

1. Outstanding premises of the campus, in terms of rooms, common indoor and outdoor spaces, laboratories.
2. Clear mechanism for informing students about all the available resources.
3. Professional and qualified staff with academic and practical experience in the field of study, including various didactic approaches, who regularly improve their competencies and ensure the study process also in English.
4. Many different opportunities for qualification improvement and advancement of teaching skills for lecturers.
5. Industry representatives – practitioners are invited as guest lecturers and visiting lecturers.
6. Extensive internship opportunities for professional programmes' students in real companies cooperating with RTU.

Weaknesses:

1. The insufficient number of state-funded places for very demanded programmes (such as "Business Logistics", for example).
2. Some students as well as some lecturers are unaware of all incentives and possibilities offered by RTU (Design factory, Bloomberg laboratory, etc.), thus these resources are not fully utilized.
3. There are many opportunities for teaching staff to enhance their professional knowledge and qualification and well as advance their professional pedagogical competencies, however, the motivation system for the professional development might be further enhanced to a more systematic approach (follow up on the gap between the need for certain training and fulfilment of it; to develop a programme, which provides a list of didactic courses for teaching staff on the regular schedule (either alive or online) for instance, etc.).
4. The insufficient use of digital and video materials and opportunities to replace face-to-face lectures.

4. Scientific Research and Artistic Creation

Analysis

The directions of scientific research and/or artistic creation in the study direction complies with the development aims of RTU. They are relevant to the study direction. They are also relevant to

industry. Room for enhancement nonetheless exists, however. There are signs that the level of ambition as to all professors of researchers could be higher than they are as of yet. Publishing scientific articles is unevenly distributed. There appear to be star study programmes as to scientific research, real estate management, for example. On the other hand, many other study programmes are relegated to teaching, only. In a university such as RTU, it would be appropriate to have research across all study programmes. There appears to be no explicit differentiation between doctoral, master's level and bachelor's level research, a shortcoming that needs to be addressed if and when the levels of doctoral, post-doctoral and professor-level research is to be further raised to be kept pace with world class and international research developments. The role of the doctoral-level study programme is crucial for the whole study direction. It is this study programme that distinguishes the study direction from other HEIs. This study programme is a potential or already realized feeder of post-graduates with PhDs into the intra- and extra-Latvian scientific fields.

In most cases, the relation between scientific research and/or artistic creation in the study direction and the study process has been defined and ensured appropriately, especially at the levels of rectors, directors of the university, as well as FEEM deans. Scientific research and/or artistic creation and the outcomes thereof are integrated in the study process in the study programmes of all levels in ways that complies with requirements. Even so, in some study programmes there is not enough sufficiency of the level of scientific activity and applied research in the field of industry which is linked with a respective study programme. There are many "incubator" facilities at FEEM and RTU at large, such as Protola, Vertical Integrator Projects, Design Factory, Idea Lab, and Bloomberg Lab. These things said, there is room for improvement in terms of mobilizing their units across all study programmes in the study direction. In particular, what we would like to see more is to forge links between the "incubators" and researcher education in doctoral study programme "Management Science and Economics" (hereinafter - MSE) and in how MSE links with the other study programmes. International cooperation in the field of scientific research within the study direction and the relevant study programmes is ensured and improved in a target-oriented manner that complies with and fulfills requirements. There is still room for improvement in terms of having more professor-level visitors to FEEM and RBS, however. Such international collaboration not only in MSE but also the other study programmes would in all probability contribute to more research and more research publications and, thus, indirectly contribute to quality of education, too, as perceived by students in all and across study programmes.

FEEM and RBS have developed mechanisms for the involvement of the teaching staff in scientific research. More than anything else, this happens so that doctoral students partake scientific research that is guided and supervised by their professors. On the other hand, many professors and instructors did not understand questions posed to them as to research, seeing not any difference between research during and after a doctorate, in comparison to Master's level or Bachelor's level theses. The latter functions well and efficiently, while there appears to be room for improvement in the former kind of high-level research. In the FEEM and RBS study direction's self-evaluation report it is written: "RTU does not strictly distinguish academic and research workload, its proportion is determined for each academic staff representative individually when planning the workload of the employee at the department, as well as taking into account their positions, involvement in the implementation of projects, professional competence and experience." Meetings and discussions with the teaching staff of 20 study programmes revealed that many representatives of teaching staff struggle to explain how their workload is allocated between teaching and doing research, some of the teaching staff who are doing research do not publish on behalf of RTU. In some cases it was pointed out by the leading staff that the research is not the most important priority as well as that there are some academics who mostly teach and are not involved in the research activities at all. Therefore, RTU mechanisms for the involvement of the teaching staff in scientific research seems vague and lack transparency as well as is not in favour with the research ambitions of RTU stated in the RTU strategy 2014 - 2020 and expressed by vice-rectors during the meeting with the expert

panel.

Scientific research and/or artistic creation are well-functioning and efficient. The students of the study programmes at all levels are involved in scientific research and/or artistic creation. The Bloomberg Lab and at least one study programmes working closely with industry appear best in scientific research, while e.g. entrepreneurship is involved with artistic or semi-artistic creation for purposes of creativity when it comes to business modeling. RTU has developed mechanisms to promote the involvement of the students in scientific research through the above kind of research. In terms of innovation and/or artistic creation, there is some room for improvement in immersing students in the above mentioned “incubator” facilities and activities.

Innovative solutions in the study process are on offer for instructors and students in the “incubators”. However, it would appear that, maybe apart from the Bloomberg Lab, many of the “incubators” are not as much used as they ought to be. On the other hand, FEEM especially is a pioneer at RTU in terms of starting up these “incubator” activities, and it ought to get credit for such pioneering effects. For its part, RBS is a pioneer in using the case method for teaching and learning. At RBS, there ought to be more Latvian case studies.

Conclusions. Strengths and weaknesses

The directions of scientific research and artistic creation complies with the development aims of RTU, they are relevant to the study direction and to industry. Some study programmes are mostly relegated to teaching, however and the lecturers involved in them do not see research as a priority. The doctoral level study programme already supplies Latvian institutions with researchers and/or academics and it has the potential to supply foreign institutions as well.

In most cases, the relation between scientific research and artistic creation in the study direction and the study process has been defined and ensured appropriately, especially at the levels of rector, as well as FEEM dean. Scientific research and artistic creation and the outcomes thereof are integrated in the study process in the study programmes of all levels in ways that comply with requirements. Even so, in some study programmes there is not enough sufficiency of the level of scientific activity and applied research in the field of industry which is linked with a respective study programme.

International cooperation in the field of scientific research within the study direction and the relevant study programmes is ensured and improved in a target-oriented manner that complies with and fulfills requirements. There is still room for improvement in terms of having more professor-level visitors to FEEM and RBS. Innovative solutions in the study process are offered for teaching staff and students in the “incubators”.

Strengths:

1. Across the study programmes, there is good compliance with the requirements of legislation and regulations.
2. High research potential of the doctoral level study programme.
3. International cooperation in the field of scientific research within the study direction and the relevant study programmes is ensured and improved in a target-oriented manner.
4. Scientific research is well-functioning and efficient, involving students at all levels.
5. The academic staff is well in step with the students, with employers, and those above them in hierarchy.
6. There is good employment of the case study method at RBS.

Weaknesses:

1. Scientific research and artistic creation do not live up to their full potential.
2. Insufficient involvement of all academic staff in research activities and unbalanced contribution of all academic staff to scientific production and its application to study content within the study direction.

5. Cooperation and Internationalisation

Analysis

FEEM's and RBS's cooperation and internationalization strategy fits into the overall RTU strategy and complies with the most important priorities of the university, such as internationalization and interdisciplinarity. The aim of interdisciplinarity ought to include the promotion of cooperation between different sectors for the creation of new innovative products and development of modern study curricula. The aim of internationalization ought to be to ensure internationally competitive activities in the fields of research, innovation, and education.

FEEM and RBS have achieved both aims: for students, through ordering research topics from partners in industries with possibility of their results' validation, organization of Carrier Days, Erasmus exchange, organization of participation in summer schools, by establishing close cooperation with different organization from Latvia and abroad (e.g. higher education institutions and colleges, sectoral associations, employers, employers' associations, state institutions, non-governmental organisations, scientific institutes, etc) in order to increase the competitiveness of students and graduates in Latvian and international labor markets and academic staff by participation in joint projects, cooperation with above - mentioned organizations, participation in scientific conferences, Erasmus + exchange programme, by organization of traineeships in frames the ESF project (No.8.2.2.0/18/A/017) "Strengthening the academic staff of Riga Technical University in the areas of strategic specialization" in order to improve study process. FEEM and RBS have established strong cooperation with stakeholders. The FEEM Convent of Councilors to advise faculty administration and the Study Direction Committee that includes representatives from academics and industries professionals were established and help to maintain close relation with contemporary trends and processes in the Latvian economy and discuss sectoral issues and develop professional standards.

During the site visit, experts identified that FEEM and RBS cooperation and projects cover the following fields: improvement of the study process by attracting of industry's experts, supervising and reviewing students' papers, involvement in state examination commissions, provision of internships and work places for students and graduates and support with data for students' final thesis. Through all these fields of cooperation the aims and learning outcomes of the RTU study direction "Management, Administration and Management of Real Property" have been achieved within the evaluated period, in cooperation with partners joint research projects relevant for industries have been developed e.g.(Border Management Programme in Central Asia - (BOMCA 9). Website: www.bomca-eu.org.; Central Baltic Programme 2014-2020, INTERREG CB627. Website: <http://buni.rtu.lv/projects/interreg-cb-coast4us/?lang=en>; EU Policies Impact to the Transformations of the Higher Education and Research System in Norway and Latvia. European Economic Area (EEA) and Norway Grants. Website: <http://transfer.rtu.lv>; Improving Management Competences on Excellence Based Stress Avoidance and Working Towards Sustainable Organizational Development in Europe (IMPRESS). Erasmus+ Key Action 2 (KA2): Cooperation for innovation and the exchange of good practices, Knowledge Alliances Program project. Website: excellence-in-stress-management.eu, etc) In accordance with the LR Law on Higher Education Institutions, 02.11.1995. with amendments at least five percent of academic staff must be visiting professors or lecturers who have been constantly employed in academic positions in any of accredited universities in countries of the EU, EEA or OECD, the reviewed study direction has a positive dynamic of visiting professors that contribute to the improvement of the study process.

In order to improve the content of study programmes and courses, to organize and implement practical work, FEEM and RBS organize working groups, seminars, events and conferences with the participation of employers, graduates, academic staff and students. The RTU Alumni Association provides sustainable cooperation with graduates. Overall employers evaluate positively all the study programmes of the directions and their topicality.

Data in self-evaluation report's appendix "Student's internship companies in the reporting period" show that in total FEEM and RBS have provided 3163 students internships in 1616 organizations. As described in Appendixes "Internship Management Procedure" of self-evaluation report the organization of the internships of the students is implemented in accordance with the study plan with the aim to strengthen knowledge, skills and competencies acquired during the study process and comply with internship management procedures. To increase competitiveness in international markets FEEM and RBS participate in various important international organisations (CESAER, EFMD, BMDA, AACSB, CEEMAN, Nice Network, UIIN, WCO, FIABCI, IFORS, ACCA, CFA, CAMS, etc.). A common system for the provision of traineeships and the organisation thereof has been developed within the study direction. This is one of the strengths of the study direction across the board and is well implemented. This said it may be that there is no need to develop this feature of RBS and FEEM any further. This is because, at the end of the day, RTU is a research university, rather than a trade school.

Academic staff of the study direction participates in Latvia sectoral expert councils, such as the Sectoral Expert Council for Transport and Logistics, the sectoral expert council "Business, finances, accounting, administration (wholesale, retail and commerce)", the Sectoral Expert Council for Construction, the Latvian Employers' Confederation (LDDK) and the Free Trade Union Confederation of Latvia (LBAS).

FEEM and RBS have established closed long-term international cooperation with foreign universities (156 universities from more than 20 countries (Appendix "List of cooperation agreement")) for internationalization of study process and development of joint projects. In the selection of cooperation partners, such criteria as high evaluation from international organizations, membership in significant international cooperation organizations, successful cooperation within the Erasmus+ mobility programme; top positions in world rankings and location in OECD countries have been determined for international cooperation and development of joint projects. The cooperation partners are selected in view of the specific features of the study direction and the relevant study programmes. Benchmarks internationally include TalTech in Estonia and Aalto University and the University of Turku in Finland, the University of Ottawa in Canada and the University of Buffalo in the U.S.A.

Systems and mechanisms, which are used by the RTU to attract foreign students and the teaching staff is efficient and generally based on traditional marketing (advertising in public relations tools and various social media and RTU internal channels) as well as on participation in international education exhibitions, collaboration with educational agencies in target markets, partner universities and diplomatic missions of LR. The study direction has sought to develop a system and procedures for the attraction of the teaching staff and students from abroad within the study direction. The foreign teaching staff are efficient and contribute to the improvement of the study process. However, it is advisable that also research staff be employed more from abroad, also at the professorial level. There are currently legal and regulatory constraints on this, but it is to be expected that the laws and regulations will change in 2021 or 2022. It is advisable to start forging relationships with future full-time or part-time professors, whether tenure or visiting, as well as other visiting scholars, already now.

As indicated in the RTU study direction "Management, Administration and Management of Real Property" self-evaluation report's appendices "Statistical data on foreign students" and "International student mobility" 2 967 foreign students studied in the study direction in the reporting period, of which 2179 or 70% were full-time foreign students and 895 or 30% were exchange students, and the dynamic of a full-time foreign student is completely positive. However, in the international cooperation based on ERASMUS+ projects, with the main activities such as students exchange the slight decrease is observed in the evaluation period.

During the onsite visit and meetings with the RTU study direction "Management, Administration and Management of Real Property" partners, employers, students from different study cycles and

programmes as well as the RTU study direction graduates, the expert panel found that students' decision to choose the RTU study programmes were based on the recommendations of other students and graduates. Discussions with representatives of employers revealed that students of the "Management, Administration and Management of Real Property" study direction have strong theoretical and technical knowledge as well as skills in relevant industries and ICT, however, there is a lack of communication, entrepreneurial skills and ability to work in cross-cultural teams. Students prefer more instructors from industries who would be invited as guest lectures. The request of foreign students is to increase financial support by providing more grants.

The teaching staff of the RTU study direction "Management, Administration and Management of Real Property" provides consultations and professional development courses in the cooperating organizations.

The procedures of implementation of joint study programmes are defined in "Procedure for application, elaboration and amendment of the study programmes" (Appendix 06 of "The list of internal normative acts and regulations"). The choice of partner HEI is the responsibility of the initiator of the joint study programme development, in agreement with the Study Direction Committee and RTU Vice-Rector for Academic Affairs. FEEM has implemented a three-year academic Bachelor study programme "Creative Industries" jointly with the LAC since 2017. Students of the Bachelor programme of Business administration of the RBS may receive a double diploma of RTU RBS and the partner university BI Norwegian Business School or The New York State University at Buffalo. The choice of partner HEIs comply with the RTU overall strategy toward internationalization and interdisciplinary and study direction "Management, Administration and Management of Real Property" in particular as well as open up new research and artistic directions.

As it mentioned in the RTU study direction "Management, Administration and Management of Real Property" self-evaluation report, active work is ongoing at RTU FEEM to transfer study programmes in "Business Logistics" and "Organization and Management of International Economic Relations" into double-degree study programmes. However, discussions with directors of different study programmes within "Management, Administration and Management of Real Property" study direction disclosed the lack of vision as to such internationalisation or reliable foreign partnership on the ground for the most study programmes within the ambitious internationalisation strategy of RTU.

Conclusions. Strengths and weaknesses

FEEM and RBS have achieved the RTU aims of internationalization and interdisciplinarity establishing strong cooperation with partners from Latvia and abroad, such cooperation contributes to the achievement of the aims and learning outcomes of the Study direction "Management, Administration and Management of Real Property". The selection of cooperation partners is based on high evaluation of international organizations, membership in significant international cooperation organizations, successful cooperation within the framework of the Erasmus+ mobility program, top positions in world rankings, and location in OECD countries. Systems and mechanisms, which are used by the RTU to attract foreign students and the teaching staff are efficient and based on traditional marketing as well as on participation in international education exhibitions, collaboration with educational agencies in target markets, partner universities and diplomatic missions of LR. In order to assess compliance with the requirements of the labor market, surveys are regularly organized, the choice of the joint study programme and partner HEIs corresponds to the goals and peculiarities of the study direction, as well as to the RTU strategy. The RTU Study direction "Management, Administration and Management of Real Property" doesn't provide joint study programmes with European and Latvian HEI on master and doctoral levels.

Strengths:

1. The study direction "Management, Administration and Management of Real Property" is highly

internationally oriented.

2. FEEM and RBS have established close long-term international cooperation with foreign universities (U. of Buffalo, U. of Ottawa, possible others such as TalTEch) for internationalization of the study process in terms of initial design and development of joint projects.

3. FEEM and RBS have established strong cooperation with external stakeholders: higher education institutions and colleges, sectoral associations, employers, employers' associations, state institutions, non-governmental organizations, scientific institutes (especially sectoral associations, employers' associations, state institutions, non-governmental organizations).

4. The study direction "Management, Administration and Management of Real Property" in the reporting period effectively used various marketing channels for the admission of full-time foreign students.

5. Academic staff of the study direction "Management, Administration and Management of Real Property" in cooperation with partners develops joint scientific research projects, participates in Latvia sectoral expert councils' activities.

6. The choice of partner universities comply with the RTU overall strategy toward internationalization and interdisciplinarity.

7. Cooperation with Latvian employers' associations and federations, entrepreneurs, and state institutions works well. This RTU study direction is well on its way to creating an excellent reputation as to its study programs. The field of study is well framed. There are high evaluations on the part of employers, which provides good career opportunities for graduates. For several years, RTU has been rated as the No. 1 by employers in Latvia.

Weaknesses:

1. Cooperation of study direction "Management, Administration and Management of Real Property" with employers in the field of practical studies is not close enough, e.g, students of different study programmes wish to have more teaching staff from the industry; the organizations can provide funding for scholarships and funding for purchasing statistical data, and supply data for research, etc.

2. Cooperation of study direction "Management, Administration and Management of Real Property" with internationally recognized professors and industry experts in connection with study programs is not deep enough.

3. The flow of incoming professors and students of the universities involved in the ERASMUS + programme is insufficient in some study programmes of study direction.

4. Students and academic staff of some study programmes of study direction are not sufficiently active in Erasmus + international exchanges.

5. Low involvement of the teaching staff of some study programmes in international workshops, exchange programmes, long-term visits abroad.

6. There is no master or doctoral level joint study programme established with European and Latvian HEIs within the study direction "Management, Administration and Management of Real Property".

6. Implementation of the Recommendations Received During the Previous Assessment Procedures

Analysis

Some study programmes of the "Management, Administration and Management of Real Property" study direction undergo not the first external review and accreditation. Follow-up steps for these study programmes improvement were identified. Recommendations received during the previous assessment procedures have been fully implemented. Actions were taken to improve:

First-level professional higher education study programme "Entrepreneurship and Management" by RTU Senate adopted the decision "On approval of the new version of the study results assessment

regulations” on May 27, 2017. The learning outcomes to be achieved and their assessment have been updated in the study courses of the study programme.

Academic Bachelor’s study programme “Entrepreneurship and Management” by increasing the number of scientific publications by academic staff and involving students to participate in research and RTU scientific conferences. By offering since 2016 the teaching staff to improve their English language knowledge at language courses organized by RTU and RBS. The desired improvements were achieved, during the interviews no deficiencies were registered neither by interviewing the teachers in English nor by English speaking students.

Professional Bachelor’s study programme “Entrepreneurship and Management” by the expanded cooperation with companies, the practice is also provided in international companies.

Academic Master’s study programme “Entrepreneurship and Management” achieved what is expected on the basis of laws and regulations, but there is room to improve upon in terms of internationalization research, as well as contributing to the overall RTU practice-based cross-disciplinary study process and its quality, and to research process and its quality, too.

Professional Master’s study programme “Leadership and Management” by changing admission requirements for Variant 1, changing credit point for Variant 2, changing the title of the programme and the name of the qualification, and by adding the professional qualification Organization Manager to the graduates of variants 1 and 3 to those who had a previous level professional qualification.

Academic Master’s study programme “Business Finance” achieved what is expected by implementing scientific projects, publishing articles in reputable databases and receiving ACCA accreditation.

Professional Master’s study programme “Civil Engineering and Real Estate Management” achieved what is expected on the basis of laws and regulations, but there is room to improve upon in terms of internationalization.

Professional Master’s study programme “Total Quality Management” by reviewing the curriculum and study methods of Bachelor and Master’s study programmes in order to make clear differences between professional Bachelor and Master level programmes.

Doctoral study programme “Management Science and Economics” achieved what is expected on the basis of laws and regulations, but there is room to improve upon in terms of internationalization, as well as doctoral-study quality and study-output volume and quality, in particular given the emerging pressures of the coming Latvian university reform.

Conclusions. Strengths and weaknesses

The management of the study direction and each study programme addressed the all relevant issues highlighted by the previous expert panels, plausible reactions were made, a logical and consistent timeline of innovation from year to year were introduced to foster the quality of study programmes within the study direction.

Strengths:

1. Follow-up is an integral part of the internal quality assurance system of study direction, aimed at improving the study direction and relevant study programmes, taking into account the conclusions of the external evaluation and the recommendations provided in them.

Weaknesses:

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7. Assessment of the Requirements for the Study Field

1 Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:

Assessment of compliance: Fully compliant

Justification: The culture of self-reflection and continuous improvement was evident in RTU during the visit. Also see section 6.1.

- 2 1.1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

Assessment of compliance: Partially compliant

Justification: RTU Quality Policy updated and approved at the meeting of RTU Senate on 25 September 2017, Minutes No 612.

However, relevant information about the internal quality assurance system, e.g. the management procedures, formal quality assurance processes (inputs and outputs), involvement, roles and responsibilities of RTU stakeholders, methods and tools to define, measure, evaluate, assure, and enhance quality, etc., including study programmes delivered in partnership with other HEIs, is insufficiently-documented and publicly not available to study direction stakeholders.

- 3 1.2. A mechanism for the development and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.

Assessment of compliance: Fully compliant

Justification: The procedures are specified in the “Procedure for application, elaboration, and amendment of the study programs” (approved at the Meeting of RTU Senate on 30 November 2015, amended in 2015, and in 2019); “Regulation of the study direction committee” (approved by the Resolution of RTU Senate Meeting on 03 December 2012, amended in 2015, and in 2019). The effectiveness of the process can be improved.

- 4 1.3. The criteria, conditions, and procedures for the evaluation of students’ results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.

Assessment of compliance: Fully compliant

Justification: The procedure for assessment of students’ knowledge, skills, and competences at RTU is determined by the Senate decision of 27 May 2017 “On the Regulations for the Assessment of Learning Outcomes”, complying with the basic principles and procedures for assessment of education at the respective study level defined in the Cabinet of Ministers regulations. The procedure for assessment of students’ knowledge, skills, and competences at RTU is determined by the Senate decision of 27 May 2017 “On the Regulations for the Assessment of Learning Outcomes”, complying with the basic principles and procedures for assessment of education at the respective study level defined in the Cabinet of Ministers regulations.

- 5 1.4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

Assessment of compliance: Fully compliant

Justification: FEEM and RTU overall have a system for developing the competence of the academic staff. The faculty provides multiple opportunities for qualification improvement and advancement of teaching skills. Courses and seminars on the latest pedagogical methods are regularly organized to improve the pedagogical competencies of the academic staff. In-service training is organized at both the university and faculty level by organizing academic conferences and methodological seminars.

- 6 1.5. The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.

Assessment of compliance: Fully compliant

Justification: The mechanism for obtaining and providing feedback from students is described in Regulation on students polling for assessment of the study process (Approved at the Meeting of RTU Senate on 27 January 2014, amended in 2018). RTU collects and analyses the information (statistics) on the relevant study programmes of the study direction.

- 7 1.6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.

Assessment of compliance: Fully compliant

Justification: The actions of continuous improvement of study programmes were evident during the meeting with study direction stakeholders.

- 8 R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.

Assessment of compliance: Fully compliant

Justification: 156 Erasmus+ agreements with foreign HEI and Cooperation agreements with private enterprises, sectoral associations, government organizations, NGOs, HEIs, and scientific institutions in Latvia and abroad serve as evidence of cooperation.

- 9 R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).

Assessment of compliance: Fully compliant

Justification: While meeting requirements of laws and regulations, there is room for improvement as to within-study-direction and inter-HEI and within RTU boundary spanning.

- 10 R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.

Assessment of compliance: Fully compliant

Justification: Recommendations of expert commissions were implemented according to the follow-up plans prepared after the previous accreditation processes.
See section 6 of the experts report.

8. Recommendations for the Study Field

Short-term recommendations

Consider improving the functionality of the study area outside the classroom, putting some tables next to the seats, where students can do study work, during breaks.

Review and upgrade some intended learning outcomes, which have clearly and simply express what it is expected that students should be able to do at the end of the learning period (avoiding vague verbs as „know“ and „understand“). Learning outcomes of the courses must be achievable, simply and clearly described, and capable of being validly assessed - specific and clear.

Long-term recommendations

Make choice between bringing FEEM and RBS close to one another (make a stronger integration / close interaction among the same study direction study programmes implemented at RBS and FEEM in terms of its management (teaching staff, research, scholarships, use of resources, students activities, etc.)) or taking them formally apart.

Update the Development Plan of Study Direction from 2020 – 2025 by including quantitative and qualitative indicators to monitor the progress of the plan and ground it on the available human and financial resources needed to implement the actions, putting more emphasis on overcoming the weaknesses reported in p. 34 in the Self-evaluation Report.

Declare at RTU level that from professors/lecturers from practice, who have their primary job in the industry and in their side-job at RBS are great lecturers, research output is not expected in peer review journals, but the creation of case studies from their practice is expected from them. Vice versa, it would make sense to make it explicit that there are expectations as to research expectations.

Extend interaction and collaboration with institutions of higher education beyond the Baltic states.

Develop user-friendly RTU Quality Assurance Handbook with clearly and simply described management procedures (e.g. flowcharts), formal quality assurance processes (inputs and outputs), involvement, roles and responsibilities of RTU stakeholders, methods and tools to define, measure, evaluate, assure, and enhance quality, make it easy accessible to all stakeholders of RTU.

Update and harmonize with real activities "Procedure for application, elaboration, and amendment of the study programs".

Involve in the Study Direction Committee representatives of alumni who do not work at the RTU.

Improve the procedure for obtaining feedback from teaching staff, graduates, employers. Make the process more systematic, transparent, and documented (inputs, outputs, regularity, owners of the process, etc.).

Develop common joint policies and procedures of quality assurance among the partners of dual or joint degree study programmes.

Recruit professors and researchers from abroad to contribute to an increasingly international and cosmopolitan innovative milieu, as well as to bring students closer to world-class research.

Make clear requirements regarding the teaching staff workload balance between teaching and research activities, to make a stronger contribution to the research outputs.

Have a more systematic approach than so far to improve the qualification and teaching skills of lecturers.

Develop, popularize, and utilize incentives and possibilities offered at RTU (RTU Design factory, Bloomberg laboratory, etc.)

Concentrate and prepare the human potential of study direction to explore new distance and online ways of teaching, learning, and assessment; optimize the learning experience of students through technological e-tools; maximize the use of open materials and resources, move at scale across all study programmes of study direction.

Cooperate even more closely with employers than so far, for instance, spread the particular strength of RBS in terms of attracting funding across the study direction.

Pay more attention to cooperation with internationally recognized professors and industry experts related to the study programmes.

Explore international cooperation that would offer academic staff and students more opportunities for international exchanges in order to extend the Erasmus + exchange directions.

Take the opportunity to disseminate information among HEIs involved in the ERASMUS+ programme for the attraction of incoming professors and students.

Consider possibilities of establishing new joint study programmes with European and Latvian HEIs on Bachelor and especially Master and Doctoral levels.

Address the Ministry of Education and Science to review the allocation of state funding within RTU FEEM between study programmes to meet the labor market and industry needs.

Research capabilities and publications in high-quality journals and with high-quality publishers ought to be spread out across study programmes, and not only a chosen few, as has been the case until now. By spreading the research base in FEEM and RBS, opportunities for cross-pollination of research ideas and cross-disciplinary research would be more likely to proliferate than now. RBS's research collaboration could be much more with FEEM than currently. The "Creative Industries" study programme, for example, would probably have much to gain, if the relationship with RBS was a closer one, FEEM has many good "incubator" facilities but there is by no means a plethora of activities happening on those platforms. The current state-of-the-art portfolio of "incubators" calls for state-of-the-art immersion and engagement in the facilities that provide for an innovative milieu.

Address the Ministry of Education and Science regarding the insufficient number of state-funded places for very demanded programmes (such as "Business logistics", for example) within study direction.

Strengthen an academic mentoring programme in which senior students can counsel, explain how to complete tasks (e.g., math) to junior students. In this way, the workload for teachers will be reduced and the learning achievements of junior students will be improved. Senior students (the last year Bachelor or first-year Master) should be encouraged to become involved in providing support to other students.

Continue to build capacity for research, perhaps in the first instance through assistance by students and teachers in research processes by collaborating researchers, and work from there to proactive research by teaching staff. The latter can then prepare students for their thesis work and possible master's level thesis.

II. "Entrepreneurship and Management" ASSESSMENT

II. "Entrepreneurship and Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The scope, compulsory content and duration of the study programme "Entrepreneurship and Management" have been developed in accordance with the Cabinet of Ministers Regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education", which would give the right to award a graduate a first level professional higher education diploma and, in accordance with the specialization chosen by the student, a professional qualification. After mastering the programme a first level professional higher diploma is obtained and, according to the specialization chosen by the student, a qualification of marketing and sales specialist, personnel specialist or accountant.

The study courses of the study programme are divided into three specializations - "Marketing and sales", "Personnel management" and "Accounting".

In accordance with the Regulations of the Cabinet of Ministers of March 20, 2001 No. 141 "Regulations on the first level professional higher education state standard" the choice and content of study courses is determined by professional standards. Each specialization offered in the study programme has a set of study courses that correspond to the relevant professional standard. The content of the study courses meets the requirements of all three professional standards.

The visit confirmed that all three professional standards have been updated and that the requirements of the professional standards have been met.

The aim of the study programme includes an indication of the common field and common competencies, specialization opportunities in one of the three professional qualifications, general progress in ensuring the quality of education and emphasis on the characteristics of LQF level 5 as professional ethics and social responsibility.

From the formulation of the aim of the study programme follows four tasks of the study programme, where each task includes a reference to the development of the student's general and professional knowledge, skills and competencies.

The study results to be achieved by the study programme detail how the tasks of the study programme are fulfilled and the goal of the study programme is achieved.

Admission to the study programme takes place according to the admission rules approved by the RTU Senate. Applicants whose education corresponds to at least LQF level 4, i.e. who have a secondary education document, are admitted.

Conclusions by specifying the strengths and weaknesses

The title of the study programme and the qualification to be obtained, objectives, tasks, learning outcomes and admission requirements are interrelated.

The goals, tasks and the outcomes of the study programme are interrelated and coherent with the professional qualification and the degree to be acquired. The content of the study programme is developed for graduates to have the necessary knowledge, skills and competencies according to the relevant occupational standards

Strengths:

1. The content of the study programme provides an excellent combination of acquired theoretical and practical knowledge and professional competencies based on the requirements of the labor market.

Weaknesses:

-

2. The Content of Studies and Implementation Thereof

Analysis

The content of the study programme is designed taking into account the requirements of professional standards. The inclusion of study courses in the study programme is adjusted to the requirements of three professional standards. Regulations of the Cabinet of Ministers of March 20, 2001 No. 141 "Regulations on the State Standard of First Level Professional Higher Education.

The study programme is more focused on entrepreneurship and business operations, in which students acquire the special competencies of the chosen profession, as well as gain an understanding of business operations, business analytics and planning, develop business thinking. In order to ensure compliance of the content of the study programme with the needs of the industry, the labor market and scientific tendencies, self-assessment working groups are established. Guest lecturers from industry specialists are also invited. During the meeting, employers responded very

positively about the graduates of the study programme, noting that compared to other Latvian universities, RTU graduates are equally strong, they compete quite successfully in the labor market, they are quite flexible and adapt to changing business conditions. Technical background of students is very well, graduates have good analytical skills, which is a big advantage today. They are more engineers and scale slightly differently than graduates from purely social profile universities. RTU graduates are more focused on the process of how to make everything more efficient. However, everything is changing in the business very rapidly, therefore the soft skills are in demand as well. It was recommended that interpersonal and systemic general skills like interpersonal communication, storytelling, enterprising spirit, etc. can be nurtured more strongly.

During the reporting period, several significant changes have been made in the structure and content of the study programme. For example, in 2015, the study course Civil Defense 1 CP was included in the compulsory study courses (A) part of the study programme. At the same time, the study courses Microeconomics 3 CP and Macroeconomics 3 CP have been replaced by Economics 4 CP, which includes both microeconomics and macroeconomics content.

In 2017, several study courses were changed in the part of compulsory study courses (A) of the study programme: Computer training (basic course) 3 CP changed to Business data analysis technology I 3 CP; Mathematics 4 CP changed to Mathematics 5 CP; Business organization and planning 4 CP nominated for Company management 4 CP; Economic Statistics 2 CP changed to Statistics 3 CP. Thus, the amount of the part of compulsory study courses (A) has been changed from 30 CP to 32 CP.

The study courses of the study programme are implemented in the form of lectures, practical classes or laboratory works. The form of practical classes or laboratory works is used in 44% – 49% of the study courses. In the amount of general education study courses, the form of practical classes or laboratory works is used in 55% – 60%. In the amount of study courses in the field, the form of practical classes or laboratory works is used in 36% – 43%. This strikes a balance between the acquisition of knowledge and its application in order to strengthen and develop this knowledge and skills. The meeting with the students revealed that the students like the interdisciplinarity of the studies, the practical tasks are related to real companies, the students really like the visiting lecturers because they convey real experience, all the tasks are very interesting.

The descriptions of the study courses of the study programme define the set of relevant knowledge, skills and competences and their evaluation system, the credit points awarded, which do not depend on the type and form of implementation. In the assessment of students' achievements, a cumulative assessment system is used, when the final grade is formed from several components. However, the used literature in the descriptions of the study courses is outdated.

During the 2017/2018 study year, methodological instructions on the development and defense of a qualification paper were updated. In 2019, the practice regulations were updated and the practice guidelines were developed.

Adherence to the principles of student-centered education is ensured on the basis of “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” (2015). 1) To take into account and respect the diversity of student contingents and their needs when developing appropriate learning pathways”; 2) Take into account and use different ways of implementing programmes, according to possibilities; 3) Use a variety of pedagogical methods according to the circumstances; 4) Regularly evaluate and apply teaching methods and pedagogical methods; 5) To promote the student's tendency to be independent, at the same time ensuring the guidance and support of the teaching staff; 6) To promote mutual respect in the relationship between the student and the lecturer; 7) There are appropriate procedures for dealing with student complaints. During the discussion, the students confirmed that students have the opportunity to generate a lot of ideas, students can contact the head of the study programme or even the dean in case of problems, they give feedback on teaching methods every semester, evaluating the work of teachers.

In the study programme, practice is in the compulsory basic part. Each specialization has a practice

that consists of two parts, each part is 8 CP. During the internship, the student performs practical work and performs internship tasks, thus strengthening and supplementing professional knowledge, developing skills and competencies in the chosen specialization. The tasks of the practice correspond to the total results of the study programme and the achievements of the specialization. In the first internship, the student in a particular company (or institution) comprehensively learns the field in which he specializes. In the second practice, the student in the same or another company (institution) performs a more detailed analysis and assessment in addition to the comprehensive study of the field, offers solutions. In order to facilitate the fulfillment of the practice tasks, the Practice methodological guidelines have been developed and an interim examination has been appointed in the preparation of the practice report.

The topics of the final theses of the students in each specialization of the study programme are similar, because the methodological instructions for the development of the final theses determine the mandatory structure of the final thesis for each specialization. The dynamics of the final work evaluations is almost stable, with a slight tendency to improve the evaluations.

The results of the survey of the semester students on the quality of the study content and the work of the teaching staff, as well as the results of the survey of the graduates and the feedback of employers on the professional training of the trainees are used to monitor the quality of the study programme. In addition to these surveys, during the last three years at the end of the spring semester, the Administration of the Continuing Education Department conducts an annual survey of students (who are not final year students) about studies in general, including questions similar to graduate surveys.

The results of the student survey show that the study courses of the study programme are evaluated relatively high. In all study course evaluation criteria, the evaluation is in the range of 65-100%. The results of the survey also show shortcomings that in the autumn semester students more often point to duplication of study courses with other study courses, but in the spring semester - to the insufficient availability of teaching aids recommended by the teaching staff. With regard to students' complaints about the duplication of study courses, this issue is considered in conjunction with the evaluation of the teaching staff. Taking into account the results of the students' questionnaires, as well as directly listening to their complaints or wishes regarding the type of teaching, assessment approach, etc., comparing it with students' progress and good teaching practice, teachers were replaced in Mathematics, English. During the meeting with the experts, the students expressed a wish to have more interactivity during the sessions, as the dynamics of some classes are not very good, students are not involved in discussions, sometimes teachers only read ppt slides, therefore, lectures and seminars could be improved.

According to the results of the graduate survey, one to three graduates are periodically recommended to introduce more specialized study courses or create more practical tasks. Indications of some graduates that the study courses in macroeconomics and economic statistics are too in-depth and that too many hours have been given for learning English contributed to the changes in the study programme courses. The meeting with the graduates revealed that they really enjoyed the studies, they gained a lot of knowledge and practical skills, were always able to express problems and solve them, and had a lot of discussions between students and teachers.

In order for the acquisition of knowledge in the study courses to be optimally connected with the development of practical skills, the teaching staff involved in the study programme were encouraged to improve their teaching methods.

The summary of employers' feedback on the students of the study programme as trainees shows that employers appreciate the students' attitude towards the assigned tasks, discipline, theoretical and practical training, quality of work performed, business qualities.

Through outgoing mobility, it was confirmed that "Erasmus +", in the reporting period only one student used this opportunity - from the specialization "Personnel Management", in the period from 25.01.2019. until 28.05.2019 Studied at the University of Nicosia (Cyprus) as part of an Erasmus

exchange program.

Observations and recommendations of employers have facilitated changes in the choice of study courses of the study programme.

Conclusions by specifying the strengths and weaknesses

The content of the study programme is developed taking into account the requirements of professional standards. The study programme is more focused on entrepreneurship, in which students acquire the special competencies of the chosen profession. The technical experience of the students is very good, the graduates have good analytical skills, which is a big advantage today. The study courses of the study programme are realized in the form of lectures, practical classes. The descriptions of the study courses of the study programme define the set of relevant knowledge, skills and competencies and their evaluation system, the assigned credit points. Study implementation methods, including assessment methods, contribute to the achievement of the study course and study programme goals and learning outcomes. The results of surveys of students, employers and graduates are used to improve the quality of studies.

Strengths:

1. Descriptions of study courses, practice and final work comply with the regulations provided for in regulatory enactments. The content is relevant and complementary, and it corresponds to the goals of the study programme, ensures the achievement of learning outcomes, meets the needs of the relevant field and scientific trends.
2. Study implementation methods promote the achievement of study course and study programme goals and learning outcomes.
3. Student-centered learning and teaching principles are taken into account.
4. The results of surveys of students, employers and graduates are used to improve the quality of studies.

Weaknesses:

1. There was no incoming mobility of students during the reporting period.
2. The used literature in the descriptions of the study courses is outdated.
3. Insufficient use of e-learning.
4. The need to organize the learning process in an interactive way.

3. Resources and Provision of the Study Programme

Analysis

Different resources available at RTU are used for the implementation of the study programme, including the Faculty of Engineering Economics and Management, study, informative, material-technical and financial base. An important role is played by the ORTUS portal, which provides the e-learning environment, career section, virtual lesson and session plan system, research support system, information for employees, regulatory framework, and project management system. The portal also contains information on study, household, IT support and document management services.

The demand for the purchase of new study literature is updated every year. Newer books have been purchased, which are useful not only for the students of the study programmes, but also for the involved teachers. The books required for the specializations of the study programme are available in several copies in the study literature subscription. Students have the opportunity to use RTU e-resources - subscribed and open access databases of the Scientific Library (incl. LETA, Letonika, Web

of Science, ScienceDirect, EBSCO, WILEY Online Library, iFinances.lv, etc.). RTU e-resources are available in the ORTUS section "Library", which indicates the possibility to ensure a quality study process also in the future.

However, during the meeting, students stressed that they faced a lack of space in classrooms, which in some subjects are overcrowded with students. Also, students were not so happy with the dynamic of the on-line classes during the Covid19 lockdown.

The source of financing of the study programme is the state budget funds and tuition fees of students. During the reporting period, most of the funding was for tuition fees of students - from 60% to 79%. Since 2016/2017 the share of students' fees in the study programme funding has increased and reached 72%.

Conclusions by specifying the strengths and weaknesses

Study provision, informative provision (including libraries), material and technical provision and financial provision comply with the conditions of the study programme implementation, creating preconditions for achieving the learning outcomes of the study programme.

Strengths:

1. New books are being purchased, which are useful not only for the students of the study programs, but also for the involved lecturers.
2. Students have the opportunity to use RTU e-resources - subscribed and open access databases of the Scientific Library.

Weaknesses:

1. Incomplete online lesson dynamics during Covid 19.

4. Teaching Staff

Analysis

During the reporting period, several changes were made in the composition of the teaching staff, taking into account the oral feedback of students, the results of the survey of students (who are not final year students), the results of the semester evaluation and the results of graduates. To improve the quality of study courses and student-teacher relations, teachers have been replaced. This was followed by improvements in the assessments of the respective study courses and a decrease in the negative references to the teaching staff in the graduates' questionnaires.

During the reporting period, all teaching staff involved in the study programme had at least a master's degree, thus the requirements for the academic staff of professional study programmes defined in Section 39 of the Law on Higher Education Institutions were observed.

A total of 28 lecturers are involved in the study programme, of which 57% have a master's degree and 43% have a doctor's degree. The teaching staff consists of 71% academic staff and 29% visiting lecturers.

The academic staff of the study programme is motivated to get involved in scientific research at different levels. For example, at institute level, by financially supporting participation in conferences and / or the submission of publications in scientific journals; at the faculty level, by organizing academic and scientific conferences, creating or participating in projects. During the meeting with the experts, the lecturers confirmed that RTU financially covers the costs of participation in conferences and publications.

The involvement of the academic staff of the study programme in scientific research promotes the fact that the teaching staff acquires information about the results of important and topical research and research methodology in the field of study courses, develops scientific skills and competencies.

In general, it allows to create a higher quality study course and better communication with students, including proven theories and current research results in the study course, encouraging students to think analytically, critically and creatively, argue their views, teach to select the necessary data and information, use appropriate data processing and analysis methods.

A formalized and informal mechanism has been created for the involvement of the teaching staff for the improvement and interconnection of study courses. The formalized mechanism is covered by departmental meetings, during which teachers are given the opportunity to make and discuss suggestions. Informal mechanism is manifested mainly in the form of informal communication and transfer of information through the study programme administration.

Conclusions by specifying the strengths and weaknesses

The higher education institution takes goal-oriented measures to avoid negative impact on the quality of the study programme implementation and compliance of the study programme with the requirements specified in regulatory enactments. The academic staff of the study programme is motivated to get involved in scientific research at different levels.

Strengths:

1. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements of the study programme implementation and the requirements specified in regulatory enactments, and it allows to achieve the study goals and study results of the programme and the respective study courses.
2. The academic staff is involved in scientific research and the academic process.
3. There is a mechanism of mutual cooperation between the teaching staff, which promotes the improvement of study courses.

Weaknesses:

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5. Assessment of the Compliance of the Study Programme "Entrepreneurship and Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of the diploma corresponds to the procedure by which state-recognized higher education documents are issued

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreement between Latvia University of Life Sciences and Technologies and Riga Technical University

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Annex with confirmation about the compensation

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: CV's of the academic staff and a compliance statement by RTU

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

Justification: Not applicable

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Agreement samples are provided for state-financed students and fee-paying students.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in Latvian – the language on which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The compliance with professional standard is confirmed in Appendix 7 of self-assessment report "Compliance with the profession standard"

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the First Level Professional Higher Education Standard

After mastering the programme a first level professional higher education diploma is acquired and, according to the specialization chosen by the student, a qualification of marketing and sales specialist, personnel specialist or accountant

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The number of publications is indicated in CVs.

FEEM has a very strict system for monitoring the number of publications for teaching staff members; it was mentioned in the self-evaluation report multiple times.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme complies with all the legal requirements.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Availability of state funded places, excellent technical resources, informative provisions (24/7 library, 20 database subscription, various labs for practical work, including Student Creative Laboratory, Measuring, testing and calibration laboratory)

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates and employers as well as by studying information presented in self-assessment report

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The legal requirements are generally fulfilled.

Evaluation of the study programme "Entrepreneurship and Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Entrepreneurship and Management"

Short-term recommendations

Promote the mobility of incoming students.

In the descriptions of study courses, specify competencies and add more up to date literature sources.

Long-term recommendations

II. "Real Estate Management" ASSESSMENT

II. "Real Estate Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The first-level professional higher education study programme "Real Estate Management" leads to a qualification of a house manager. The study programme offers full time studies in Latvian with the length 2 years and part-time extramural studies in Latvian with the length 2 years 6 month.

The aim of the first-level professional higher education study programme is to provide the first level professional higher education in real estate management in accordance with the adopted professional standard – house manager – and pursuant to the Cabinet Regulations No.141 "Regulations Regarding the State Standard for the First Level Professional Higher Education" as of 20 March 2001 to ensure that the students acquire relevant theoretical knowledge and practical skills meeting the requirements of first level professional higher education, which allows commencing professional activities as a house manager: to ensure management of residential and non-residential houses, planning of reconstruction, renovation and refurbishment works, implementation and control of work completion.

General aims of the study programme are listed in the self-assessment materials provided by RTU. The title of the study programme, the awarded degree, professional qualification, aims and tasks, as well as learning outcomes and enrolment requirements are well in order. Teaching and outreach activities are mutually coherent and consistent.

The aims and tasks, as well as the awarded qualification of the first-level professional higher education study programme "Real Estate Management", have been reconciled with the requirements of the leading industry professionals of the Association of Management and Administration of Latvian Housing and the Guild of Latvian House Managers, to ensure students with the opportunity to acquire thorough knowledge in real estate management and its skills of its

practical application.

The study results to be achieved by the study programme detail how the tasks of the study programme are fulfilled and the goal of the study programme is achieved.

Acquisition of the appropriate skills and knowledge within the study programme is provided by academic and scientific personnel of the European level (the EU and Latvian experts in the field of sustainable management and maintenance), who on a daily basis are involved in solving engineering problems at the European level.

The study programme “Real Estate Management” is an innovative, significant and unique interdisciplinary study programme aimed at the acquisition of thorough knowledge in civil engineering and technologies in the field of civil construction and power engineering, which are necessary in real estate management, because the qualification acquired within the study programme House Manager is included in the structure of professions in Civil Engineering of the Latvian national economy.

The multi-sectoral approach applied in the course of implementation of the study programme allows students to use their theoretical knowledge in practice in analysing and solving relevant problems of certain companies or institutions, which provides for the maximal student integration into the real working environment. Implementation of the study programme is focused on the application of innovative technologies and their comprehensive assessment for development of sustainable economy.

The programme provides students with professional knowledge of real estate management, thus educating and training multi-profile and professional specialists in real estate management.

Admission to the study programme takes place according to the admission rules approved by the RTU Senate. Applicants whose education corresponds to at least LQF level 4, i.e. who have a secondary education document, are admitted.

Conclusions by specifying the strengths and weaknesses

The title of the study programme, the degree and the professional qualification to be acquired, the aims, tasks, learning outcomes, and admission requirements are interrelated.

Strengths:

1. The study programme is unique in Latvia with a professional qualification of a house manager.
2. The content of the study programme is based on the requirements of employers so that graduates have the necessary knowledge, skills and competencies in accordance with the state standard for the first level professional higher education and the professional standard.
3. The title of the study programme, professional qualification, aims and tasks, as well as learning outcomes and enrolment requirements are all in very good order and mutually coherent and consistent.

Weaknesses:

1. At this time, the professional standard has not been updated. The update of the professional standard will be completed in accordance with the planned works for the professions of the entire Construction Industry Occupational Card

2. The Content of Studies and Implementation Thereof

Analysis

The study programme is developed in cooperation with professional organizations - Latvian housing management and administration of the association and the Latvian guild house manager, taking into account the standards of the profession and regulations of the Cabinet of Ministers No. 141 "Regulations on the State Standard of First Level Professional Higher Education", 20.03.2001. The content of the study programme is aligned with the current professional standard "house manager" which has been in force since 18th April 2009

This allows students to acquire a comprehensive knowledge of real estate management, to learn how to apply it in practice, to develop the necessary competence to analyse data and make independent decisions, and to show that they know the norms of professional ethics.

The programme provides students with professional knowledge in the profession of House Manager, educating and training multi-profile real estate management specialists.

The study programme is implemented in two variants, full-time, intramural form and part-time extramural form in Latvian, complying with the requirements formulated in normative acts, the basic principles of study organization set by RTU, and fulfilling all the requirements of study courses.

The course descriptions of the study programme define a set of relevant knowledge, skills and competences and their evaluation system, set the learning outcomes for the achievement of which credit points are awarded, the number of credit points do not depend on the implementation variant and form.

The type of full-time studies corresponds to 40 CP in an academic year and the amount of 40 academic hours of work of a student in one study week, which makes up 1 CP. In order to meet the requirements, set in the programme and in each course, in comparison with full-time studies, part-time studies have a longer programme acquisition time and a smaller number of credit points – less than 40 CP per academic year and less than 40 academic hours per week.

Thus, when implementing the study programme in different types and forms of studies, the study courses differ only in the number of full-time (or contact hours) and independent work hours and the course teaching methodology or didactic approach.

The didactic concept of the study programme is based on the use of the latest and most advanced teaching methods. It provides the development of the study content and the organization of the study process, which ensures the sequential and in-depth acquisition of the knowledge provided within the study programme and is oriented towards solving real practical cases and problems, and an in-depth study of the main theoretical and practical issues of business logistics. This includes stimulating methods of knowledge acquisition as well as interactive collaboration among students, academic staff and internship supervisors, and allows for free discussion in an intercultural environment.

Within the study programme, the following modern study methods as group work, case studies, seminars, discussions, field trips to industry companies and real estate objects in order to acquire and reinforce the knowledge and skills developed in an appropriate work environment, lecture explanations using PowerPoint or other presentations are used.

The pedagogical methods of the study course implementation, as well as the assessment methods are chosen by the teaching staff responsible for the study course, according to the specifics of the course content and the study programme, as well as the needs of the students. In the assessment of

students' achievements, a summative assessment system is used, where the final mark is formed from several components.

Every year the administration of the study programme reports to the members of the Association of Management and Administration of Latvian Housing and the Board of the Guild of Latvian House Managers get together to discuss various topics in and around the study programme, its study courses in general, and the course curricula in as much as detail as is required. As required and upon recommendations of the industry experts, amendments and additions to the curriculum are made to account for the current industry and labor market development trends.

At the end of each semester, the RTU Study Department in ORTUS system runs student polling concerning the quality of studies. In addition, discussions and surveys are held among employers and former graduates. Polling results are discussed at the meetings of the ICEREE Council, as well as at the meetings of FEEM Council in case of elections for academic positions.

One of the ways to express one's positive or negative view is through a Bilateral application designed by RTU Student Parliament, which allows expressing one's view, having remained anonymous.

Every year polling of programme graduates takes place. Survey results display positive aspects and improvement opportunities of the programme. The study programme, its curriculum, practical experience and the acquired knowledge are evaluated.

Lecturers from foreign universities are involved in the implementation of the study programme; A 3-hour lecture "Practical Aspects of Building Construction Business: Latvia and Lithuania" was conducted by lecturers from Vilnius Gediminas Technical University (Lithuania) in cooperation with the Latvian company "Transparence" Ltd within the study course "Practical Aspects of Building Construction Business".

Any RTU student can go on Erasmus+ mobility. Application for mobility takes place online, on the portal outgoingexchange.rtu.lv. Students are approved for the scholarship based on their weighted average mark and English language test results.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses and the final thesis are of high quality and comply with the provisions set forth in the regulatory enactments. The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies.

Strengths:

1. The study programme takes into account the aims and tasks set forward to the first-level professional higher education, as well as regional and state interests, all of this coordinated with the needs of students and employers.
2. A house manager graduated from this study programme can take job positions at the state and municipal institutions, commercial enterprises, non-governmental, international and national organizations that operate in the field of real estate management and maintenance, and in the many related fields that exist.

3. The results of surveys of students, employers and graduates are used to improve the quality of studies.

Weaknesses:

1. During the reporting period was no incoming mobility of students.
2. The graduates mentioned that it is mandatory to more actively develop practical skills and the study process must be more intense, they would like to have more on-campus classes and study tours, as well as practical classes.
3. The study programme is a practitioner-oriented one but, nonetheless, it would appear that it is worth to consider more links to research.

3. Resources and Provision of the Study Programme

Analysis

The study process is fully provided with the latest teaching aids, which students can use throughout the study period.

RTU students and academic staff have access to a large and modern RTU Scientific Library, where they can use all kinds of study literature, electronic subscription databases, as well as temporary trial databases in the field of real estate management (incl. databases - Scopus, Web of Science, ScienceDirect, Ebsco, etc.). Library reading rooms for RTU students are open 24 hours a day, because RTU Scientific Library reading rooms are a place where students can study late in the evening, outside the library or faculty opening hours.

The resource base and opportunities of the study programme are provided by RTU and FEEM premises and infrastructure. These resources are regularly updated. The classrooms used for the needs of the study programme are equipped with all the necessary audio and video equipment. Equipment is needed for video lectures, computer classes with professional software, equipment, etc.

The academic staff uses advanced IT technologies during the classes: electronic teaching aids for visual presentation of lecture curricula (PowerPoint presentations, audio-video materials, video materials, etc.), Video lectures are gradually being integrated, and an e-learning platform (ORTUS portal) is being created.

RTU financing from the general state budget is formed by the basic financing of studies in accordance with the list of study programs and the number of students, which covers utility fees, taxes, infrastructure maintenance costs.

Conclusions by specifying the strengths and weaknesses

Study provision, informative provision (including libraries), material and technical provision and financial provision comply with the conditions of the study programme implementation, creating preconditions for achieving the learning outcomes of the study programme.

Strengths:

1. The study process in the study programme is excellently provided with material and technical support, i.e. appropriate equipment, computer classes, which are equipped with specific, professional computer programs in the field of real estate management.
2. Students have the opportunity to use RTU Scientific Library subscribed and open access databases.

3. Study materials (descriptions of study courses, textbooks, periodicals and scientific publications, PowerPoint presentations, audio-video materials, etc.) are appropriate and available to students on the ORTUS portal.

Weaknesses:

-

4. Teaching Staff

Analysis

Doctors of sciences and lecturers, as well as highly qualified industry experts with appropriate work experience, are all used as lecturers and/or teaching staff. The characteristics of these academics and real-estate-industry professionals are listed in their personal curriculum vitae, to transparently communicate how each of them is involved in and connects with the implementation of the first-level professional higher education programme “Real Estate Management”.

The study programme involves academic personnel elected in academic positions at RTU, visiting lecturers, as well as post-graduate students. Due to the fact that this is a professional study programme, in parallel to the academic personnel, industry experts are also involved, for instance, visiting lecturers from different Latvian companies regularly take part in the study process. Industry experts are involved in the implementation of certain study courses together with the academic staff.

The academic personnel are involved in implementation of international scientific projects.

The academic staff advance their teaching skills and qualifications by attending conferences and workshops, different training courses, working at other organizations as consulting specialists and gaining hands-on work experience. The university instructors annually take an active part in the methodological seminars organized by RTU and other universities.

The results of the research are published not only in the publications in internationally recognized databases, but also in the Baltic Journal of Real Estate Economics and Construction Management. The Baltic Journal of Real Estate Economics and Construction Management is a scientific journal of Riga Technical University, where both lecturers and students have the opportunity to publish. The academic personnel involved in the implementation of the study programme have published scientific monographs.

The study programme implemented by the ICEREE is interdisciplinary. The curriculum consists of the study courses in building engineering, materials science, power engineering, social and economic geography, economics and entrepreneurship, other interdisciplinary social sciences, environment and occupational safety. Therefore, instructors from different organizational units, as well as industry specialists are involved in the implementation of the study courses.

Course sequence is provided to ensure transition from the simple and general to the more complex and professional level, which allows promoting interrelationship and progressive sequence.

In general, the data show the qualification of the teaching staff and that this qualification is able to ensure the quality of the study courses. A number of lecturers work in parallel in the real estate sector, thus the skills and competencies of practical work are transferred to the study programme. The academic staff is involved in scientific research both at national and international level.

In order to promote achievement of the study programme outcomes, it is important to establish the

crosslinks among the study courses and to ensure they are acquired in the logical sequential order. The system that facilitates regular organization of academic conferences and professional advancement seminars for improvement of professional competence has been established to promote cooperation among the academic staff at the Faculty and the University on the whole. Practical training classes within the study course are provided both by university instructors and industry professionals. Cooperation among the members of academic staff is supported by the fact that before the start of the study semester the academic personnel meet and agree upon the curriculum to avoid duplication of the study course curricula.

Conclusions by specifying the strengths and weaknesses

The information available to us proves that the qualification of the academic staff is sufficient to ensure the quality of the study courses, as well as the quality of the study programme in general.

Strengths:

1. In the reporting period, the number of academic personnel that obtained a PhD degree in the mentioned period was impressive.
2. All members of academic staff involved in the study programme advance their professional competence according to the requirements of the study programme and regulatory enactments.
3. The academic staff are involved in implementation of international scientific projects, which allow integrating the acquired project results into the study process to achieve the set aims and learning outcomes.
4. The academic staff is involved in the implementation and management of international scientific projects.

Weaknesses:

-

5. Assessment of the Compliance of the Study Programme "Real Estate Management"

Requirements

- 1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The diploma sample attached in the annex complies with the Regulations of the Cabinet of Ministers of the Republic of Latvia No. 202. (16.04.2013) "Procedures for Issuance of State-Recognized Higher Education Documents".

This was confirmed by annex-
"Diploms 1.līmenis.pdf"

- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: The agreements are concluded with the College of Law and with the Latvia University of Life Sciences and Technologies.

This was confirmed by annex -
"turpinasana.koledza.zip".

- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: The statement of RTU about the compensation is attached in the annex "01000-2.2.1-e_178.edoc".

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

Justification: Not applicable

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The sample study agreement complies with the mandatory regulations to be included in the study agreement, in accordance with Regulations of the Cabinet of Ministers of the Republic of Latvia No. 70. "Mandatory provisions to be included in the study agreement", 23.10.2007.

This was confirmed by annex-
"Studiju līguma paraugs.pdf".

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials have been prepared in Latvian in which language the study programme is implemented.

This was confirmed by the annex-
"RIKNO LV studiju kursi.zip"
"Plāni_RIKNO_2020.pdf"

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The description of the study programme leads to a professional qualification. The study programme corresponds to the standard of profession "House manager". The study programme has been structured according to a standard that came into force in 2009. The update of the professional standard will be completed in accordance with the planned works for the professions of the entire Construction Industry Occupational Card.

This was confirmed by annex -

"RIKNO_profesijas standarts_LV_EN.pdf"

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the standard for first level professional higher education -

Cabinet Regulations No.141 "Regulations Regarding the State Standard for the First Level Professional Higher Education", 20.03.2001.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The information about the relevant publications is attached in a separate list and also indicated in the CV's of the academic staff members.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent scientific support, material and technical support and financial support for achieving learning outcomes. This was confirmed by information presented on visit at RTU and self-assessment report in part III Description of the study programme.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Academic staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by academic staff CV as well as by students, graduates and employers on visit at RTU.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

All the legal requirements for the study programme have been met.

Evaluation of the study programme "Real Estate Management"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Real Estate Management"

Short-term recommendations

To cooperate with the relevant professional organisations in updating the professional standard in accordance with which the study programme is implemented and a qualification is awarded.

Long-term recommendations

The study programme is a practitioner-oriented one but, nonetheless, it would be worth it to consider more links to research.

After updating the profession standard and based on the place of the profession in the Construction Industry Occupational Card, to consider the issue of inclusion of the study programme in the study direction "Architecture and Construction", but not in study direction "Management, Administration and Management of Real Property"

II. "Organization and Management of International Economic Relations" ASSESSMENT

II. "Organization and Management of International Economic Relations" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the study programme, the degree and the professional qualification to be obtained are all interlinked. The professional bachelor study programme "Organization and Management of International Economic Relations" is built according to the professional standard "International Relations Manager" that was approved on 11th December 2019. The respective professional

standard corresponds to LQF 6 (bachelor's degree).

The study direction in general and this bachelor's level study programme complies with the main directions of the strategic development of RTU and meets the needs and the development trends of the society and national economy in Latvia, as well as the international relations with other countries. This study programme is in particular directed at the organization and management of internationally operating entities or professionals. Even if the experts are generally happy with the quality of the program, the study programme could be even further improved by addressing the fact that, to an outside expert, it seems somewhat fragmented. The aims of the study programme could be more clearly defined and attainable than they are at present. This is an excellent programme but the above kind of clarification would ensure that it remains excellent, given the continuously rising quality of, and competition in, university education around the world.

Conclusions by specifying the strengths and weaknesses

The different parameters of the study programme are generally aligned and the programme is developed the way that it would suit the needs and the development trends of the society.

Strengths:

1. The different parameters of the study programme are well aligned

Weaknesses:

-

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses/ modules, the traineeship, and the final thesis in this study programmes are of sufficient quality and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. This said, having a cursory look at the bachelor's thesis of the graduates reveals that their scientific quality might benefit from having a look at whether and how it would be possible to further improve upon this quality without sacrificing practical relevance in terms of international economic relations, the relative advantage of this study programme.

The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme in general. Student-centred learning and teaching principles are taken into account. This said, this study programme should in the long run benefit from taking more advantage from "incubators" such as IdeaLab, the Lab, Protola, Design Factory, The Vertical Integrator Project (VIP), and the Bloomberg Lab. In world-class universities such as civil engineering at Stanford University in the U.S., Huddersfield University in Britain, Aalto University in Finland, "design thinking" is very much revered, in spirit with such incubation,

The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies. The survey results in the experts' view have been taken by study-programme-responsible administrators as a sign of no need for drastic changes; the high satisfaction with the study programme is one reason for satisfaction with the current state. However, given the experts' verdict that the study programme's aims and framework ought to be more clearly documented, satisfaction at present is not a guarantee that perceived excellence will continue. By

raising the bar this study programme can guarantee that it will also in the future be perceived to be excellent

The students publicly avail themselves of the incoming and outgoing mobility opportunities, and the learning outcomes achieved during such mobility are recognised. However, the panel found limited evidence of foreign inward and outward mobility. By “inward” mobility, we mean mobility from other countries to Latvia. By “outward” mobility, we mean mobility from Latvia abroad.

Having said this, there appears to be some but not huge need to further internationalize the study program. In part this has to do with the fact that the study programme directly addresses stakeholder demands for international graduates. Further internationalization is probably called for only when it comes to research, something that ought not to be forgotten, given the coming university reform in Latvia. Even when the study programme is a bachelor’s level study programme, research matters, because this is a university study programme, not in e.g. a university of applied sciences.

Conclusions by specifying the strengths and weaknesses

In conclusion, this is a study programme with a high level of satisfaction on the part of many participants: students, graduates, and employers. Seen from the outside as a panel, the name of the study programme and the degree appears somewhat awkward. As long as there is huge support that this is a good name for these, there is probably no need for changing the names. However, if things change, it might be wise to reconsider the names.

Strengths

1. The study programme is marked by high satisfaction on the part of the students, graduates and employers.
2. Based on the above, many teachers are also satisfied: there is little reason to make changes, at least not in the short run.
3. The study programme involves a curriculum design well integrated with employers’ requirements and their needs for international and internationally-minded managers.
4. The study programme’s activities are well in line with the aims of the study programme.
5. The study programme has clear academic-integrity principles and mechanisms, and it uses appropriate plagiarism detection tools which are effective.

Weaknesses

1. To prepare for increasing global competition between universities, there is room for improvement, when it comes to crystallizing what it is that makes this study programme excellent.
2. There is room for improvement in terms of inward and outward mobility of students.
3. There is a need to make sure that recent improvement when it comes to teaching the students research skills on how to do a bachelor’s thesis continues.
4. More attention to Westernization and international regional collaboration also northwards ought to be paid.

3. Resources and Provision of the Study Programme

Analysis

The structure of the management of this study programme is in line with the development of the study direction and the FEEM and RTU strategies. Even more than our review of bachelor's theses in this study programme, the on-site visits and interviews contribute to the experts’ understanding that the graduates of this study programme are in very high demand. They are called upon to work in

challenging conditions, even in surprising ways, in comparison to the graduates of other study programmes that the experts interviewed. The professors and other levels of research and education support each other. Also, in addition, the support provided by the administrative and technical staff contributes to meeting all needs with regard to the relevant study programmes of the study direction as much as in any FEEM or RBS study programme. Much of the teaching and learning appears to be based on reading and interpreting political documents. Even if there is no immediate need to remedy the situation, there would appear a need in the long run to develop also general frameworks and to prepare for changes in political documents. In turn, this can be done with more focus on research, a source of such general frameworks - frameworks that tend to be more robust than winds of political sentiments..

The study programme should further improve its performance by paying more attention on how to effectively do more research, especially given in account the future university reform in Latvia.

Conclusions by specifying the strengths and weaknesses

The study programme has all the relevant resources for its implementation. The main remarks are related to the research capacity and performance.

Strengths:

1. Study provision is well in place.
2. Information provision (including libraries) works well.
3. Material and technical provision, including field visits, are well in place.
4. The experts learned of no complaints as to financial provision, and assume also that is well in place.

Weaknesses:

1. Contrary to informants in and around the study programme, the experts found only limited support that scientific support would fully be in place. That is, this study programme is may overly integrated on a day to day with international industry and public administration in Latvia, that a research base is all but missing.
2. There is a need to point out more clearly than as of yet a given body of research (e.g. in the libraries as to what shelves to find relevant books, articles, etc); that is, to point out what is the scientific paradigm on which this study programme builds.
3. The study programme has to further improve its performance by paying more attention on how to effectively prepare students for possible research careers at master's level or beyond .

4. Teaching Staff

Analysis

The study programme undertakes measures in a target-oriented manner to avoid any negative effects on the quality of the implementation of the study programme. There have been only minor changes in the composition of the teaching staff, as the experts understood, which have not affected the quality of programme implementation. Internationalization of teaching staff is as of yet incomplete (even if this requirement for internationalization is higher at master's and doctoral levels, which also will have to improve.)

The focus of the study programme has been on practical relevance rather than on scientific rigor. Even if not in the short term, this kind of a practice focus probably will require to be revisited, to receive more than the passing attention this issue has received until now, or at present. Students,

graduates and employers appear to be happy with the kind of quality and the orientations of the teaching staff. However, RTU has to be prepared for the changes in the future.

The qualification of the teaching staff members complies with the requirements defined in the regulatory enactments as well as with the needs of the study programme which is practically oriented.. However, even if internationalization and scientification of teaching staff is not as much in imminent need currently as in master's or doctoral level study programmes, this situation may change with the coming university reform. Links to RBS and FEEM ought to be close, though, to enable and promote cross-pollination of research ideas, cross-disciplinary education; as well as improving the capabilities of students and staff alike and of further quality improvements of the study programmes. The experts have Obtained information that the study programme takes in many of its teaching materials from public sources for use in the teaching and study processes. This said, worth serious consideration is to what level ought there to be more attention to scientific publications than at present, both in terms of their use in teaching and also in terms of production of such publications. In any case, the academic staff ought to be more involved in scientific research processes (in the fields related to the content of the study programme), both at national and international level, to prepare students for their eventual thesis writing. Also, worth considering is the "design thinking", a rising trend in both private and public economic organizations around the world, something not very far from the ideals of artistic creation. By "design thinking", the ability and willingness to cognize, teach in and across multiple levels of analysis is meant, rather than sticking to only one level analysis at a time.

The mechanism for mutual collaboration between the teaching staff members is in place. This is especially the case at the teaching staff of this study programme and their possible collaboration with doctoral researchers and professors both more close and more far from organisations and management of international economic relations.

Conclusions by specifying the strengths and weaknesses

This study programme is a very well run study programme with good teaching staff and research infrastructure that is a prerequisite for successful realisation of the study programme.

Strengths

1. "Incubators" (Bloomberg Lab, Vertical Accelerator, Demola, Design Factory, etc.) within FEEM are a good set of platforms to build on.
2. Students and graduates are very satisfied with the teaching staff.
3. Employers are very satisfied with the teaching staff (many of the teachers represent employers, are entrepreneurs or otherwise self-employed, or are close to employer interests in other ways.

Weaknesses

1. In the future, more attention than has been possible until present ought to be paid to research, including international staff, as "design thinking" where "incubators" within FEEM will be one set of platforms to build on.
2. There is not enough attention to having more international staff, even if this requirement is less important here than at the master's level, for example.

5. Assessment of the Compliance of the Study Programme "Organization and Management of International Economic Relations"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013

- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreements with BA School of Business and Finance, University of Latvia, Latvia University of Life Sciences and Technologies attached to self-assessment report

- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation No. 02000-2.2.1-e_11.edoc

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement".

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The study course descriptions are prepared in both languages of instruction - Latvian and English - and their content complies with the requirements of the regulatory enactments

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the professional standard "International Relations Manager" which complies which was approved on 11th December 2019 and is applicable to LQF level 6

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the State Standard for Second Level Professional Higher Education, sections applicable to a professional bachelor study programme.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications is available in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The study programme complies with all the relevant legal requirements.

Evaluation of the study programme "Organization and Management of International Economic Relations"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Organization and Management of International Economic Relations"

Short-term recommendations

In the short term, RTU should keep up the good work, to make sure that students, graduates and employers stay as happy as they are now with this study programme.

This done, RTU should begin to build capacity for more inward and outward mobility than at present, especially in the case of teachers, to further internationalize the study programme

Increase cross-disciplinarity through e.g. work with "incubators", which are here probably of more utility and fun than in the case of other study programmes.

Long-term recommendations

More attention should be paid to the clarity of the programme title, e.g. the word "organisation" could be withdrawn as organisation is a constituent part of management.

More research is called for in the long or even intermediate term (from about 2021 or 2022). That is, teachers ought to participate in research processes of others, assisting researchers, even if not publishing on their own. This will promote that students towards the end of their studies, and as graduates, will be able to write theses and/or other reports effectively and professionally.

More research is called for also in terms of publications and thus research-based positioning of teachers, the study programme, the degree, graduates, and students.

More attention not only to research, but also “incubators”, “design thinking”, and cross-disciplinary collaboration.

To continue to improve upon and to optimize inward and outward mobility.

To continue to improve upon research processes, research outputs, and impact

II. "Entrepreneurship and Management" ASSESSMENT

II. "Entrepreneurship and Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The title of the study programme, the degree to be obtained, the professional qualification, the aims, tasks, study results and admission requirements of the study programme are mutually compatible. The study programme is implemented in the form of full-time full-time and part-time full-time studies in the Latvian language.

The study programme is implemented in the form of full-time full-time and part-time part-time studies in Latvian.

The bachelor's professional study programme “Entrepreneurship and Management” complies with the Cabinet of Ministers 26.08.2014. Regulations No. 512 “Regulations on the second level professional higher education state standard” and RTU normative documents. As a result of successful acquisition of the study programme, the student is awarded a professional bachelor's degree in business management.

After mastering the bachelor's programme, a bachelor's degree in the field and a fifth level professional qualification are obtained. Professional bachelor's degree in Entrepreneurship and Management and: company manager; or financial manager; or marketing manager; or personnel manager qualifications.

During the visit, it was confirmed that in order to ensure the interconnection of admission requirements, study content and results to be achieved, the acquisition of professional competence is implemented by acquiring theoretical study courses (36 CP), professional specializations (60 CP), practice (12 CP), developing and defending a bachelor's thesis (12 CP), while acquiring general education (12 CP), humanities and social sciences (8 CP), as well as optional study courses (6 CP), general competencies are supplemented. The content of studies is sufficient to obtain an appropriate qualification.

During the reporting period, the study programme was implemented in the Riga and RTU Liepāja branch. Based on the decision of the RTU Senate sitting on November 27, 2017 (protocol No. 614) to change the status of branches from January 1, 2019, transforming them into regional study and science centers, the study programme to be accredited will not be implemented in Liepāja.

In accordance with the industry trends, as well as students' recommendations for improvement and internal procedures for improving the content of the programme, almost every year changes are made in the content of study courses and the content of the programme.

Conclusions by specifying the strengths and weaknesses

The results to be achieved by the study programme fully ensure the fulfillment of the standard requirements of the profession. The title, aim, tasks, study results to be achieved and the professional qualification to be obtained are closely related.

2. The Content of Studies and Implementation Thereof

Analysis

The bachelor's professional study programme "Entrepreneurship and Management" is designed in accordance with the requirements of the labor market and the latest scientific trends. The content of study programmes is updated in accordance with the development trends of the industry, labor market and science. The study programme is improved every year, taking into account the results of student surveys, as well as the recommendations of employers.

The aim of the programme is to provide practical professional studies that correspond to the development trends of the labor market, economy and society and are based on the scientific knowledge of the industry. The content of the programme provides a set of knowledge, skills and competence in accordance with the knowledge, skills and competence of the 6th level of the framework specified in the Latvian education classification. The tasks of the programme are designed to educate students, ensuring the acquisition of the 5th level professional qualification and to promote the competitiveness of students in the changing socio-economic conditions and the international labor market.

The structure of study courses is arranged in three levels - In general education, humanities, social sciences and elective study courses, students mostly acquire knowledge. In the study courses of the branch - both theoretical and professional - more emphasis is placed on the development of skills and professional training, while in practice and in the development of the bachelor's thesis the students confirm the acquired competence. The content and scope of the examinations correspond to the content specified in the subject programmes and the requirements for professional qualification skills and knowledge. All conditions for obtaining credit points are described in the programme of each subject.

Most of the study results are acquired in professional specialization study courses (38%), followed by common limited choice study courses (16%), theoretical and information technology study courses (14%) and general education study courses (11%). The group of language, humanities and social studies courses ensures the achievement of 5% and 6% of the study programme results, respectively. Internship and bachelor's thesis - 4% and 6%, respectively.

Students are provided with an opportunity to influence their study process, increase their autonomy, provide feedback on the study process, aligning it with their expectations. The study programme and the study courses included in it are study-oriented, because the different contingent of students, their previous knowledge, skills and experience, and the diversity of needs are taken into account and respected.

Test, group work, presentation, independent work and exam are chosen as the main assessment methods for achieving the results of the study courses and the goals of the study programme.

In study evaluation, the total approach to achievement evaluation is used. At the beginning of the study course, students are introduced to the evaluation criteria and methods of the respective study subject. Assessment results are designed to give students an insight into the extent to which they have achieved the expected learning outcomes. Students receive feedback, which usually provides advice on the learning process and areas for competence development.

The course descriptions of the study programme define the set of relevant knowledge, skills and competences and their evaluation system, define the study results, for the achievement of which

credit points are awarded, which do not depend on the implementation option, full-time or part-time part-time. The descriptions of study courses have outdated literature.

During the studies, the obligatory component of the bachelor's professional programme "Entrepreneurship and Management" is an internship, the amount of which is 26 CP. The internship programme is divided into 16 CP and 10 CP courses. The 16 CP course is planned in the 3rd year spring semester, but the 10 CP course is planned in the 4th year spring semester. During the 3rd year internship (16 CP) students get acquainted with the organizational structure of the internship place, the peculiarities of the activity, assess the external environment and perform other activities in accordance with the tasks approved in the internship regulations. During the 4th year internship (10 CP) students study the company in the context of their bachelor's thesis topic and chosen specialization. Evaluations of internships are mostly positive - from 7 (good) to 10 (with distinction). Employers and internship managers in companies have confirmed that the knowledge, practical abilities and skills acquired by students meet the requirements of professional activity specified in the professional standard.

Students develop final theses in connection with the companies visited during the internship. Among the most frequently chosen places of practice are banks, service companies, trade companies, etc. students in the study programme have been in 343 practice places.

As confirmed during the visit, there are a number of international companies among RTUs cooperation partners, then English language students have access to almost the same range of internships as Latvian language students. Practice companies include: KPMG Baltics, Nordea Bank AB, Agro Express, Euro Live Technologies, PricewaterhouseCoopers, Ernst & Young Baltic, Accenture Latvia branch, NOVOBALTIC, UNILEVER BALTIC LLC, etc. companies.

The following surveys and approaches are used to evaluate the bachelor's professional study programme "Entrepreneurship and Management": student semester surveys, graduate annual surveys, surveys initiated by the programme director or administration, hospitality, student-initiated surveys, employer surveys at study programme practice places. All the results obtained in the surveys are used by the programme administration in the improvement of the study process. The evaluation of the study process, acquired knowledge and practical skills from the point of view of graduates every year in another aspect shows the need to review the content of the study programme and its implementation, which is also done regularly. A topical issue is the improvement of students' practical skills. This is an issue that needs to be addressed in the context of the development of bachelor's professional study programmes.

Students use the opportunity to supplement their knowledge in foreign universities. RTU has concluded ERASMUS + mobility agreements with more than 100 European universities. The University has developed and implemented a system for ensuring outgoing mobility and recognition of study courses acquired during mobility. Students take the opportunity to participate in mobility activities, but their involvement could be more active. Most students use mobility from the 2nd year of study until the development of a bachelor's thesis.

In general, it can be considered that students in the programme use mobility opportunities and the level of students' knowledge corresponds to the level of knowledge, skills and competencies of study courses implemented by other internationally recognized higher education institutions.

Conclusions by specifying the strengths and weaknesses

Descriptions of study courses, practice and final theses qualitatively comply with the regulations provided for in regulatory enactments. The content is relevant and complementary, and it corresponds to the goals of the study programme, ensures the achievement of learning outcomes, and meets the needs of the relevant field and scientific trends. The results of surveys of students, employers and graduates are used to improve the quality of studies. Students take the opportunity to participate in mobility activities, but their involvement could be more active.

Strengths:

1. Study implementation methods promote the achievement of the goals of study courses and study programmes and learning outcomes. Student-centered learning and teaching principles are taken into account.

Weaknesses:

1. The descriptions of study courses have outdated literature.

3. Resources and Provision of the Study Programme

Analysis

The resources available for the implementation of the study programme are sufficient to ensure the achievement of the results indicated in the study programme now and in the long run. The following material base is used in the implementation of the programme: auditoriums, computer rooms, methodical cabinet, RTU Scientific Library. The study base for the students of the study programme, as well as for the teaching staff and employees is mainly available in the electronic study environment ORTUS. Students have access to RTU library subscribed databases: ProQuest Ebook Central,

ScienceDirect, Academic Search Complete EBSCOhost, Applied Science & Technology Source EBSCOhost, Business Source Ultimate EBSCOhost, EBSCOhost eBook Academic Collection, Wiley Online Library, SpringerLink, The International Monetary Fund (IMF) eLibrary, LETA Industries: "Construction and Real Estate", " Macroeconomics ", " Industry ", " Trade and services ", " Transport and transportation ", " Tourism, hotel business ".

Each student also has access to teaching and research laboratories and scientific resources. Students of the study programme have access to the Bloomberg Services auditorium, creative laboratory, and laboratory in physics "Laboratory House", metrology laboratory at the Faculty of Transport, Mechanical Engineering and Aeronautics, RTU Design Factory.

Entrepreneurship and management students also have access to computer laboratories (with 50 and 22 workstations) equipped with various types of software required for professional activities, such as SPSS.

Conclusions by specifying the strengths and weaknesses

The resources available for the implementation of the study programme are sufficient to ensure the achievement of the results indicated in the study programme now and in the long run. The study base for the implementation of the study programme is mainly available in the electronic study environment ORTUS. Students have access to RTU library subscribed databases, teaching and research laboratories and scientific resources.

Strengths:

1. Students of the study programme have access to Bloomberg Services auditorium, creative laboratory and laboratory in physics "Laboratory House".

2. Computers are equipped with various types of software required for professional operation, such as SPSS.

4. Teaching Staff

Analysis

Within the framework of the programme, personnel renewal measures are regularly performed, ensuring the appropriate quality of the programme implementation and compliance of the study

programme with the requirements specified in regulatory enactments. The study programme is mainly implemented by lecturers with a doctoral degree. There are also lecturers with a master's degree, who are attracted on the basis of Section 39 of the Law on Higher Education Institutions. During the reporting period, the study programme tends to increase the number of lecturers with doctoral degrees, the number of professors and lecturers-doctoral students. There is a gradual change or renewal of the teaching staff in the study programme. It ensures continuous and regular improvement of the study course. The teaching staff carries out regular professional development, participates in mobility and experience exchange events, which allows to regularly supplement and change teaching methods, as well as to improve and update the content of study courses. The overall assessment of the quality of teachers' work is positive. Within the Faculty, measures are taken to ensure that changes in the teaching staff have a positive impact on the development of the study programme and the quality of implementation, as well as compliance with the requirements specified in regulatory enactments.

The qualification of the teaching staff involved in the implementation of the study programme complies with the conditions of the study programme implementation and the requirements of regulatory enactments, ensures the achievement of the study programme and the corresponding study course objectives and study results. Foreign guest lecturers are also involved in the implementation of the study programme. In each study course, guest lecturers from Latvian companies and organizations visit at least once a semester.

The academic staff of the study programme at both national and international level is involved in scientific research in the field of quality management and the obtained information and experience is integrated into the study process. The study programme attracts teaching staff who also carry out active scientific research activities, participating both in international conferences and preparing publications in accordance with the topics of the study programme. In the reporting period, the faculty members have prepared a total of 921 publications, which are detailed in the study report. A total of 194 publications are included in SCOPUS, 200 WoS, 16 Springer, and 175 in other databases. The projects mainly involve academic staff and doctoral students, most of whom prepare and lead study courses.

The results of programmes and research are usually integrated into study courses.

The study programme has a mechanism for mutual cooperation of the teaching staff, it promotes the improvement of study courses and mutual interconnection. For the exchange of experience and information related to the study work, the following measures are used: faculty meetings (at least once a semester); structural unit meetings (at least once a month); academic conference (once a year), seminars, conferences, think tanks, etc. measures. In the process of coordination of study courses, all lecturers related to the specific study course are involved, thus ensuring that the topics covered within the study programme are constantly improved and updated in cooperation with the involved industry professionals.

Conclusions by specifying the strengths and weaknesses

Targeted measures are taken in the study programme in order to avoid negative impact on the quality of the study programme implementation and compliance of the study programme with the requirements specified in regulatory enactments. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements specified in regulatory enactments, and it allows to achieve the goals and study results of the programme and the respective research. Academic staff is involved in scientific research at both national and international levels. The obtained information is collected and used in the learning process. There is a mechanism of mutual cooperation between the teaching staff, which promotes the improvement of study courses.

Strengths:

1. Foreign guest lecturers are also involved in the implementation of the study programme. At least once a semester, guest lecturers from Latvian companies and organizations are invited to each study course.
2. The topics included in the study programme are constantly improved and updated in cooperation with the involved industry professionals.

5. Assessment of the Compliance of the Study Programme "Entrepreneurship and Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: The sample of the diploma corresponds to the procedure by which state-recognized higher education documents are issued
2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Agreement between the Latvia University of Life Sciences and Technologies and the Riga Technical University
3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: A confirmation is attached in the annexes - Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.
4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: The confirmation of the state language proficiency is indicated in the annexes - letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs - and reassured by the information in CVs
5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: The confirmation of the English language proficiency is indicated in the annexes and reassured by the information in CVs
6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Agreement samples are attached for state-financed students and for fee-paying students and comply with the regulatory enactments

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in Latvian and English – the languages in which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The compliance with the professional standard is confirmed in Appendix 7 of self-assessment report “Compliance with the profession standard”

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the standard for second level professional higher education

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The information about publications is indicated in the list attached to the self-evaluation report and in the CVs. This information is compatible with the requirements. FEEM has a very strict system for monitoring the number of publications for teaching staff members; it was mentioned in the self-evaluation report multiple times.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: No shortcomings have been identified in regard to compliance with regulatory framework.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The study programme has excellent technical resources, informative provisions (24/7 library, 20 database subscription, various labs for practical work, including Student Creative Laboratory, Measuring, testing and calibration laboratory)

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates and employers as well as by studying information presented in the self-assessment report Appendixes 4.1.1; 4.1.2; 4.2.1; 4.2.2.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The title, aim, tasks, study results to be achieved and the professional qualification to be obtained are closely related. The descriptions of study courses, practice and final theses qualitatively comply with the regulations provided for in regulatory enactments. The content is relevant and complementary, and it corresponds to the goals of the study programme, ensures the achievement of learning outcomes, meets the needs of the relevant field and scientific trends. The results of surveys of students, employers and graduates are used to improve the quality of students. Students take the opportunity to participate in mobility activities, but their involvement could be more active. Study provision, informative provision (including libraries), material and technical provision and financial provision comply with the conditions of the study programme implementation, creating preconditions for achieving the study programme. Purposeful measures are taken in the study programme in order to avoid negative impact on the quality of the study programme implementation and compliance of the study programme with the requirements specified in regulatory enactments. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements specified in regulatory enactments, and it allows to achieve the goals of the

programme and the respective research and study results. The academic staff is involved in scientific research at both the national and international levels. The obtained information is collected and used in the learning process. There is a mechanism of mutual cooperation between the teaching staff, which promotes the improvement of study courses.

Evaluation of the study programme "Entrepreneurship and Management"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Entrepreneurship and Management"

Short-term recommendations

To supplement the descriptions of the study courses with more recent literature.

Long-term recommendations

II. "Business Logistics" ASSESSMENT

II. "Business Logistics" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional bachelor study programme "Business logistics" admission requirements, goals and tasks are clearly defined and directly related to the name of the study programme. The professional qualification to be acquired is "Logistics manager". The degree to be acquired is "Professional Bachelor in Business Logistics". The planned outcomes of the study programme follow the occupational standard of "Logistics manager".

Also, requirements for the degree contribute to the achievement of the goal of the study programme, as well as to the demands of the labour market in transport and logistics industry. The graduates are employed in a variety of positions in transport and logistics companies; in production; or in different service industries. Focus in the study programme is on developing practical skills in business logics, based on scientific knowledge and on substantive knowledge specific to one or a few industries.

In Latvia, only RTU offers a business-logistics programme or, for that matter any study programme that gives students an opportunity to get the Professional Bachelor degree in Logistics and 5th level qualification Logistics manager.

The programme is offered only in Latvian language. Some courses are taught in English in order for students to learn the professional terminology. Otherwise, the choice has been that, to train internationally competitive specialists and improve cooperation with international companies and organizations, teaching in Latvia suffices. Taking into account the actual labour market requirements in the EU and other countries, the programme could quite well be interesting and attractive for foreign students. In other words, there is potential for the development in this direction and sensing and seizing more opportunities for internationalization, which has not been the case until now.

Conclusions by specifying the strengths and weaknesses

The study programme offers students capacity development, skills and competencies that are very

much in line with modern labour-market requirements. The goals, tasks and the outcomes of the study programme are interrelated and coherent with the professional qualification and with the degree to be acquired. The content of the study programme is developed for graduates to have the necessary knowledge, skills and competencies according to the occupational standard for Logistics manager.

Strengths:

1. Given logistics as for a long time being a major industrial branch in Latvia, this is an obvious area of specialization for a technical university such as RTU.
2. Unique programme in Latvia with Logistics manager professional qualification and the Professional Bachelor Degree in Business Logistics.
3. The content of the study programme ensures an excellent combination of acquired theoretical and practical knowledge and professional competencies based on labour market requirements.

Weaknesses:

1. The number of study courses taught in English may not be sufficient for graduates to be competitive in the increasingly globalized world economy.
2. The potential of attracting foreign students and enhancing internationalization is not utilized at the moment as the programme is offered in Latvian language only.

2. The Content of Studies and Implementation Thereof

Analysis

The description of study courses provides clear understanding of what are the prerequisites, goals and objectives of study course, structure of the course, learning outcome and evaluation criteria and it is in the compliance with state regulations and RTU Senate decisions. The content of study courses is appropriate for reaching the objectives of the study programme. The study programme has very close relations with the industry, industry representatives take an active part in the development and improvement of the content of study courses as guest lecturers and as advisers and internship providers. During interviews it was clearly stated that the content of study courses is very relevant to the modern logistics industry needs and the implemented changes follow industry trends and tendencies.

There is no possibility to continue studies and acquire a Master in Business Logistics within RTU. This is surprising, given the potential of this study programme to be an important part of RTU's strategy, behind which we believe lays the importance of business logistics for Latvian economy and society.

The study implementation methods include lectures, presentations, case studies, projects, discussion, group works. Field trips are organized to logistics and other industry companies that cooperate with the faculty. The students mentioned visiting RIMI Latvia, Albert Berner, HAVI Logistics, Schenker, Wellman logistics, BTA, US Embassy. The paid internship is offered by such companies as GEFCO Baltic, Hansamatrix, ALBERT BERNER and others. The whole list of companies offering internship is present in the self-assessment report Appendix 2.4.1. The students highly evaluated the experience gained during field trips and internships as very useful, practical and applicable to future employment.

There are special tasks and aims set in cooperation with the internship provider the student has to perform and achieve during the internship. These tasks are closely related to the tasks set in the professional standard enabling the students to apply their theoretical knowledge into practice. The internship provider also participates in the evaluation of the student.

The internship is also provided by foreign companies in cooperation with partner universities abroad. The assessment methods include the assessment of at least 3 study papers/study projects

developed by students during the study, other tests and examinations according to RTU internal regulations approved by RTU Senate. The learning outcomes are analysed together with the students, by teaching staff and administration.

Industry representatives participate in final thesis evaluations.

The students receive full support in their studies and with the related issues as well as in internship and future employment, thus student-centred principles are being followed. Students remarked positively about the possibility to combine their studies with work and very forthcoming staff offering flexible arrangements, if needed. Some study courses are provided in English giving the students the opportunity to communicate and build their professional vocabulary to be competitive on the global market.

There are multiple opportunities for the students to participate in the improvements and amendments of study courses as well as teaching methods. The students can express their opinion to the lecturer directly, to the Head of student group, to the Head of study programme or via student self-government. There are regular meetings organized with the faculty administration. Students surveys are organized twice a year in interactive portal ORTUS. Other surveys are organized during students meetings, by programme administration and lecturer. The results of these surveys are analysed by study programme administration and the necessary improvements are being implemented. The feed-back to the student is given. During the interviews, the students gave some examples of improvement done based on their suggestions.

The student complaint system is in place and working effectively.

Graduates surveys are organized once a year. Graduates' feedback is thoroughly analysed, the results are present in self-assessment report Appendix 2.3.1.

Teaching staff regularly completes the surveys in ORTUS. Employers' representatives actively participate in study course improvements based on the assessment of bachelor thesis and internship, giving feedback as guest lecturers and visiting lecturers. Visiting lecturers also participate in the development of different regulations, for example for the defence of internship). Employers also participate in survey; the survey results are presented in self-assessment report Appendix 2.6.2.

As the programme provided only in Latvian there are no inbound mobility students. The students and teaching staff are involved in outgoing mobility and the numbers are quite high. The students actively use internship mobility opportunities, mainly in Germany and the UK.

The course recognition taken during mobility is done according to RTU internal regulations Nr. 01000-1.1 / 240 "On Amending the Erasmus + Student Mobility Arrangement" and No. 02000-1.1 / 29 "On Recognition of Study Courses Acquired in Other Higher Education Institutions and Study Programs".

Conclusions by specifying the strengths and weaknesses

There are clearly defined goals and objectives of each course. The description of the courses and prerequisites conform to legal requirements. The content of study courses and the structure of the study programme ensure the students acquire the necessary skills and competencies based on the actual transport and logistics industry needs.

The teaching staff combines academic knowledge and industry experience. The close cooperation with many Latvian and European transport, logistics and production companies provides many opportunities for internship in Latvia and abroad. The teaching and evaluation methods employed within the study programme are the traditional ones as well as modern.

The students, employers, graduates and lecturers regularly participate in surveys and the results of such surveys are used for the continuous improvement of the study programme.

There are no inbound mobility students as the programme, except some courses, is taught only in

Latvian. The outgoing mobility is widely used by the students (including internships in foreign companies) and the teachers.

Strengths:

1. Very close relations with the industry, the course content is relevant to modern industry and labour market needs.

2. Multiple cooperation opportunities with transport, logistics and related companies – internships, guest lectures, field trips.

3. Internal quality assurance system is in place and effective. The improvement of the study programme is done taking into account all stakeholders' requirements and all stakeholders actively participate in the process of improvement of study courses and the study programme, and the development of new courses.

Weaknesses:

1. At the time of the assessment no opportunity was provided by RTU for acquisition of a Master degree in Logistics. Given that the study programme is in RTU, it would make sense not only to have a Master's degree programme in Business Logistics, but to have a systematic "pre-tenure system" also, including also doctoral students, post-docs, and so forth. The current absence of a Master's degree programme can be seen as a bottleneck in carrying lessons from Bachelor's-level field visits to research and from research to Bachelor's-level teaching. Currently, according to the latest information received from RTU (on the 22nd of December, 2021) a professional Master study programme "Logistics and Supply Security" is being developed, as a result of which it will be possible to obtain a Master's Degree and qualification of "Supply Chain Manager".

3. Resources and Provision of the Study Programme

Analysis

The total funding has decreased during the review period. There was an insufficient number of state funded places - only 23 in spite of the fact that the programme is unique in Latvia and there is huge demand for logistics specialists considering the position of Latvia as a transit country. The administration of the study programme and specifically its Director achieved the increase of state funded places to 28 in study year 2020/2021.

The total number of students has also decreased which can be explained by the general demographic situation in Latvia in the recent years with constantly declining population as well as with the increase of tuition fees and insufficient state funding.

The faculty provides excellent technical resources (auditoriums with modern IT equipment and interactive presentation tools, computers, Office 365) available to all students. The Scientific Library provides 24/7 access to 20 databases, a good collection of textbooks and periodic materials mostly in Latvian and English, but also in Russian and German languages. The acquisition of textbooks and the choice of databases is done analyzing usage statistics, students and teachers recommendations, faculty management requests and funding availability.

The access to databases is also available at any time and from any place via ORTUS system and physically also in Bloomberg Laboratory. The unlimited access to study material and online collaboration and support tools are ensured via interactive ORTUS portal. The students actively use Customs Control Laboratory equipped with measuring tools and devices used by customs control professionals. The students are invited and encouraged to use other laboratories within FEEM and in RTU Kipsala campus. The faculty infrastructure provides easy access to RTU Kipsala facilities, shops, cafes, restaurants, sports centre, swimming pool and dormitory.

The panel got confirmation during the interviews with the teachers that RTU provides financial support for publications and participation in conferences.

Conclusions by specifying the strengths and weaknesses

RTU provides very good technical, material and informative resources, availability to use rare laboratories and equipment, the students have unlimited access to multiple scientific databases, textbook, periodics and study materials. RTU continuously invests in infrastructure development, the acquisition of new textbooks and study materials and the implementation of new IT and other technical solutions following the global trends and demands, therefore ensuring the quality of study process implementation also in the future.

Strengths:

1. The students have access and actively use the unique laboratories such as Bloomberg Laboratory, Customs Control Laboratory, and other laboratories.
2. Especially the Bloomberg Laboratory is a platform also for research processes and research outputs.

Weaknesses:

1. Insufficient number of state funded places.
2. Decreasing number of students in the study programme in spite of high demand for logistics specialists and managers in Latvia and worldwide.
3. The links between the study programme and the laboratories could be more clearly spelled out.

4. Teaching Staff

Analysis

Analyzing the changes that took place during the review period the expert panel came to the conclusion that they could only have a positive effect on the quality of the implementation of the study programme. The number of professors and associated professors involved in the implementation of the study programme has increased. The number of field experts has also increased hence ensuring the students acquire both theoretical knowledge based on the results of scientific research and practical skills gleaned from field expert experience. The changes in composition of the teaching staff were done inter alia analysing students' recommendations.

Studying the information about teaching staff employed in the realisation of study programme the panel concluded that the academic staff had sufficient number of publications in international and local scientific journals, participated in local and international projects and conferences; some are members of professional associations and government bodies. However, the number of projects related to the logistics industry the teaching staff took part in is relatively low. Also, during the interviews the employers confirmed that although the cooperation with FEEM in terms of the provision of internships, the participation in final paper reviews and the employment of graduates is very good, there is no cooperation in terms of logistics projects.

The guest lecturers and field experts have extensive professional experience and industry knowledge. The composition of teaching staff and their qualifications meet the regulatory requirements.

Studying the information about teaching staff research activities presented in self-assessment report, self-assessment report Appendix 4.2.2, information about academic staff available in ORTUS, interviewing members of teaching staff, the panel makes the conclusion that lecturers perform research and have appropriate number of articles or chapters in article collections /scientific books/ publications in conference proceedings indexed by the Web of Science and /or SCOPUS, publications in RTU scientific journal in the fields related to the study programme. It was also confirmed by the students that they (students) participate in the research projects during their studies as well as their instructors' research achievements are shared with the students and integrated into the content of respective study courses.

The collaboration between teachers is implemented via their participation in joint projects, professional organizations, training, participation and organization of conferences, field trips to real companies, experience and ideas exchange with industry professionals during field trips to companies, within the internship process.

Conclusions by specifying the strengths and weaknesses

There is highly qualified teaching staff employed in the implementation of the study programme consisting of academics and industry professionals. The composition meets the regulatory requirements and the changes implemented in the review period have a positive impact on the quality of the content and the implementation of the study programme. The number of publications and other scientific activities are conforming to the requirements set by regulations and RTU internal rules, but there can be more industry related projects. The cooperation between teachers and with employers involved in the provision of the study programme is on a high level.

Strength

1. The composition of teaching staff provides a very good combination of academic professionals and industry experts ensuring the students with theoretical knowledge and the development of practical skills and experience.

Weakness

1. Relatively low number of projects related to the logistics industry where the teaching staff participated or lack of information about such projects.

2. There is a need to crystallize more clearly how laboratories such as the Bloomberg Laboratory, research, teaching, projects, and student learning relate to one another. Loose coupling perfectly between these is fully acceptable between these in a university, but the looseness or tightness of the coupling ought to be rationalized a priori or ex post, in order to enable and promote further improvement.

5. Assessment of the Compliance of the Study Programme "Business Logistics"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013

- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Agreement with BA School of Business and Finance Nr. 01000-4.1-e/52 dated 20.11.2019 (VIENOŠANĀS STARP BANKU AUGSTSKOLU UN RĪGAS TEHNISKO UNIVERSITĀTI) attached to self-assessment report
- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification: Not applicable
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: The samples of study agreements (one for state funded places, another for the students paying the fee) attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement".
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in Latvian – the language in which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: Upon successful completion of studies students acquire 5th level qualification Logistics manager. The goal of the programme states: “To train qualified, internationally competitive specialists in the fields of logistics and transport economics conforming to the approved occupational standard requirements (Logistics manager), as well as to provide students with theoretical and practical knowledge that ensures the basis and professional competence in the field of logistics and transport economics.”

The compliance is also confirmed in Appendix 7 of the self-assessment report “Compliance of the study programme “Business Logistics” to the profession standard”.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The content of the study programme is designed according to the Cabinet of Ministers Regulation No. 512 “Regulations on the National Standard for the Second Level Professional Higher Education”, the compliance confirmed by Appendix 6 in self-assessment report

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The evidence in self-assessment report and its appendixes, confirmed by the interviews, observations, and the analysis of the documents presented to the panel during the visit performed by the experts.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Availability of state funded places, excellent technical resources, informative provisions (24/7 library, 20 database subscription, various labs for practical work, including Bloomberg and Tax and customs labs).

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates and employers as well as by studying information presented in self-assessment report Appendixes 4.1.1; 4.1.2; 4.2.1; 4.2.2.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

After studying information provided in a self-assessment report and its appendices, interviewing teaching staff, students, programme's director, programme's administrative employees, graduates and employers the panel makes a conclusion that all requirements are met. The content of study courses, the qualification of teaching staff and technical resources are sufficient for the provision of the expected and planned learning outcomes. Being a unique programme in Latvia it is highly demanded and competitive.

As weaknesses the following points can be mentioned: the provision of study programme only in Latvian, insufficient number of state funded places and non-existence of professional master's programme that would allow students to pursue their professional education at RTU in the Logistics field.

Evaluation of the study programme "Business Logistics"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Business Logistics"

Short-term recommendations

Long-term recommendations

Further develop a study programme to acquire a Master degree in Logistics within the study direction.

Consider the possibility of offering this programme also in English language.

II. "Total Quality Management" ASSESSMENT

II. "Total Quality Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional bachelor study programme "Total Quality Management" envisages acquisition of a corresponding professional bachelor degree in Quality Management and the professional qualification of "Engineer in process quality management". The name of the programme, the degree and professional qualification are logically interrelated. Aim of the programme and its six objectives are logically linked with the name, degree and qualification. The professional bachelor's study programme "Total Quality Management" corresponds to the Cabinet of Ministers of the Republic of Latvia Regulations No.512 of 26/08/2014 "Regulations on the National Standard for the Second Level Professional Higher Education". The content of the study programme complies with the professional standard "Process quality management engineer" which has been approved on 14th August 2019 and is up to date. Comparison with the updated professional standard was provided in the annex "Compliance with the professional standard". General secondary education or 4-year vocational secondary education is required to be admitted to the professional bachelor study programme "Total Quality Management". Currently, this programme is unique in Latvia.

Programme intended learning outcomes are formulated as knowledge, skills and competences which are in line with Latvian and European qualification framework (LQF and EQF) Level 6. The professional bachelor study programme "Total Quality Management" has 9 intended learning outcomes. 7 out of 9 intended learning outcomes are subject related or professional and 2 are general skills related learning outcomes, which encompass: the ability to carry out the research; ability to work in a team, ability to learn and behave ethically.

It should be noted that professional bachelor study programme "Total Quality Management" learning outcomes do not include a word about such in nowadays relevant to the labour market broadly applicable and transferable skills as leadership, creativity, problem-solving and critical thinking, digital literacy and communication skills, so it is not clear whether programme management considers these aspects as an important part of students' competences. Meetings with representatives of employers revealed that the companies which employed graduates of this programme are very satisfied with their knowledge in math, statistics, however interpersonal and systemic general skills like interpersonal communication, storytelling, enterprising spirit, etc. can be nurtured more strongly.

The professional bachelor study programme „Total Quality Management” from the beginning has been delivered in Latvian language only. There is no distance learning option.

P.S. The titles of the programmes in the text of self-evaluation report of Study Direction do not correspond with titles in the Figure: "interrelation of study programmes", e.g. "Comprehensive Quality Management" and "Total Quality Management"; it led to the confusion while analysing the self-evaluation report of study direction. It is advisable for the self-evaluation working group to avoid such cases in the future.

Conclusions by specifying the strengths and weaknesses

The name of the study programme, the degree, the professional qualification are interrelated. The aims, objectives, learning outcomes and admission requirements fell within the breadth of what could be expected from a professionally-oriented bachelor programme.

Strengths

1. The programme learning outcomes are consistent with the type and level of studies and the level of qualifications offered (consistent with the level 6 EQF/LQF).
2. The programme learning outcomes are based on the academic and professional requirements.
3. The programme is unique in Latvia, thus highly competitive.

Weaknesses

1. The programme learning outcomes lack some public needs and needs of industry in terms of the development of general competencies or transversal skills that would help the person to adapt to the ever-changing labour and business market needs and environment and would promote change and development.

2. The Content of Studies and Implementation Thereof

Analysis

The content of the study programme “Total Quality Management” is relevant and complimentary, it reflects the development trends in the industry and ensures training of specialists, which are in demand by the permanent development of business in Latvia, as well as global trends, which point out the increase of products, processes and systems conformity with international standards and meeting customers’ requirements. Conformity assessment is also needed in the sectors and organizations that do not use standards but develop, maintain and improve their quality management systems to meet the customers’ needs and legal requirements. The content of the study courses, the traineeship, and the final thesis ensures the achievement of the learning outcomes of the programme.

It is pointed out in the self-evaluation report “The compulsory content of the study programme consists of:

-general education study courses in the volume of 20 CP: courses in humanities and social sciences and languages, including courses, which develop social, communicative and organizational skills (Parts A.1 + B.2 + B.6);

- field-specific theoretical basic study courses and IT study – 36 CP (Part A.2)”. However, communicative and IT skills are not reflected in the intended learning outcomes of the programme, although it is obvious that these skills are developed, e.g. in the courses “Intercultural Communication”, “CAQ Computer Aided Quality Control”, “Business intelligence technologies I, II” and by using particular teaching, learning and assessment methods, which require to demonstrate communication and IT skills.

It is a bit doubtful that the subject „New Product Design and Development” (4 CP) is affiliated to General education study courses in the volume of 20 CP: “courses in humanities and social sciences, including courses, which develop social, communicative and organizational skills at least 20 CP”. Intended learning outcomes of the subject „New Product Design and Development” and its location in the study plan (4th year) proves that the subject is field-specific professional study course. Within the discussion with programme stakeholders, it was explained that “New Product Design and Development Methodology” was transferred from Part B, the thematic group Common to the Field to Part A; this course is now compulsory in all RTU bachelor’s level study programmes and it will not be changed. However, it might be justified as a subject of “courses in humanities and social sciences” within the engineering study directions, but within the “Management, administration and real estate” study direction general education study courses should be comprised with “courses in

humanities and social sciences” which extends and complements professional education with the knowledge and understanding in the field of law, political sciences, sociology, philosophy, history, arts, etc. and reflects the mission of higher education in general.

The descriptions of the study courses comprise comprehensive general data of the subject, its content, learning outcomes and their assessment, evaluation criteria of the learning outcomes, the workload of students. All courses descriptions are available in the ORTUS. However, learning outcomes of some subjects are described as follows: „Understand concepts, research strategies, design and types of research and elements of academic writing.“; „Understand and know the benefits, disadvantages and ethical norms of research methods.“, „Understands the key performance and budgeting principles of an organization...“, etc. Vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of must be avoided. These terms are associated with teaching objectives rather than learning outcomes. If it is intended to develop and assess the knowledge and comprehension, it is necessary to describe the learning outcomes using the following verbs: define, list, state, classify, describe, discuss, explain, identify, locate, recognise, select, etc.; e.g. at the end of the subject „student should be able to explain of human-machine-environment optimization capabilities...“; or „student should be able to discuss the benefits, disadvantages and ethical norms of research methods“, etc.

The internship is carried out in accordance with the document “Organization of Internship at Riga Technical University” approved by the RTU Senate on 28 January 2019 (Minutes No.626). and is a compulsory part of the professional bachelor’s study programme “Total Quality Management” and contributes to the achievement of the learning outcomes of the study programme. Department of Quality Technologies closely cooperates with companies (e.g. State Construction Control Bureau of Latvia, Consumer Protection Center, Forta Prefab Ltd., National Blood Donor Center, E.Gulbja Laboratory, Emergency Medical Service, Rimi Latvia Ltd, Tilts Ltd, Riga Social Service etc.), which provides internships for many students and some of them turns into their first workplaces. Meetings and discussions with students and graduates revealed their satisfaction with provided internship places and the opportunity to apply the theoretical knowledge acquired during their studies in the work environment of a particular organization. Discussions with representatives of employers have shown that the knowledge and skills acquired by students meet the professional requirements and organisations’ needs.

At the end of the professional bachelor’s study programme “Total Quality Management”, students develop bachelor’s theses that address current issues in quality management: improvement of quality system, improvement technical and technological processes, non-conforming product control and risk assessment. In order to ensure the quality of the bachelor thesis during the development of bachelor’s theses (once a month) interim examination of bachelor’s theses are organized in which students present the progress of their research. A commission composed of the programme and industry representatives assesses student performance.

As much as it can be concluded from a short study of final theses present to the panel (as the digital versions were not available although requested in time by the panel) it can be concluded that these are of high quality and generally comply with the provisions set forth in the regulatory enactments (RTU Methodological Guidelines for Development of Graduation Papers, RTU Formatting and Style Guidelines for Study and Graduate Papers. However, it must be mentioned that some papers contained mostly books and very few publications in the bibliography; some others mainly Internet sources, some papers had only sources in Latvian language.

Representatives of employers who are the members of State Examination Commission pointed out within the meeting with an expert panel that after each final examination the results of the students’ achievements are discussed and follow up actions are suggested to improve the programme.

According to the descriptions of the study courses there is a vast variety of teaching and learning methods (e.g. individual and group work, individual and group consultations, presentations of

results, project work, situation simulations (e.g., in risk assessment), field trips, discussions, etc.) and assessment methods (e.g. tests, oral and written exams, group work, presentation, independent work and examination, etc.) used in the study process, which contribute to the achievement of the aims and learning outcomes of the courses and the study programme, taking into account the principles of student-centred teaching and learning, e.g. meeting with students revealed that at the beginning of each course, the teacher explains the purpose and learning outcomes of the course; there is a strong focus on interactive learning methods to work with others, brainstorm, discuss, play roles, make decisions and undertake responsibility; teaching staff consults with students on their satisfaction, expectations and evaluation of the quality of studies. Discussions with the representatives of students and teaching staff confirmed that students are engaged in the discussions during the lectures and seminars; guest lectures from industry bring the case studies and involve students in practical problem solving, including research work, also company visits and field trips are organised. However, students pointed out that the development of students' practical skills is still an issue which should be addressed.

The procedure for assessment of students' knowledge, skills and competences at RTU is determined by the Senate decision of 27 May 2017 "On the Regulations for the Assessment of Learning Outcomes", complying with the basic principles and procedures for assessment of education at the respective study level defined in the Cabinet of Ministers' regulations. In the assessment of students' achievements, a summative assessment system is used, where the final mark is formed from several components. Discussions with students revealed that there is a need to strengthen or in some cases introduce the formative assessment after each interim evaluation, i.e. to provide the feedback on the assignment performed by students and point out the stronger and weaker points of the students' interim achievements to ensure an improvement of the students' further work and constitute a learning opportunity for the students.

Also, in some courses the attendance is included as the part of evaluation criteria, however, students must be evaluated against learning outcomes (knowledge and skills), but not against their behaviour (attendance or absenteeism). It contradicts the student-centred learning principles like student autonomy and responsibility. If the person performed all assignments or made a contribution to the group work which comprise the cumulative final score, he or she can't be "punished" for not attending theoretical classes, for instance.

Overall, the content and volume of examinations correspond to the content of the study course curricula and make it possible to check the level of achievement of knowledge and skills of students.

Once every semester students evaluate the work of the academic staff by providing answers to survey questions (in the ORTUS environment). The students also choose the best teacher in the faculty and within the study programme. The feedback of students is analysed and used to improve the quality of the programme. Every year a survey of professional bachelor's study programme "Total Quality Management" graduates is also conducted. The study programme is improved every year, taking into account the results of students' and graduates' responses, comments and suggestions as well as recommendations of employers. A self-assessment group of professional bachelor's study programme "Total Quality Management" is formed every year. The working group annually reviews the programme and discusses necessary changes with students and all the teachers involved in the programme implementation. However, during the discussions with graduates, an expert panel realised that graduates of the programme are not represented in the self-assessment working group that includes the academic and administrative staff, as well as student representatives and industry professionals.

Also, students can realize their participation in the improvement of the study process directly by expressing their wishes to the study programme director, it was confirmed by students that it really works and all issues are sorted out as soon as possible.

During the reporting period, changes were made to the professional bachelor's study programme

“Total Quality Management” which reflects tendencies in industry, science and upgrade of the study programme implementation process to facilitate achievements of students. In recent years courses on sustainability and corporate social responsibility were added to the programme following the global trends.

RTU monitors graduates’ employment – according to the State Revenue Service data available to the RTU administration, all graduates of this study programme are employed.

To facilitate internationalization some courses in the programme are conducted in English, bringing together students from Latvia and Erasmus+ mobility students from different countries. Currently, the courses “Process Analysis and Management” and “Social Responsibility and Business Ethics” are being implemented in English. To promote outgoing mobility, the RTU International Mobility Unit and the RTU Student Parliament organize information events on the mobility programme twice a year. There the issues of scholarship competitions and other aspects to consider when planning mobility are explained in detail. Students are also supported by the secretariat of the program, who introduces them with the planned study courses and advises on the choice of the most suitable university. Students, who took the mobility period confirmed that the courses acquired during mobility abroad are fully recognized – it is ensured by being careful in choosing a foreign university, study programme and courses to study in collaboration with the programme director and the secretariat of the programme. However, numbers of outgoing mobility are very low: in 2013/2014 academic year – 1 student, in 2014/2015 academic year – 1 student, in 2015/2016 academic year – 2 students, in 2016/2017 academic year – 2 students, in 2017/2018 academic year – 1 student, in 2018/2019 academic year – 1 student, avail themselves of the outgoing mobility opportunities.

Discussion with leaders of the programme disclosed that there are no aims to strengthen the international dimension of the professional bachelor’s study programme “Total Quality Management” in terms of introducing more courses in English, inviting visiting professors from foreign HEIs, developing double or joint degree with foreign partner universities, etc. It does not sound with ambitious RTU Internationalisation strategy.

Conclusions by specifying the strengths and weaknesses

The structure and content of the programme’s curriculum and its pedagogical approach correspond with the intended learning outcomes as well as relevant industry and the scientific trends. The teaching, learning and assessment approach applied is adequate to achieve learning outcomes. The diversity of students and their needs are respected, student-centred principles are taken into account. Programme monitoring procedure is introduced, feedback from all stakeholders identifies strengths and weaknesses and offers recommendations for follow-up actions to subsequently improve programme delivery. However, there is little use of international mobility opportunities for students.

Strengths

1. All the necessary information about the programme for the students and other stakeholders is clear and accessible.
2. The content of the courses is consistent with the type and level of the studies and reflects the latest achievements in science and technologies.
3. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes, student-centred learning.
4. The implementation of student-centred learning and teaching is ensured.
5. Internal quality management of programme implementation is well defined and fit for purpose.
6. Information and data on the implementation of the programme are regularly collected and analysed.

7. The evaluation and improvement processes involve stakeholders.
8. The internal quality assurance measures are effective and efficient.

Weaknesses

1. The programme learning outcomes lack consistency with some subjects learning outcomes and content.
2. The programme lacks the subjects in humanities and other social sciences.
3. There are courses learning outcomes which lack outcome-based approach, i.e. some learning outcomes are not precisely described what the student has to be able to do at the end of the course learning period (too many abstract „know“ and „understand“, which are difficult to be objectively assessed in the cognitive domain of student).
4. There is a lack of provision of regular formative feedback to students, thus allowing them to understand how they could improve their performance.
5. Weak international/intercultural dimension experienced by students within the programme.

3. Resources and Provision of the Study Programme

Analysis

Students can find all information on types and conditions of support, entertainment and sports activities, including the opportunity to apply for consultations in the ORTUS environment. The study environment and infrastructure of FEEM are tailored to the various needs of the student population, the infrastructure is adjusted to fit the needs of disabled students. There is also differentiated support for various social groups of students, which can be received upon applying to the RTU Student Parliament. The RTU Career Centre hosts various workshops on personality and career development, education and global issues free of charge for students. Outstanding technical resources, modern facilities, access to Library databases, various labs (e.g. Student Creative Laboratory, Measuring, testing and calibration laboratory) for practical work strongly contributes to the achievement of learning outcomes of professional bachelor's study programme "Total Quality Management" students and ensure the quality of education and research activities of students. At the RTU library, students have access to professional study literature, which is updated every year. International databases: Web of Science, EBSCO, SCOPUS, SCIENCE DIRECT, SpringerLink full-text journals and books are available to students on ORTUS.

Most students of professional bachelor's study programme "Total Quality Management" have the opportunity to study in state-funded places: from 91% in the 2013/2014 and 2019/2020 academic years up to 99% in the 2015/2016 and 2018/2019 academic years.

Due to the relatively high dropout rate (from 6% to 9%) which is reasoned by different levels of initial preparedness and motivation of students, additionally free of charge academic support is provided for these students who struggle in the first and second year of studies in "Mathematics", "Physics" and, up to 2016 also in "Descriptive Geometry and Engineering Graphics". Sadly, the need to align different levels of preparedness of students puts additional workload on academic staff and hampers the possibility to develop research skills and professional competences of students.

Conclusions by specifying the strengths and weaknesses

RTU FEEM facilities are sufficient and adequate in view of the intended learning outcomes of the professional bachelor study programme "Total Quality Management".

Strengths

1. Students are informed about the services available to them.
2. The premises for studies, the teaching, and learning equipment (computer equipment,

consumables, etc.) are adequate both in their size and quality.

3. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

4. The student support provided by all RTU units contributes to the achievement of the learning outcomes of the programme.

Weaknesses

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4. Teaching Staff

Analysis

The academic staff of the Department of Quality Technologies, teachers of other RTU departments and visiting lecturers currently are involved in the implementation of professional bachelor's study programme "Total Quality Management": 3 professors, 1 associated professor, 8 assistant professors, 3 doctoral students and researchers elected at RTU departments; 6 guest lecturers. During the reporting period there has been a positive increase in the number of academic staff with a doctor's degree and the number of academic staff studying at the doctoral level. Reported staff changes in the self-evaluation report show that the quality of subjects, coordination of the internships and supervision of students' works did not suffer as a result of the new teachers' appropriate qualification, involvement in research and vast professional experience in the industry.

The qualification of the teaching staff members involved in the implementation of the study programme complies and exceeds (there are many teachers who hold doctoral degrees) the requirements (Article 39 of the Law on Higher Education Institutions) for the implementation of the professional bachelor's study programmes. Sometimes some topics are taught by foreign teachers who came to RTU under the Erasmus+ programme, in total during the reporting period 12 foreign universities teachers supplemented the teaching process. It enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.

FEEM and RTU overall have a system for developing the competence of the academic staff. In order to carry out pedagogical work at a high level, methodological seminars are organized for RTU academic staff members on the possibilities of using different teaching methods, experience, good practice and sharing success stories.

The academic staff members of professional bachelor's study programme "Total Quality Management", both nationally and internationally are engaged in scientific research. Quality management is part of the management process, therefore research in this area is integrated into multidisciplinary cross-sectoral research and still is in the field related to the content of professional bachelor's study programme "Total Quality Management" (e.g. quality technologies, systems, process management, risk and conformity assessment, etc.). The academic staff involved in the delivery of professional bachelor's study programme "Total Quality Management" presents and / or chairs sections in international conferences (e.g. in annual conferences of QMOD-ICQSS (Quality Management and Organisational Development / an International Conference on Quality and Service Sciences) etc.); are members of the editorial boards and / or reviewers of the international scientific journals (e.g. "Research on Enterprise in Modern Economy"; "Journal for Sustainable Development"; "International Journal of Quality and Service Sciences"; "Total Quality Management & Business Excellence", etc.), publish articles in internationally cited editions and indexed in international databases (e.g., Scopus, Web of Science Databases, etc.); participates in national and international projects (e.g. European Regional Development Fund Operational Programme "Methodology for commercialization of innovative biomedical devices and evaluation of production financing model";

ERASMUS+ “Improving management competences on Excellence based Stress avoidance and working towards sustainable organisational development in Europe – IMPRESS”, etc.) are members of national and international professional bodies (e.g. Industrial Engineering and Operations Management Society (IEOM); Latvian Water and Gas Consumer Association, etc.). Acquired research data and findings, as well as experience of researchers, are integrated into the study process of professional bachelor’s study programme “Total Quality Management”. Mentioned activities of the teaching staff contribute to the development of students’ knowledge, attitudes and skills via study courses taught by them and via supervising internships and bachelor theses. However, the analysis of SER, analysis of CVs, questions addressed to the teaching staff during meetings revealed that the teaching staff of the study programme is not involved as they perhaps ought to be in scientific and/or international projects like Horizon 2020, Cost, Eureka, Eurostars, etc. with the focus of quality management issues applied in industry.

During the reporting period, the research results of the academic staff of the professional bachelor’s study programme “Total Quality Management” have turned into more than 100 publications.

Bachelor students under the supervision of the academic staff also develop research works on topical issues in the field or in a particular company. Students present their research results at the annual RTU Student Scientific Conference and summarize them in their bachelor’s theses.

FEEM has a mechanism for teachers to cooperate with each other, which facilitates the improvement and interconnection of study courses of professional bachelor’s study programme “Total Quality Management”. Each course is developed with the participation of at least two teachers – the courses, which are acquired simultaneously or which must be acquired consecutively, are developed by the responsible teachers in close cooperation. The teachers mutually coordinate the content of the courses where the study projects are developed. In some cases, the course is taught by two teachers, e.g. highly experienced teacher and practitioner conduct the course “Environmental Compatibility and Risk Analysis”. The teachers also cooperate in the bachelor’s thesis development process, assessing students’ performance in regular seminars.

Meeting and discussion with teaching staff revealed that during the implementation of the courses, there are regular meetings of the teachers, where they exchange experience on the topics of the courses, as well as develop and improve the study content by mutually agreeing on the topics, focuses, responsibilities and compliance with regulatory requirements. By periodically discussing and revising the content of the study courses, thematically coordinated and complementary acquisition of the study programme is achieved and overlapping of topics in different courses within one study programme is avoided.

Conclusions by specifying the strengths and weaknesses

The qualifications and professional experience of the teaching staff are adequate to ensure learning outcomes of the professional bachelor study programme “Total Quality Management”.

Strengths

1. Teaching staff turnover is able to ensure an adequate provision of the programme.
2. The programme is delivered by the staff exceeding national legal requirements.
3. Scholarly activity to strengthen the link between education and research is encouraged, the teaching staff of the programme is involved in research directly related to the programme.

Weaknesses

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5. Assessment of the Compliance of the Study Programme "Total Quality Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: The sample of diploma attached to the self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013
2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Agreement with University of Latvia attached to self-assessment report
3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector
4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification: Not applicable
6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant

Justification: The samples of the study agreement attached to the self-assessment report comply with the Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement". There is one sample in English for foreign students and two in Latvian – one for the state-funded places, second for the students paying tuition fee for the studies

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in Latvian – the language in which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: Upon successful completion of studies, students acquire a 5th level qualification Engineer in process quality management. The goal of the programme "is to prepare Engineers in Process Quality Management - specialists in quality system engineering, quality assurance, conformity assessment, and risk management, to develop students' understanding of professional ethics and socially responsible management, to broaden their vision, as well as form a basis for further studies to acquire a higher level of knowledge and competence."

The compliance is also confirmed in Appendix 7 of the self-assessment report "Compliance with the profession standard"

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The content of the study programme is designed according to the Cabinet of Ministers Regulation No. 512 "Regulations on the National Standard for the Second Level Professional Higher Education", the compliance confirmed by Appendix 6 in the self-assessment report

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications in self-assessment report Appendix 4.1.1

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Availability of state-funded places, excellent technical resources, informative provisions (24/7 library, 20 database subscription, various labs for practical work, including Student Creative Laboratory, Measuring, testing and calibration laboratory)

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures, and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates, and employers as well as by studying the information presented in self-assessment report Appendixes 4.1.1; 4.1.2; 4.2.1; 4.2.2.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

All the legal requirements for the professional bachelor study programme "Total Quality Management" have been met.

Evaluation of the study programme "Total Quality Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Total Quality Management"

Short-term recommendations

In order to contribute not only to the development of subject-specific or professional competences but also to generic competencies (broadly applicable and transferable skills), it is strongly recommended to introduce the development of leadership, creativity, problem-solving and critical thinking, digital literacy, and communication skills as a part of learning outcomes of the study programme. The subject-related learning outcomes may be reviewed by the Study Direction Committee and reduced up to 5, as some of them are repetitive. The repetitive professional learning outcomes reduced up to 5 will provide the possibility to introduce 2 additional general learning outcomes without exceeding the total number of study programme's learning outcomes (5 – professional learning outcomes, 4 – general learning outcomes = 9 learning outcomes of the study programme).

It is strongly recommended to upgrade the learning outcomes of the study programme in order to ensure the consistency of learning outcomes of the study programme and learning outcomes of the courses.

Discuss the place of course “New Product Design and Development Methodology”, enrich the higher education of students with subjects in humanities and other social sciences.

Review and upgrade some intended learning outcomes, which have clearly and simply express what it is expected that students should be able to do at the end of the learning period (avoiding vague verbs as „know“ and „understand“). Learning outcomes of the courses must be achievable, simply and clearly described, and capable of being validly assessed - specific and clear.

Strengthen a formative assessment strategy allowing students to understand how they could improve their performance and ensuring that the learning outcomes can be achieved by all students.

Involve graduates of professional bachelor's study programme “Total Quality Management” in the self-assessment working groups.

Long-term recommendations

Strengthen international/intercultural dimension of bachelor study programme by encouraging students to do not only the study period but also the internship period abroad under Erasmus+ programme.

Encourage and support the involvement of the teaching staff of the programme in international workshops, exchange programmes, long-term visits abroad.

Encourage and support the involvement of the teaching staff in scientific international projects like Horizon 2020, Cost, Eureka, Eurostars, etc. with the focus of quality management issues applied in industry.

II. "Real Estate Management" ASSESSMENT

II. "Real Estate Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

Professional bachelor study programme “Real Estate management” leads to a qualification of a real estate manager or a real estate appraiser. The study programme with qualification of a real estate

manager offers full time studies 4 years, language of studies – Latvian, part time extramural studies 5 years, language of studies – Latvian, with qualification of a real estate appraisal offer full time studies 4 years 6 months, language of studies – Latvian, part time extramural studies 5 years 6 months, language of studies – Latvian. The degree to be acquired is “Professional Bachelor degree in real estate management”.

The aims of the Professional Bachelor study programme is to provide the professional higher education in real estate management in accordance with the adopted professional standards - real estate manager and real estate appraiser - and the state education standard - Cabinet of Ministers Regulations No. 512 “Regulations on the State Standard of the Second Level Professional Higher Education”, 26.08.2014. This to ensure that students acquire relevant theoretical knowledge and practical skills meeting the requirements of professional bachelor higher education, which allows commencing professional activities as a real estate manager or real estate appraiser.

Main aims of the study programme are listed in the self-assessment materials provided by RTU. The title of the study programme, the awarded degree, professional qualification, aims and tasks, as well as learning outcomes and enrolment requirements are well in order. Teaching and outreach activities are mutually coherent and consistent.

The aims and tasks, as well as the awarded qualification of the professional higher education bachelor study programme “Real Estate Management”, have been reconciled with the requirements of the professional associations that are members of international organizations (associations) FIABCI, CEPI and TEGoVA., to ensure students with the opportunity to acquire thorough knowledge in real estate management and its skills of its practical application.

Acquisition of the appropriate skills and knowledge within the study programme is provided by academic and scientific personnel of the European level (the EU and Latvian experts in the field of sustainable management and maintenance), who on a daily basis are involved in solving engineering problems at the European level.

The professional bachelor study programme “Real Estate Management” is an innovative, significant and unique interdisciplinary study programme aimed at the acquisition of thorough knowledge in civil engineering and technologies in the field of civil construction and power engineering, which are necessary in real estate management, because the qualification of Real Estate Manager and Real Estate Appraiser acquired within the study programme is included in the structure of professions in Civil Engineering of the Latvian national economy.

The multi-sectoral approach applied in the course of implementation of the study programme allows students to use their theoretical knowledge in practice in analysing and solving relevant problems of certain companies or institutions, which provides for the maximal student integration into the real working environment. Implementation of the study programme is focused on the application of innovative technologies and their comprehensive assessment for development of sustainable economy.

The programme provides students with professional knowledge of real estate management, thus educating and training multi-profile and professional specialists in real estate management and real estate appraisal.

Conclusions by specifying the strengths and weaknesses

The title of the study programme, the awarded degree, professional qualification, aims and tasks, as well as learning outcomes and enrolment requirements are well formulated and well aligned.

Strengths:

1. The content of the study programme is based on the requirements of employers so that graduates have the necessary knowledge, skills and competencies in accordance with the state standard for the professional bachelor higher education and the professional standard.
2. The study programme is unique in Latvia with professional qualifications of real estate manager and real estate appraiser.

Weaknesses:

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2. The Content of Studies and Implementation Thereof

Analysis

The study programme is developed in cooperation with professional organizations in the field of Civil Construction, Real Estate Management and Real Estate Appraisal taking into account the professional standards - real estate manager and real estate appraiser - and the Cabinet of Ministers Regulations No. Second level professional higher education standard ", 26.08.2014. The respective professional standards have been approved on 18th April 2009 and are included in the mapping of qualifications related to the civil engineering sector as applicable to LQF 6 as well as in the list of applicable professional standards.

This allows students to acquire a comprehensive knowledge of real estate management, to learn how to apply it in practice, to develop the necessary competence to analyse data and make independent decisions, and to show that they know the norms of professional ethics.

The programme provides students with professional knowledge in the profession of real estate manager and real estate appraiser, educating and training multi-profile real estate management specialists.

The study programme is implemented in two variants, full-time, intramural form and part-time extramural form in Latvian, complying with the requirements formulated in normative acts, the basic principles of study organization set by RTU, and fulfilling all the requirements of study courses.

The course descriptions of the study programme define a set of relevant knowledge, skills and competences and their evaluation system, set the learning outcomes for the achievement of which credit points are awarded, the number of credit points do not depend on the implementation variant and form.

The type of full-time studies corresponds to 40 CP in an academic year and the amount of 40 academic hours of work of a student in one study week, which makes up 1 CP. In order to meet the requirements, set in the programme and in each course, in comparison with full-time studies, part-time studies have a longer programme acquisition time and a smaller number of credit points – less than 40 CP per academic year and less than 40 academic hours per week.

Thus, when implementing the study programme in different types and forms of studies, the study courses differ only in the number of full-time (or contact hours) and independent work hours and the course teaching methodology or didactic approach.

The didactic concept of the study programme is based on the use of the latest and most advanced teaching methods. It provides the development of the study content and the organization of the study process, which ensures the sequential and in-depth acquisition of the knowledge provided within the study programme and is oriented towards solving real practical cases and problems, and an in-depth study of the main theoretical and practical issues of business logistics. This includes stimulating methods of knowledge acquisition as well as interactive collaboration among students, academic staff and internship supervisors, and allows for free discussion in an intercultural environment.

Within the study programme, the following modern study methods as group work, case studies, seminars, discussions, field trips to industry companies and real estate objects in order to acquire and reinforce the knowledge and skills developed in an appropriate work environment, lecture explanations using PowerPoint or other presentations are used.

The pedagogical methods of the study course implementation, as well as the assessment methods are chosen by the teaching staff responsible for the study course, according to the specifics of the course content and the study programme, as well as the needs of the students. In the assessment of students' achievements, a summative assessment system is used, where the final mark is formed from several components.

Each year, the study programme administration reports to the members of the industry's professional organizations to discuss together the various topics in and around the study program, its study courses in general, and the course programs in as much detail as necessary. The curriculum is amended and supplemented as necessary and based on the recommendations of industry experts to take into account current industry and labor market developments.

At the end of each semester, the RTU Study Department in ORTUS system runs student polling concerning the quality of studies. In addition, discussions and surveys are held among employers and former graduates. Polling results are discussed at the meetings of the ICEREE Council, as well as at the meetings of FEEM Council in case of elections for academic positions.

One of the ways to express one's positive or negative view is through a Bilateral application designed by RTU Student Parliament, which allows expressing one's view, having remained anonymous.

Every year polling of programme graduates takes place. Survey results display positive aspects and improvement opportunities of the programme. The study programme, its curriculum, practical experience and the acquired knowledge are evaluated.

Several lecturers from foreign universities are involved in the implementation of the study program, these lecturers lead lectures within several study courses of the study programme in accordance with the self-evaluation report.

Any RTU student can go on Erasmus+ mobility. Application for mobility takes place online, on the RTU portal. Students are approved for the scholarship based on their weighted average mark and English language test results.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses and the final thesis are of high quality and comply with the

provisions set forth in the regulatory enactments. The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies.

Strengths:

1. The study programme takes into account the aims and tasks set forward to the professional bachelor higher education, as well as regional and state interests, all of this coordinated with the needs of students and employers.
2. A real estate manager and real estate appraiser graduated from this study programme can take job positions at the state and municipal institutions, commercial enterprises, non-governmental, international and national organizations that operate in the field of real estate management and maintenance, and in the many related fields that exist.
3. The results of surveys of students, employers and graduates are used to improve the quality of students of the study programme and study courses.

Weaknesses:

1. During the reporting period was no incoming mobility and mobility in general is not popular among the students of this study programme.
2. Graduates have pointed out that practical skills should definitely be more developed and that the study process should also be more intensive; they would like more face-to-face classes and educational trips, as well as practical classes at companies.
3. At this time the professional standard has not been updated. The update of the professional standard will be completed in accordance with the planned works for the professions of the entire Construction Industry Occupational Card.

3. Resources and Provision of the Study Programme

Analysis

The study process is fully provided with the latest teaching aids, which students can use throughout the study period.

RTU students and academic staff have access to a large and modern RTU Scientific Library, where they can use all kinds of study literature, electronic subscription databases, as well as temporary trial databases in the field of real estate management (incl. Databases - Scopus, Web of Science, ScienceDirect, Ebsco, etc.). Library reading rooms for RTU students are open 24 hours a day, because RTU Scientific Library reading rooms are a place where students can study late in the evening, outside the library or faculty opening hours. To supplement the range of sources of information and to update the accessible scope of publications in the library, the study programme administration has purchased some new publications.

The resource base and opportunities of the study programme are provided by RTU and FEEM premises and infrastructure. These resources are regularly updated. The classrooms used for the needs of the study programme are equipped with all the necessary audio and video equipment. Equipment is needed for video lectures, computer classes with professional software, equipment, etc.

The academic staff uses advanced IT technologies during the classes: electronic teaching aids for visual presentation of lecture curricula (PowerPoint presentations, audio-video materials, video materials, etc.), Video lectures are gradually being integrated, and an e-learning platform (ORTUS

portal) is being created.

RTU financing from the general state budget is formed by the basic financing of studies in accordance with the list of study programmes and the number of students, which covers utility fees, taxes, infrastructure maintenance costs. Financial resources of the study programme are sufficient for its implementation. The usage of the resources is controlled regularly both on the part of the administration and on the part of the RTU Office of Vice-Rector for Finance.

Conclusions by specifying the strengths and weaknesses

Study provision, informative provision (including libraries), material and technical provision and financial provision comply with the conditions of the study programme implementation, creating preconditions for achieving the learning outcomes of the study programme.

Strengths:

1. The study process in the study programme is excellently provided with material and technical support, i.e. appropriate equipment, computer classes, which are equipped with specific, professional computer programs in the field of real estate management.
2. Students have the opportunity to use RTU Scientific Library subscribed and open access databases.
3. Study materials (descriptions of study courses, textbooks, periodicals and scientific publications, PowerPoint presentations, audio-video materials, etc.) are appropriate and available to students on the ORTUS portal.

Weaknesses:

-

4. Teaching Staff

Analysis

Lecturers and doctors of sciences, as well as highly qualified industry experts with appropriate work experience, are all used as lecturers and/or teaching staff. The characteristics of these academics and real-estate-industry professionals are listed in their personal curriculum vitae, to transparently communicate how each of them is involved in and connects with the implementation of the professional bachelor higher education programme "Real Estate Management".

The study programme involves academic personnel elected in academic positions at RTU, visiting lecturers, as well as post-graduate students. Due to the fact that this is a professional study programme, in parallel to the academic personnel, industry experts are also involved, for instance, visiting lecturers from different Latvian companies regularly take part in the study process. Industry experts are involved in the implementation of certain study courses together with the academic staff.

The academic staff is involved in the implementation and management of international scientific projects.

The academic staff advance their teaching skills and qualifications by attending conferences and workshops, different training courses, working at other organizations as consulting specialists and gaining hands-on work experience. The university instructors annually take an active part in the

methodological seminars organized by RTU and other universities.

The results of the research are published not only in the publications in internationally recognized databases, but also in the Baltic Journal of Real Estate Economics and Construction Management. The Baltic Journal of Real Estate Economics and Construction Management is a scientific journal of Riga Technical University, where both lecturers and students have the opportunity to publish. The academic personnel involved in the implementation of the study programme have published scientific monographs.

The study programme implemented by the ICEREE is interdisciplinary. The curriculum consists of the study courses in building engineering, materials science, power engineering, social and economic geography, economics and entrepreneurship, other interdisciplinary social sciences, environment and occupational safety. Therefore, instructors from different organizational units, as well as industry specialists are involved in the implementation of the study courses.

Course sequence is provided to ensure transition from the simple and general to the more complex and professional level, which allows promoting interrelationship and progressive sequence.

In general, the data show the qualification of the teaching staff and that this qualification is able to ensure the quality of the study courses. A number of lecturers work in parallel in the real estate sector, thus the skills and competencies of practical work are transferred to the study programme. The academic staff is involved in scientific research both at national and international level.

In order to promote achievement of the study programme outcomes, it is important to establish the crosslinks among the study courses and to ensure they are acquired in the logical sequential order. The system that facilitates regular organization of academic conferences and professional advancement seminars for improvement of professional competence has been established to promote cooperation among the academic staff at the Faculty and the University on the whole. Practical training classes within the study course are provided both by university instructors and industry professionals. Cooperation among the members of academic staff is supported by the fact that before the start of the study semester the academic personnel meet and agree upon the curriculum to avoid duplication of the study course curricula.

Conclusions by specifying the strengths and weaknesses

The information available to the experts proves that the qualification of the academic staff is sufficient to ensure the quality of the study courses, as well as the quality of the study programme in general.

Strengths:

1. The academic staff is involved in scientific research both at national and international level.
2. The academic staff is involved in the implementation and management of international scientific projects.
3. In the reporting period, the number of academic staff that obtained a PhD degree in the mentioned period was impressive.
4. All members of academic staff involved in the study programme advance their professional competence according to the requirements of the study programme and regulatory enactments.
5. The academic staff are involved in implementation of international scientific projects, which allow integrating the acquired project results into the study process to achieve the set aims and learning outcomes.

Weaknesses:

-

5. Assessment of the Compliance of the Study Programme "Real Estate Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample diploma corresponds to the procedure by which state-recognised documents of higher education documents are issued.

This was confirmed by annex -

"Diploms profesionāls bakalaurs.pdf"

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreements between -1) RTU and University of Latvia and 2) RTU and Latvia University of Life Sciences and Technologies (LLU).

This was confirmed by annex-

"vienosanas.zip"

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation signed by RTU Rector, attached to self-assessment report.

This was confirmed by annex-

"01000-2.2.1-e_178.edoc"

4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: The language skills of academic staff are indicated in the CV of academic staff and the compliance attached to the self-assessment report.

5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

Justification: Not applicable

6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The sample study agreement complies with the mandatory regulations to be included in the study agreement, in accordance with Regulations of the Cabinet of Ministers of the Republic of Latvia No. 70. "Mandatory provisions to be included in the study agreement", 23.10.2007.

This was confirmed by annex-
"Studiju līguma paraugs.pdf",
"Study agreement sample.pdf"

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study courses and the study materials have been prepared in Latvian which is the language in which the study programme is implemented.
This was confirmed by the annex "RICN0_LV.zip", "RICN0_plani.zip"

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study programme leads to a professional qualification. The study programme corresponds to the standard of profession "Real estate manager" or "Real estate appraiser". The study programme has been structured according to a standard that came into force in 2009. The update of the professional standard will be completed in accordance with the planned works for the professions of the entire Construction Industry Occupational Card.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The professional bachelor's study programme complies with the state education standards - Cabinet of Ministers regulations No.512 "Regulations on the State Standard of the Second Level Professional Higher Educations", 26.08.2014

This was confirmed by the annex-
"RICN0_atbilstība_valsts standartam.pdf",
"6.pielikums_RICN0.pdf"

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Each member of the academic staff has either publications published in reviewed editions or a five-year practical work experience. This was confirmed by academic staff CV and the list of publications in the self-assessment report annex.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent scientific support, material and technical support and financial support for achieving learning outcomes. This was confirmed by information presented on visit at RTU and self-assessment report in part III Description of the study programme 3.1.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Academic staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by academic staff CV as well as by students, graduates and employers on visit at RTU.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The study programme generally complies with the legal requirements. There is a need to update the professional standard.

Evaluation of the study programme "Real Estate Management"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Real Estate Management"

Short-term recommendations

To motivate students and promote student activity in student mobility;

Long-term recommendations

After updating the profession standard and based on the place of the profession in the Construction Industry Occupational Card, to consider the issue of inclusion of the study programme in the study direction "Architecture and Construction", but not in study direction "Management, Administration and Management of Real Property".

To update the study programme and the qualification awarded in accordance with the updated professional standard when it will be available.

II. "Creative Industries" ASSESSMENT

II. "Creative Industries" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

Study programme "Creative industries" is an absolutely unique study programme on national level and its name fully describes the dual nature of the study programme. Specific study programme is academical, therefore there is no professional qualification, but other than that the degree "Bachelor of Arts in Creative Industries" is adequate for the study programme. There might be some discussion about the fact how the interdisciplinary nature of the study programme is represented by the bachelor degree in humanities in Creative industries, as the programme is very interdisciplinary in social and humanitarian sciences, but with the existing regulations in jurisdiction of Latvia, RTU and LAC have found the best solution.

Students enrolled in this study programme receive a joint diploma from both higher education institutions, which makes the programme very unique and interesting to local students. As the study programme enrolls not more than 50 students a year, the number of applications for enrolment is approximately three times bigger than the number of study places. Number of state-funded study places is about $\frac{1}{4}$ from all study places which means that students in this study programme are usually very motivated, which is proven by the small dropout rates.

Study courses are taught in both higher education institutions on quite equal levels, although students have their own choice and they can choose which courses and in which institution they want to take.

Study aims and objectives are interrelated very closely, which can also be noticed by the contents of the study plan and also the emphasis of practical work, integrated in the study process.

It is hard to tell whether the actual learning outcomes will be the same as the expected ones, as the study programme is quite new and has had only the first year with graduating students, but in general learning outcomes match objectives quite closely.

As the study programme is on the bachelor level, admission requirements are very variable and adaptable for undergraduate as well as graduate students. Requirements are appropriate for a study

programme with a bachelor's degree in humanities and are interrelated with the objectives and learning outcomes.

Conclusions by specifying the strengths and weaknesses

Study programme "Creative industries" is corresponding to the name of the study programme. The programme is interdisciplinary, so there might be some debate about the degree, but within the existing situation the choice of the bachelor's degree in humanities is suitable. Aims, objectives and learning outcomes are interrelated. As the study programme is interdisciplinary, admission requirements are well suited for the study programme.

Strengths

1. The Study programme is very actual, relevant and has a huge demand as it has a very high number of applications.

No weaknesses have been found

2. The Content of Studies and Implementation Thereof

Analysis

There are 6 compulsory courses about Arts, Culture and Humanities, 6 compulsory courses about Entrepreneurship and economics, 4 compulsory courses about creative industries and 3 compulsory courses about research. The study description of these courses are very detailed in general, the study aims, the contact hours and the assessment methods all point to the direction of the Study Programme. The field specific courses are building on the compulsory courses and the students are able to study electives from RTU, LAC or even from other partner universities as well. The content of the courses and the variety of the courses are relevant and complementary and they help to make the SP unique.

All LAC courses have got Deniss Ščeuļovs as responsible professor, which is misleading and was clarified in the expert interview that it is only for administrative reasons.

In the course outlines the learning outcomes and their assessments are well prepared as well as the different course contents and their estimated workload. From the evaluation methods (project work, group work, home assignment, practical assignment etc.) it can be seen that student centered methods are in the focus.

Surveys are conducted every semester among the students and their results are used for quality improvement purposes in meetings with the academic staff, particularization of the course curricula, or changes to the programme. As the programme does not have graduates yet their surveys could not be conducted yet. Although because of the same reason employers surveys could not be conducted either, but several students have got offers from their internship companies which is a very promising tendency.

As the SP is very young there were only 6 students who had foreign semester during their studies. Usually students study 10 CP abroad, although one of them studied significantly more. LAC accepts all obtained credit, whereas RTU acknowledges those credit points that conform to the content of the programme.

Conclusions by specifying the strengths and weaknesses

The study programme is very modern and highly interdisciplinary as expected from a programme

which is managed by two higher education institutions. Study programme “creative industries” complies with its mentioned aims and ensures the meeting of the learning outcomes. Employers are well integrated in the implementation of the study programme. Principles of student-centred teaching and learning are also taken into account. There’s a very good feedback system for the programme of such complexity, which includes all stakeholders. Students are also very keen on using the mobility possibilities.

Strengths

1. The content of studies is very diverse and consists of well suited study courses from RTU FEEM and LAC.
2. There’s a good internship system which can ensure that students will be experienced in both management and creative fields, testing their knowledge and experience separately
3. The evaluation of the courses show that most courses facilitate several learning methods and students are outstandingly actively engaged in classes.

Weakness

1. There is a problem with the electronic system for RTU which disables the opportunity to input teaching staff members from other higher education institutions in cases of joined programmes. As it is clear that one person cannot be responsible for all the courses from another higher education institution, a solution should be found for the future.

3. Resources and Provision of the Study Programme

Analysis

Students use both LAC and RTU buildings for the Study Programme. LAC offers 437+120 m² + 111+320 m² whereas RTU offers 3400 m² + 3500+500 m² study spaces. As the students are enrolled in both higher education institutions, they are entitled to use resources from both. As the experts’ group is assessing this programme from the RTU perspective, it is possible to describe available resources only from RTU side in detail.

Both partners offer their libraries to the students, but in RTU's case there’s a Scientific library, which is open the whole 24 h period of the day and offers students a wide selection of books related to the courses which are taught by RTU teaching staff.

As a significant part of studies take place in FEEM, it is important that FEEM located at 6 Kalnciema Street with five floors, bicycle and car parking places has a well-developed infrastructure with easy access to necessary public infrastructure. Place is also available for people with disabilities. All auditoriums in the building are well equipped. For the last few years multimedia equipment and computers in all study audiences has been renewed. As before it was mentioned, RTU has an outstanding resource base, and in this programme, students have the possibility to use them. As it is very important for this particular study programme, FEEM offers a “study stimulation” or “Study Room” for students where they are enabled and encouraged to work in teams. There’s also an open learning space which was created on the basement floor. All students in this study programme are using the ORTUS system as well as systems from LAC, which might be quite confusing for students, but after the interview it was concluded, that students manage to be up to date with all the important aspects also with the existing system.

RTU Scientific Library is renovated, modern equipped and provided necessary literature resources and subscribed databases, e.g. EBSCO, ScienceDirect, Scopus, Web of Science, Wiley, etc., as well as business and finance statistics is available in FEEM subscribed databases (Amadeus, Firms.lv,

Bloomberg).

Besides that, RTU offers its unique Design Factory which is a very important advantage of the programme. And also students are involved in activities in LEGO Serious play lab, within their study process.

The tuition fee (2100 EUR) is approved by both Universities' Senate and 10 places are funded by the state budget.

Information gathered from students or professors in the expert interviews did not uncover any shortcomings on scientific or academic issues.

Conclusions by specifying the strengths and weaknesses

As this is a joint programme and according to the legal requirements the information has to be provided on the part implemented by RTU, the experts can only assess the resources on RTU half, but even with that provision of the available resources is outstanding. Material technical resources are more than enough for the implementation of the study programme.

Strengths:

1. The provision of available resources is outstanding.
2. Both RTU and LAC resources and provisions are available for students and they can also use RTU design factory as well which is a very important opportunity in a study programme like this.

Weaknesses:

1. The usage of three information systems for students of this joint programme might get confusing.

4. Teaching Staff

Analysis

The composition of the professors in the SP has not been changed. Results and recommendations of the students are taken into account, but no significant changes were needed or recommended to implement yet.

For the programme highly qualified and well-esteemed professors of RTU are available (Inga Lapina, Elina Gaile-Sarkane, Deniss Sceulovs), who have all the experience and scientific performance which enable them to deliver the courses well. Assistant professors and lecturers of the study programme are also qualified and they participate regularly in qualification advancement events, programmes and seminars.

Although this programme's main strength is coming from the two different types of competences delivered by RTU and LAC professors, the information provided about LAC professors is very low, which is logical, knowing that we are assessing only the RTU part of this programme. Understanding that based on the Latvian legal requirements RTU had to provide information on RTU, it should be noted that this is a joint programme, so additional information on half of the other teaching staff members involved in implementation of the programme, would have been helpful for a deeper assessment. According to the expert interviews LAC staff is very competent, highly qualified and very motivated to deliver this programme as well.

RTU professors are heavily involved in scientific research and especially Prof. Inga Lapina has high

quality, well cited publications (published in Journal of Intellectual Capital, Procedia - Procedia-social and behavioral sciences, Total Quality Management & Business Excellence among others). RTU professors are also well embedded in the international scientific community, they presented in numerous conferences, published in Web of Science and/or Scopus indexed journals and participated in international research projects.

There is no information about how publications are utilized in the SP, but it can not be expected from a bachelor programme to utilize newest research.

The mechanisms for collaboration among teaching staff are working as there is regular cooperation among professors and they develop their courses according to the feedback they get, just like in the case of E-commerce and E-marketing from which separate E-commerce and Marketing courses emerged, or Business Mathematics and Statistics, and Economic and Labour Rights courses where the content was tailored to the specificity of the SP. Teaching staff involved in the implementation of the study programme are also encouraged to have special seminars together in LEGO serious play lab, to work on improving the study courses and programme.

Conclusions by specifying the strengths and weaknesses

Strengths

1. The main strength in this regard is that it combines highly qualified, well esteemed professors from two fields, which can deliver extra value to the students.

Weaknesses

1. Teachers from the other higher education institution should be registered in the RTU system as responsible for their courses.

5. Assessment of the Compliance of the Study Programme "Creative Industries"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The issued diploma is conforming to the normative regulation of the state and the procedure by which state-recognised documents of higher education are issued.

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Document "VIENOŠANĀS STARP LATVIJAS UNIVERSITĀTI UN RĪGAS TEHNISKO UNIVERSITĀTI" attached to self-assessment report. An agreement between RTU and LU (University of Latvia) signed in 25.10.2019

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Document signed by the rector was attached in the appendix: "01000-2.2.1-e_178.edoc"

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Document 02000-2.2.1-e_10.edoc attached in the appendix to the study direction

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

Justification:

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification:

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Documentum signed by the vice-rector for studies is attached to the appendix: "02000-2.2.1-e_12.edoc"

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: As this is a joint study programme, the agreement is concluded between LAC and students. The study agreement between LAC and students was attached to the appendix: "IBZ0 Study Agreement.pdf"

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study courses have been prepared and attached in Latvian and in English, although the programme is only in Latvian language.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification:

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Approval attached under nr.1.12/30 dated 07.03.2017
Radošās industrijas.pdf

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Appendix 6 of SP self-assessment report

"Appendix 6 - Compliance of the study programme "Creative Industries" with the National Education Standard.pdf"

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Fully compliant

Justification: Appendix 4 of SP self-assessment report

"Appendix 4 - Compliance of the Joint Study Programme with the Requirements of the Law on Higher Education.pdf"

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Complies according to information received from self-assessment report, CVs of members of academic staff, interviews with teaching staff and the study programme's management

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The learning outcome achievement is provided by the availability of state funding, excellent technical resources, availability to access study material and databases via ORTUS system, 24/7 library availability, access to 20 databases, possibility to use RTU infrastructure, laboratories (Bloomberg laboratory, RTU design factory, and others)

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The academic staff and visiting lecturers comply with the regulatory requirements and RTU senate decisions.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification:

Conclusions by specifying the strengths and weaknesses

The content of the Study Programme is excellent, it combines two fields in an actual and relevant way and the programme ensures that students will have the relevant knowledge, skills and experience as well.

Strengths:

1. The Study programme is very actual, relevant and has a huge demand from potential students.
2. The SP offers a wide-ranging learning opportunity for students to be able to create a holistic view and be able to realize and exploit business opportunities in cultural related fields as well.
3. The SP combines highly qualified, well esteemed professors from two fields, which can deliver extra value to the students and even RTU design factory could be used by the students.

Weaknesses:

This Study programme could become an example of a new administrative system for joint programmes, where following weaknesses could be fixed in a way which doesn't exclude other involved parties. The problem is not within the study programme, but the study programme shows the already existing issues in legislation of Latvia.

1. Electronic system in RTU doesn't allow to register teachers from other higher education institutions, even if they are responsible for teaching a study course.
2. Amount of electronic systems for students enrolled can be confusing
3. As the accreditation is about RTU other parties' information cannot be provided in depth.

Evaluation of the study programme "Creative Industries"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Creative Industries"

Short-term recommendations

Long-term recommendations

Most of the programme's weaknesses are related to the fact that it is a joint programme and the administration of joint programmes in Latvia is not matured yet. RTU should work towards improving the administrative system for joint study programs, as according to international examples joint programmes become more common. RTU could become a pioneer in the administration of joint programmes in Latvia, enabling more joint programmes. Course outlines should include LAC professors in LAC related courses.

When the programme will have several graduate classes then it should be assessed whether the proportion of entrepreneurship and business related courses were enough for the graduates to become successful entrepreneurs.

Mandatory literature of the courses should be updated in at least every three years (only recommended literature should be included from before 2015).

II. "Entrepreneurship and Management" ASSESSMENT

II. "Entrepreneurship and Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the study programme Entrepreneurship and Management, corresponds to the objectives and outcomes of the study programme and the degree to be acquired - Bachelor Degree of Social Science in Management. This is an Academic bachelor study programme, therefore the degree has to comply with Cabinet Regulations No 322 "Regulations on the Latvian Education Classification", annex 2. According to these regulations the degree should be "Bachelor of Social Science in Management and Administration". On December 21, 2020 the RTU Senate took the decision to change the name of the degree to "Bachelor of Social Sciences in Management Science" (Minutes No. 645). However, the degree still does not fully comply with the state regulations. The goals, tasks and indicators are clearly defined. There are 5 tasks of the study programme correlated with 9 desired outcomes of the study programme. In tasks there is no specific accent on usage of modern information technologies, however this is mentioned in the desired learning outcomes. The tasks are connected to the development of entrepreneurial skills required by the labour market. The accent is also done to the development of analytical and research skills and to promote students' interests to continue their education further. Due to the nature of the programme there is no internships requirement. As it is an Academic bachelor programme the great attention is paid on the acquisition of theoretical knowledge in social science. Admission criteria are clearly described and corresponding to the requirements of Level 6 of EQF and LQF.

Conclusions by specifying the strengths and weaknesses

The tasks and goals of the study programme are coherent and interrelated to the name of study programme and the degree to be acquired. However, the name of the degree is not fully compliant with the state regulations. The tasks are connected to the development of entrepreneurial skills required by the labour market. No internship is required according to the academic type of the study programme.

Strengths:

1. In the content of the study programme the great attention is paid on the acquisition of theoretical knowledge in social science, the development of analytical and research skills applicable in the future career or studies.

Weaknesses:

1. The development of students' IT skills is not included in the tasks of the study programme, however expected as an outcome.
2. The degree acquired as a result of the study programme does not comply with the legal requirements.

2. The Content of Studies and Implementation Thereof

Analysis

The study programme fully complies with the requirements set in the State Academic Education Standard, the Civil Protection and Environmental Protection Act. The description of study courses and the content of the courses are qualitative, based on current needs of the labour market, development of the scientific field and cross-sectoral issues. The study programme was ranked in the top 50 of most recommended study programs by employers according to the Employers Confederation survey performed within the review period. The total number of students significantly

increased during the review period thus confirming the competitiveness and demand for this programme in the market. The study courses aim to achieve the desired outcome of the studies. The Bachelor Thesis requirements also comply with the above-mentioned standard. There were no significant changes in the study programme since the last accreditation, changes in credit points and some improvements of study courses.

Various study implementation and evaluation methods are used by teaching staff to ensure the students obtain both theoretical knowledge and practical skills, such as lectures, quests, disputes, presentations, case study analysis, various tests, group and individual tasks and assignments, games, usage of social media, ect., however students admit almost not using RTU labs. Some students and employers admitted during interviews there is a need to develop even more soft skills, data processing and data visualisation skills, public speaking, presentation and virtual communication skills, practical experience with various ERPs (SAP, AXAPTA, ect.) Some students suggested working in smaller groups to have the possibility of closer discussion.

At the beginning of the first study year the students complete a math test. For those who have difficulties with the test due to insufficient knowledge additional math classes are organized free of charge.

The evaluation methods are clearly described and transparent. These are available to all stakeholders in ORTUS environment, explained to students at the beginning of each course and additional information is available on request at any time. Lectures' attendance may be assessed and considered by teaching staff.

The academic staff keeps in touch with colleagues from the industry, other universities, including foreign, and alumni, follows industry trends in Latvia and worldwide. Students expressed very positive feedback about the study programme teaching staff as very professional, experienced, knowledgeable and supportive. Many lecturers are from the industry, this is highly appreciated by the students, as well as other lecturers as they can exchange experience. Student-centred principles are followed throughout the whole study process. Students' diversity and their needs are taken into account. The support and assistance by teaching and administrative staff are provided. Students are encouraged to participate in student conferences and in networking events with industry representatives organized by the university. During interviews students mentioned the cooperation with many companies, such as KPMG, Store Enso, Accenture, Solway, ATEA. Students appreciate the opportunity to combine studies with work.

The teachers promote further studies and motivate the students to continue with the Master programme.

Students, graduates, teaching staff and industry representatives regularly participated in study programme improvement. Students fill in the questionnaire in ORTUS system at the end of each semester elaborating on the content and quality of study courses. Some lecturers ask for students' feedback after each lecture. During the semester students can express their opinion in multiple ways – through a very well-developed complaint system, speaking directly to teaching staff and administration of the study direction, via student group leaders or via student council. The Head of study programme meets regularly – at least once per semester with student group leads. The students confirmed they were able to influence and change the things.

Lecturers also fill in the questionnaire. Meetings with industry representatives regularly take place in order to improve the content of study courses. Based on the analysis of the results of these surveys and meetings the improvements are done. Lecturers inform the students what improvements were done based on their recommendations and feedback.

The content of study courses is generally reviewed once a year to comply with latest industry trends and tendencies.

The programme was ranked in the top 50 of most recommended study programmes by employers according to Employers' Confederation survey results.

Since 2013/2014 students regularly participate in Erasmus student exchange programme. Usually these are 2nd and 3rd year students. Due to the fact that many students combine work with studies the interest in student exchange programme is relatively low. The study courses acquired abroad are recognized by RTU on condition the student has passed the assessment and has the supporting documents from foreign university. Inbound mobility students have higher numbers. The courses of this study programme are chosen by inbound mobility students from other faculties.

Conclusions by specifying the strengths and weaknesses

The description of study courses, the final thesis and evaluation criteria meets the regulatory requirements. The content of study courses ensured the acquisition of knowledge, skills and competencies required by the labour market. The internal quality assurance system is in place. The teachers are knowledgeable, many have industry experience and they employ the traditional and new teaching methods. Students have an opportunity and do participate in the Erasmus exchange programme, however as many students are already employed the interest is not big.

Strengths:

1. Continuous improvements are being done based on multiple stakeholders feedback and recommendations as well as industry trends and labour market requirements.
2. The programme was ranked among the top 50 most popular study programmes by the employers.

Weaknesses:

1. Students do not fully utilize the opportunities provided by RTU such as various laboratories.

3. Resources and Provision of the Study Programme

Analysis

Over the review period the number of budget funded seats has decreased, but Latvian and foreign student tuition fees have increased, thus the total funding has enlarged. The total number of students significantly increased (44% in 2018/2019 vs 2013/2014).

The faculty has excellent technical resources for the provision of the study programme. The auditoriums are equipped with multimedia equipment and since Spring 2019 also with Samsung flog charts, allowing the speaker to take and save notes during the presentation. Significant investments are done to improve IT infrastructure, all instructors have a computer or laptop with internet access. All students have access to the full package of Office 365 which can be downloaded to up to 3 devices. All students, teaching and administrative staff have access to the interactive study portal ORTUS where all important information related to the study process is stored. The portal is used for communication, polling, access to databases, study materials, assessments, e-mails and so on.

The technical resources are sufficient to achieve the goal of the study programme. However, in the spring 2020 in COVID-19 lock down period students complained about insufficient use of digital materials and resources.

The faculty infrastructure provides easy access to RTU campus in Kipsala, where swimming pool, sport facilities and dormitories are situated, convenient transport to the city centre.

RTU Scientific Library works 24/7 and maintains subscription to more than 20 databases. There is funding allocated by the Library to the study programme for acquisition of necessary literature. The students can also use RTU Design factory, Bloomberg laboratory and database as well as other RTU laboratories and facilities.

There is an opportunity for students to go to the summer school.

Conclusions by specifying the strengths and weaknesses

RTU and FEEM provide all the necessary technical, informative and infrastructure resources for the implementation of the study programme. The constant improvements and investments are done thus ensuring the provision of necessary resources for the implementation of the study programme also in the future.

Strengths:

1. The faculty has excellent technical resources for the provision of the study programme, developed infrastructure, access to 20 databases, 24/7 open library, availability to use RTU facilities and laboratories, access to study material and collaboration tools via ORTUS platform.

Weaknesses:

1. Insufficient usage of digital materials.

4. Teaching Staff

Analysis

There were significant changes within the teaching staff during the review period mainly due to changes/improvements in the study programme. The average age is decreased, and this was remarked positively by the students during the interviews. PhD students also contribute actively to the study process implementation. In order to ensure the quality of study process the teachers have many possibilities to advance their professional knowledge and competencies by participating in various projects, seminars, conferences and attending professional advancement courses offered by RTU. Teachers appreciate these opportunities and use them, however, there is no systematic approach to the development of teaching staff competences from the management side. The average age of the teachers has also decreased and this was noted as positive change by the students.

There are 28 members of academic staff as well as guest lecturers involved in the implementation of the study process of this programme. 19 or 68% of them have doctoral degrees, 32% master's degree. Among them there are two professors and seven associate professors, thus the composition of teaching staff follows legal requirements. Many of the lecturers combine both academic and industry experience. Guest lecturers share their field knowledge.

Among 2 professors one is the faculty Dean. The professional experience and research activities cover the subjects of study courses within the study programme and ensures the desired outcomes are reached. During the interviews, the panel got evidence of teachers' professional advancement and the continuous improvement of their skills as well as study course materials and teaching methods.

The teaching staff members participate and lead various research projects of Latvian and international scale. Professor Natalja Lace is a founder and Vice President of the Society of Open Innovation. Many lecturers have publications in indexed international databases (Scopus, EBSCO, World of Science), some has written monographs, books and co-author books in their study course subject fields. The results of the research are integrated into the content of study courses.

The collaboration between teaching staff members within the faculty as well as with other faculties is promoted by organizing professional seminars and scientific conferences, topical meetings as well as visiting foreign countries within mobility programs.

Conclusions by specifying the strengths and weaknesses

The composition of the teaching staff, their qualifications, number of scientific publications and research activities are sufficient for the implementation of the study programme. The teachers collaborate with each other as well as with visiting lecturers from other universities and guest lecturers from the industry, participate in various projects and research activities. The results of these activities are integrated in the content of the study courses. The changes in the composition of the teaching staff done in the review period had a positive impact on the quality of the study process and was positively evaluated by the students.

Strengths:

1. The composition, qualification, knowledge and experience of teaching staff are outstanding thus sufficient ensuring the desired outcomes of the study programme.

Weaknesses:

-

5. Assessment of the Compliance of the Study Programme "Entrepreneurship and Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Partially compliant

Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013 but the degree indicated in the diploma does not comply with the legal requirements.

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Document "VIENOŠANĀS STARP LATVIJAS LAUKSAIMNIECĪBAS UNIVERSITĀTI UN RĪGAS TEHNISKO UNIVERSITĀTI" attached to self-assessment report. An agreement between RTU and LLU (Latvia University of Life Science and Technologies)

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.

4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs attached to self-assessment report

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Attached to self-assessment report Letter of confirmation Nr. 02000-2.2.1-e/11, dated 13.02.2020, signed by Vice-Rector for Academic Affairs

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The requirement: "Not less than five professors and associate professors altogether, who are elected to academic positions in the relevant institution of higher education, shall take part in the implementation of the compulsory part and the limited elective part of academic study programmes, except the cases provided for in Paragraph two of this Section." There are 2 professors and 7 associate professors elected at RTU taking part in the implementation of the study programme.

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement". There is one sample in English for foreign students and two in Latvian – one for the state funded places, second for the students paying tuition fee for the studies.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in two languages – Latvian and English, on which the study programme is being implemented. Not all descriptions of the courses have course prerequisites (IUF747 "Fundamentals of Business Economics", IVZ878 "Enterprise management")

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not applicable

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The approval of the Council for Higher Education NR.1.10/36 dated 03.10.2019.

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Partially compliant

Justification: The study programme in regard to the structure and content complies with the State Standard for Academic Education. Appendix 6 of SP self-assessment report. However, the degree obtained as a result of the study programme does not comply with the state standard and Latvian Classification of Education.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Complies according to information received from self-assessment report, CVs of members of academic staff, interviews with teaching staff and the study programme's management

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The study programme generally complies with the legal requirements. However, the degree of the study programme is currently not formulated according to the legal requirements.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The learning outcome achievement is provided by the availability of state funding, excellent technical resources, availability to access study material and databases via ORTUS system, 24/7 library availability, access to 20 databases, possibility to use RTU infrastructure, laboratories (Bloomberg laboratory, RTU design factory, and others)

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The academic staff and visiting lecturers comply with the regulatory requirements and RTU senate decisions. The administration of study programme attracts qualified visiting and guest lecturers, also from abroad (including EU educational projects based). Doctoral students also participate in the study process. The confirmation of the above was received studying self-assessment report, academic staff CVs, during interviews with programme's administration, academic staff, foreign lecturers and guest lecturers from the industry as well as students and graduates.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The study programme generally complies with the legal requirements except the fact that the programme degree is not formulated according to the regulatory enactments.

Evaluation of the study programme "Entrepreneurship and Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Entrepreneurship and Management"

Short-term recommendations

Enhance the usage of digital resources and materials.

Long-term recommendations

In order to make the study programme more competitive among Latvian students and to attract more students paying tuition fee there shall be a unique content developed that would differentiate this study programme from the similar programmes offered by other universities.

Promote the usage of various labs for students to widen the spectrum of their knowledge and experience.

Promote outbound mobility among the students to increase the numbers of outbound mobility students.

Develop more courses on soft skills, data processing and data visualisation skills, public speaking, presentation and virtual communication skills, practical experience with various ERPs (SAP, AXAPTA, ect.).

II. "International Business Administration" ASSESSMENT

II. "International Business Administration" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The name of the study programme is well connected with the degree it provides and the aims and objectives of the study programme. The degree to be acquired is Bachelor Degree of Social Science in Business Administration, but since this is an academic programme the degree has to comply with Cabinet Regulations No 322 "Regulations on the Latvian Education Classification", annex 2. According to these regulations the degree should be "Bachelor of Social Science in Management and Administration", therefore it has to be revised.

The proposed results of the study programme are clear, they are in a strong relationship with the

tasks of the study programme. However, there is some confusion with the names of the study programme as it is called “International Business Administration” and “Management in International Business” at the same time in the self-evaluation documents. The logic and structure of the study programme is suitable for a bachelor programme in the international business field, it is also supported with the aims, tasks and expected results. The connection with the international partner schools and the double degree programmes create additional value as well.

The learning outcomes of the programme are well elaborated, suitable for a bachelor programme in the international business field and the different levels (R1-7) of the learning outcomes are balanced according to the requirement and aims of the programme.

The objectives and learning outcomes of the study programme are in line with RBS vision and mission, professional standard “Enterprise Manager” and professional accreditation bodies (AACSB, EFMD, and CEEMAN). The professional standard “Enterprise manager” is applicable to the LQF 6 level education and has been approved on 18th September 2019.

The admission requirements of the study programme are well defined and suitable for the programme, and the English language form has suitable TOEFL PBT/IBT or IELTS test requirements as well.

Conclusions by specifying the strengths and weaknesses

The goals and tasks of the study programme International Business Administration are well defined, have suitable structure and are connected with learning outcomes and the degree to be acquired.

Strengths:

1. The main strength of the programme is the well selected entry criteria, the logical learning outcomes with the courses supporting them and the potential double degree programmes the students can obtain.
2. The knowledge, skills and competences the students acquire conforms to professional standard “Enterprise Manager” requirements.

Weakness

3. The different names of the study programme are confusing.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are well elaborated, deep and the assessment information of courses show that they are able to meet the requirements of the study programme. The courses are also well structured and able to meet the learning outcomes. The content of the courses and the structure of the offered courses are suitable for the aims of the study programme.

The evaluation of the courses shows that these courses not only develop different types of skills of the students (which are important to reach the study programme’s objectives) but the measurement of the development of the students are well structured and students will have to develop the different learning outcomes. The wide usage of real-life examples and case studies are an important element of the skill development in the IB field. RBS realised that and it also manifested in greater importance of attendance as discussions and opinion exchanges are an important part of P2P learning. The International Business Administration study programme offers several courses where practical knowledge and problem-solving is in the focus of the course. Because of these it is evident that student-centered teaching methods are well used in the study programme.

RBS also put a high emphasis on academic integrity which will have a positive influence on the career development of the students as integrity is a very important value among companies,

especially international or multinational enterprises where the graduates of the study programme are expected to work.

Students' extracurricular activities plan is exemplary, they train several interpersonal skills, and to be able to join the StartUp Lab is a very important opportunity for the students.

Students reported that their feedback is taken strongly into account and the programme management responds with the required intensity to the feedback of students and alumni as well.

International opportunities of the double degree programme and the learning experience in the partner universities were highly appreciated by the students.

Graduates easily find work, including foreign students who do not usually speak Latvian.

Discussions with representatives of employers have shown that RBS provides extensive international experience, networking, joint activities that are created among the businesses represented by graduates. There are very good soft skills of RBS graduates such as attention to detail, ability to work in a team, leadership, ability to adapt to different situations, make decisions, draw conclusions, etc. However, representatives of employers recommended to RBS to have more intensive links with business as the business environment changes very rapidly. Employers recommended if RBS wants to be one step forward, it should include such topics as managing people remotely, digitalization of the business.

Conclusions by specifying the strengths and weaknesses

The content of studies and the course structure delivering the content of the study programme are well designed and delivered and the partner schools create extra value for the students.

Strengths:

1. The responsible professors put a great emphasis on the connection of learning outcomes and the given courses and its assessment.
2. Student-centered teaching methods are emphasized with case studies, practical problem-based learning opportunities and opinion sharing possibilities in classes.
3. Extracurricular activities plan is excellent for developing interpersonal skills and being able/suggested to be involved in the StartUp Lab is outstanding.
4. The opportunity to earn a double degree with Norwegian BI Business School or Buffalo University in the United States is an asset (even if not too many students lived with the opportunity until the assessment period).

Weakness:

1. Only a slight weakness can be realized that some of the courses use old literature. The recommended literature should be changed to required or mandatory literature and mandatory literature should be updated at least in every three years. Especially when international literature is involved as most of those are updated regularly by the authors/publishers.

3. Resources and Provision of the Study Programme

Analysis

Resources and provisions for the study programme are sufficient and suitable for the study programme. The lecture halls and study rooms are suitable for the courses, although we do not know their capacity utilization by other programmes.

ORTUS e-learning platform is meeting international standards according to the learning and facilitating possibilities.

Students can find all information on types and conditions of support, entertainment and sports

activities, including the opportunity to apply for consultations in the ORTUS environment.

During the reporting period access to important academic databases were provided to professors and students, like EBSCO, SpringerLink, IEEE, WoS, SCOPUS, ScienceDirect etc. as well as more professional databases like IMF Library.

RBS has important collaboration with European Case Clearing House and Harvard Business Publishing from where professors can select the newest, most uptodate case studies, with which students are able to develop contemporary knowledge and skills.

The opportunity to be involved in the StartUp Lab is a very good provision by RBS.

On the evaluation visit and interviews it could be seen that the required resources and provisions are accessible to the students and professors.

RBS periodically organizes networking dinners, during which students make contacts with representatives of companies.

It is necessary to mention that the expert panel realized that students of RBS do not use the resources of RTU, like Laboratories, Central Library, and do not feel themselves the members of the whole RTU academic community. Therefore, it is strongly recommended to break down these limitations by sharing the common resources and integrating teaching, learning and research activities between RBS and FEEM.

The support system for teaching staff to ensure the quality of studies within the COVID-19 pandemic circumstances was adequate and comprehensive. Special workshops on on-line teaching and learning methodology were delivered, technical support was always visible within the on-line delivery of the sessions. Students confirmed their satisfaction with the online delivery of the sessions. This is the evidence of an excellent ability to manage risks and ensure the quality of studies within given circumstances.

Conclusions by specifying the strengths and weaknesses

Resources and provisions for the study programme are definitely sufficient and suitable with several excellent elements. The ORTUS system seems to be good for e-learning purposes and the students and the professors have plenty on-line databases to gather information or scientific papers for their studies.

Strengths:

1. Access to case studies from European Case Clearing House or Harvard Business Publishing is very valuable and provides students with contemporary knowledge development opportunities.
2. Being able to utilize the StartUp Lab could be an important, real-life learning experience for the students.

Weakness:

1. RBS and RTU should integrate their resources more to let students realize the advantages that RBS is part of RTU.

4. Teaching Staff

Analysis

Out of the 45 subjects of the study programme there were changes in the teaching staff in 13 subjects (29%) due to several different reasons and the management of RBS considered these changes positive based on the experience of new lecturers. RBS pays significant attention to select faculty with actual and relevant business experience, therefore several lecturers have important positions in the industry as well besides the Business School. RBS' recruitment policy pays attention to teaching skills in the North American-style programmes as well which is very important and adds

value through teaching excellence. Research is very important in the strategy of RTU however, therefore objectives of RTU and RBS seem to diverge on this front.

Within the meeting with teaching staff, the expert panel was convinced of the high qualifications of the teachers, however, it was realized that teaching staff hired by RBS publish on the name of other HEIs and do not contribute to the scientific production on the name of RTU. It is strongly recommended to introduce an incentive for teaching staff to publish in the name of RTU.

The responsible faculty and teaching staff of the study programme consists of esteemed professors of RTU and lecturers of RBS. Their field experience and education experience are very good and suitable for the study programme.

Students esteem their professors and were very satisfied that they can learn from the experience of successful business professionals. Teaching staff reported that they improve their courses regularly and take industry needs into account as well as alumni feedback too.

RBS also welcomes visiting professors from different countries. In the period of the assessment professors arrived from Estonia, Japan, Austria, USA, Norway and Georgia. Due to international teaching staff graduates are prepared to work globally, not only regionally.

Conclusions by specifying the strengths and weaknesses

The teaching staff of RBS is of very high quality with emphasis on teaching excellence and business experience. RBS employs a lot of business professionals part-time who can easily connect the needed real-life situations and cases with the theoretic material and show students the connections of these.

Strengths:

1. First-hand business experience of RBS lecturers from esteemed managerial positions in the industry.
 2. Emphasis on North-American style teaching skills and the ability of using cases in the classroom.
- International orientation and internationalization of the teaching staff through foreign professors and visiting professors from foreign countries.

Weakness:

1. The only weakness is the lack of focus in scientific publication for most of the part-time faculty of RBS which is divergent from RTU strategy. It is advised to accept high quality written case studies as publications to part-time faculty, as it can channel even more relevant business experience into teaching.

5. Assessment of the Compliance of the Study Programme "International Business Administration"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The initial degree acquired as a result of the study programme did not comply with the legal framework therefore this requirement was assessed as partially compliant. Currently, according to the latest information received from RTU (on the 22nd of December, 2021) the title of the degree is changed by the decision of the Senate (December 21, 2020 at the RTU Senate meeting (Minutes No. 645) and fully complies with the requirements.

- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Document "VIENOŠANĀS STARP LATVIJAS UNIVERSITĀTI UN RĪGAS TEHNISKO UNIVERSITĀTI" attached to self-assessment report. An agreement between RTU and LU University of Latvia) from 25.09.2019.

- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Document 01000-2.2.1-e_178.edoc from 02.12.2019 attached to self assessment report (Confirmation on compensation of losses)

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs attached to self-assessment report

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: All interviews were conducted in English. Also there is a letter of confirmation 02000-2.2.1-e_11.edoc attached to self assessment report

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: There are 5 professors elected in academic positions at RTU, who participate in the implementation of the compulsory and limited elective parts of this academic bachelor's study programme, thus complying with legal requirements. Confirmation is found in the self assessment report and document 02000-2.2.1-e_12.edoc attached to the report.

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The sample of the agreement BBA_Studiju_ligums.pdf attached to the self assessment report complies with the Cabinet of Ministers Regulations No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement".

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The programme is offered only in English language. The description of study courses and the study materials is prepared in English and complies to/contains all the information according to regulation requirements.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: Attached to the self-assessment report "The Academic Bachelor's study programme's "Management in International Business" compliance with "Head of the Company" professional standards".

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The approval of the Council for Higher Education NR.1.10/35 dated 03.10.2019. (Document "AIP atzinums mazak ka 250 studejosie.pdf" attached to the self-assessment report.

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The initial degree acquired as a result of the study programme did not comply with the legal framework therefore this requirement was assessed as partially compliant. Currently, according to the latest information received from RTU (on the 22nd of December, 2021) the title of the degree is changed by the decision of the Senate (December 21, 2020 at the RTU Senate meeting (Minutes No. 645) and fully complies with the requirements.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Elected main lecturers of the study programme comply with the required publications as well as RTU professors teaching in the study programme.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: All legal requirements are met.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The RBS ensures excellent provision of technical and informative resources for achieving the desired learning outcomes. The financial provision is supported by many sponsoring companies.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The composition of the permanent teaching staff and visiting lecturers, their qualification and practical experience supports the achievement of goals and tasks of the study programme and complies with regulatory requirements.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

All legal requirements have been met, except the compliance with the state standard and correspondingly the regulations for the content of the diploma.

The learning objectives of the study programme are excellent and the international embeddedness of the programme and the faculty is outstanding.

Evaluation of the study programme "International Business Administration"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "International Business Administration"

Short-term recommendations

Share the common resources and integrate teaching, learning and research activities between RBS and FEEM.

Long-term recommendations

Review the name of the study programme as several names used in different documents are confusing.

Introduce an incentive for teaching staff to publish in the name of RTU

Lecturers who have parallel business experience should create official case studies which should count equally as scientific publications. The interviewed lecturers and several others whose CV have been reviewed are highly experienced and well capable of creating official case studies which could even be sent to CEEMAN or other case writing competitions or repositories. They do not publish in scientific journals however as their interests and experience lies elsewhere. These two could be combined with case publications.

Mandatory literature of the courses should be updated at least every three years (no literature should be included before 2015).

II. "Industrial Engineering and Management " ASSESSMENT

II. "Industrial Engineering and Management " ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

Study programme "Industrial Engineering and Management" is unique an interdisciplinary study programme in Latvia, which is created for developing students' creative and research skills and competences in industrial engineering and management. The specific study programme is organized in a way, where students have broad possibilities to enhance their knowledge with the management aspect of industrial engineering, which is necessary if the student wants to be a manager or have a higher administrative position in engineering companies. This aspect also makes graduates of this study programme more competitive in the labor market. That is the reason why the admission requirements are as for bachelors degree in engineering, but the degree is absolutely different and it is an academic Master degree of social science in Industrial Engineering and Management. In 2020 the degree to be obtained was changed to the degree of the Master of Social Sciences in "Engineering and Management of Production", which only partially complies with Cabinet Regulations No. 322 "Regulations on the Latvian Education Classification", annex 2. According to these regulations a formally correct degree should be "Master of social science in management and administration", to keep the programme and degree logically interrelated.

The aims of this study programme are very much interrelated with the name of the study programme, objectives and learning outcomes, as it can be seen very clearly that the programme focuses on the management in engineering companies, product development skills and innovation creation skills. That is the reason why this study programme has no more than 50% of engineering study courses. The aim of the study programme "to create and develop students' competence in industrial engineering and management; to develop professional, creative and research skills by preparing socially responsible interdisciplinary professionals capable of providing integrated and effective systems management in a variety of industries, as well as value-added research" and its five tasks are logically linked with the name and degree.

Programme's intended results or learning outcomes are formulated as knowledge, skills and competences, which are in line with Latvian and European qualification framework (LQF and EQF) Level 7; in total nine. There is no business sustainability aspect mentioned in tasks. The description of the programme does not include the words "learning outcomes". Nevertheless the study courses provide learning outcomes.

Programme admission requirements are corresponding to academic master study programme in Business Management field and are in line with Articles 46 and 47 of the Law on Higher Education

Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programs.

Study programme is implemented in two languages - Latvian and English. As the study programme is very specific dropout rates are mostly related with failure success in studies, which forms 83% of all dropout rates. As most of the students have opinions on what they want from this study programme, dropout which is not related to the study results is actually quite low. On average, during the 6 years period Latvian group has had around 20 students, with a small decline in numbers during 2014./2015. and 2015./2016. study years, therefore foreign group is approximately smaller by a half.

Study programme is fully state funded for Latvian students, making foreign students only ones who have to pay tuition. High student dropout has been observed in the reported period, especially for foreign students.

Conclusions by specifying the strengths and weaknesses

Study programme complies with the given criteria - it's name, degree to be acquired, aims and objectives are interrelated. Learning outcomes and admission requirements are also corresponding.

Strengths

1. Study programme is unique in Latvia because of its specific profile and it's interdisciplinarity nature. It attracts students, who have quite clear future vision, which despite dropout rates being quite high, explains the dropout reasons.

Weaknesses

1. High student dropout has been observed in the reported period, especially for foreign students.

2. The Content of Studies and Implementation Thereof

Analysis

Description of the study courses and final thesis is of high quality and is in compliance with provisions set forth in the regulatory enactments.

Available courses in Industrial engineering and management study programme complies with the aims of the study programme, as the obligatory courses besides engineering have courses dedicated to innovation management, innovation and technology transfer, strategy management, following the scientific and labor market trends. The offer in compulsory elective study courses only makes the programme more interdisciplinary, as the offered courses have practically no engineering, but mostly sociology and psychology orientated study courses, which are relevant for employers, as they are interested to get more qualified employees, after graduation from this programme. After meeting with the employers representatives, it was possible to notice that employers are very happy with the graduates from this programme, because of the soft skill training they got during their studies, which is very important for higher standing work positions. But besides that it was possible to notice that students lack a deeper understanding of entrepreneurship, sustainable development, communication and sales skills to meet contemporary market demand. The description of The academic master study programme "Industrial Engineering and Management" study courses and final thesis complies with the provisions set forth in the regulatory enactments and include all the required information. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning

outcomes, and meets the scientific trends and the needs of the labor market.

Study implementation methods are contributing to the achievement of the aims and study outcomes of the study courses and programme. There are a lot of interactive study courses, as the study programme is interdisciplinary and also focuses on soft skill development which is very highly evaluated in the labor market. Study process tends to be student-centred as there is a lot of emphasis on student work in lectures and seminars which are more active than passive. Other than that there should be more emphasis on using more interactive study methods, as it was noticed during the visit that students prefer more practical skills through solving practical tests which would be relevant to the current situation. The academic master study programme study implementation methods, including the evaluation, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account.

As in all study programmes, in this one as well, study surveys are used as it is mandatory in RTU for students and their results are used in the improvement process for this study programme. Also during interviews it could be noticed that if there was a problem during the study process students usually could find the solution simply by discussing the matter with a teaching staff member.

This particular study programme is widely known for its impressive international network of cooperation, as the study programme is offered by the BALTECH (NORDTEK) study centre. Students have the possibility to broaden their knowledge and experience in other partner universities in Estonia (Taltech), Lithuania (Kaunas University of Technology, Vilnius Gediminas Technical University) and Sweden (Lund University, Linköping University, KTH Royal Institute of Technology in Stockholm) as a part from their study programme.

Unfortunately, although students are encouraged to use ERASMUS+ mobility possibilities, according to the annex "international student mobility" student mobility via Erasmus+ programme in this particular study programme is very low.

According to the internal regulations of the RTU, "the exam grade should not exceed 50% of the final grade of the course, but the second half of the grade should be determined in accordance with other activities during the semester (projects, individual and group work, etc.)." Accordingly, methods for evaluating each study course are indicated in the course programme and are varied.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses/ modules, the traineeship, and the final thesis are of high quality and comply with the legislation of Latvia. The content is relevant and study implementation methods complies with the aims and learning outcomes of the study programme, while meeting the needs of the labor market and the scientific trends. Student-centred learning and teaching principles are taken into account. Outcomes of the surveys conducted are used for improving the quality of studies.

Strengths

1. Particular study programme has very strong international cooperation with partner higher education institutions and it is very positive that students are encouraged to use the mobility possibilities in this programme, in order to get different study experiences.

Weaknesses

1. Students lack a deep understanding of entrepreneurship, sustainable development; communication and sales skills to meet contemporary market demand.
2. The students, although encouraged, don't use international mobility opportunities via ERASMUS+ enough.

3. Resources and Provision of the Study Programme

Analysis

Study and informative provision for this programme, as well as material and technical provision and financial provision comply with the needs for the study programme to be implemented. The FEEM located at 6 Kalnciema Street with five floors, bicycle and car parking places has a well-developed infrastructure with easy access to necessary public infrastructure. People with disabilities have physical access to the FEEM. All auditoriums in the building are well equipped. For the last few years multimedia equipment and computers in all study audiences has been renewed. 19 new computers were purchased with the latest versions of software. Workplaces of teaching staff are equipped with modern PCs, laptops, printing, copying and scanning devices. The wireless network coverage has been improved and extended. Academic staff and students have access to different up-to-date versions of software for the needs of the study process and research: Aquad; Eviews; Visma Horizon; Microsoft Navision; Microsoft Power BI; Microsoft Project; Microsoft Visio; Microsoft Office; Minitab; IBM SPSS Statistics and others.

As before it was mentioned, RTU has an outstanding resource base, and in this programme, students have the possibility to use them. The programme "Industrial Engineering and Management" students and academic staff have an access to the Office365 platform and use Word, PowerPoint, Excel, OneNote and Outlook, a personal cloud storage, as well as other opportunities provided by the platform free of charge. FEEM created a "study stimulation" or "Study Room" for students of the is equipped in such a way to enable students to work in teams, An Open Learning Space was created on the basement floor to better familiarise students with the methodological materials prepared by teaching staff. All involved groups - latvian and foreign students, academic staff use e-platform: the ORTUS system.

RTU Scientific Library is renovated modern equipped and provided necessary literature resources and subscribed databases, e.g. EBSCO, ScienceDirect, Scopus, Web of Science, Wiley, etc., as well as business and finance statistics is available in FEEM subscribed databases (Amadeus, Firmas.LV, Bloomberg).

What comes to financial provision, it should be remembered that all Latvian students are studying in state funded places, while foreign students are obliged to pay their tuition fees. This marks the fact that apparently this study programme is quite a priority for RTU. Students have all prerequisites for achieving learning outcomes, which ensures high-quality study process also in future.

Particular study programme has no continuation in form of doctoral study programme, because of that there shouldn't be too much emphasis on research, although students are encouraged to do it, as the programme still has a lot of engineering courses and research is also mentioned in the study aims for this study programme. Study programme has long standing cooperation ties with BALTECH (NORDTEK) partner universities, providing the international experience for the students in their study process, but locally main support comes right from the FEEM.

Conclusions by specifying the strengths and weaknesses

The study provision, scientific support, informative provision, material and technical provision, and financial provision comply with the specific features and the conditions for the implementation of the study programme, create the prerequisites for the achievement of the learning outcomes. The study provision and the scientific support, including the resources provided within the cooperation with other scientific institutions and institutions of higher education within the cooperation network, which create the prerequisites for the achievement of learning and research outcomes, and indicate the possibility to ensure a high-quality study process also in the future.

Strengths

1. There are very strong cooperation ties with BALTECH (NORDTEK) partner universities, which is very specific to this study programme.
2. The material technical resources provided for the implementation of the study programme are outstanding.

Weaknesses

-

4. Teaching Staff

Analysis

RTU has a very strict system by which they assess their own teaching staff members, so they have an obligation to have achievements in research in the form of publications. In this matter it is possible to say that RTU is taking target-orientated measures to ensure the quality stake it has put up for this study programme.

Qualifications of the teaching staff members involved in implementation of the study programme are very good and students are actively involved in different research projects, but it should only be encouraged.

The study programme has a very strong cooperation with 6 other higher institutions in Baltic sea region. Teachers are also motivated to be involved in research processes on an international level. High quality of this study programme is obtained by active involvement in research based cooperation which is one of the best examples of it from the FEEM. During the evaluation period, the academic staff of the study programme has implemented research projects, collaborated with researchers from other HEIs in the development of scientific papers, monographs and methodological materials.

The academic staff cooperates in the form of interdisciplinary research and development of teaching materials, integrating their knowledge.

It should also be mentioned that the study programme tries to integrate employers in the study process as well, inviting guest lecturers from the industry's leading companies.

As the programme is interdisciplinary there is a wide variety of teaching staff involved, there is good interaction among the teachers in order to grant a successful study process for students, which could be noticed during the discussions with students representatives.

Conclusions by specifying the strengths and weaknesses

The RTU and FEEM undertakes measures to ensure the composition and the qualification of teaching

staff complies with the requirements set forth in the regulatory enactments. The qualification of the teaching staff members involved in the implementation of the study programme is adequate to ensure the quality of study programme and the desired learning outcomes. The academic staff is highly involved in scientific research both at the national and international levels. The research outputs are directly used in the study process.

Strengths

1. Employers are directly involved in the implementation of the study programme via specific courses.

Weaknesses:

1. As the student in research is dependent on the teacher to some extent, there should be a bit more emphasis on student involvement in research.

5. Assessment of the Compliance of the Study Programme "Industrial Engineering and Management "

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Partially compliant

Justification: The issued diploma is conforming to the normative regulation of the state and the procedure by which state-recognised documents of higher education are issued. When accepting substantial changes to the study programme in regard to the degree the Study Quality Commission took into account the interdisciplinary character of the study programme. However, the current degree does not fully comply with the Cabinet Regulations No. 322.

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Justification can be found in documents "Vienošanās starp Latvijas Universitāti un Rīgas Tehnisko universitāti", "Vienošanās starp Banku Augstskolu un Rīgas Tehnisko universitāti" un "Vienošanās starp Latvijas Lauksaimniecības Universitāti un Rīgas Tehnisko universitāti"

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document "01000-2.2.1-e_178"

4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification:

Teaching staff members who are involved in study programme implementation in Latvian are proficient in official language, but international teachers, who wouldn't be proficient, mostly work with foreign students. The confirmation can be found in the document Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by the Vice-Rector for Academic affairs attached to the self-assessment report.

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document 02000-2.2.1-e_11

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document 02000-2.2.1-e_12

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Justification can be found in documents "Līgumu_paraugi_LV.zip" and "Study agreement_ENG"

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Justification can be found in appendix 10 and also in 10. pielikums.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not applicable

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document "Ražošanas inženierzinības un vadība_MMZ0" - Higher Education council opinion.

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Partially compliant

Justification: Justification is in Appendix 6 of the self-assessment report - Compliance to Cabinet Regulation No. 240 of 13 May 2014. The structure and the content complies with the standard. When accepting substantial changes to the study programme in regard to the degree the Study Quality Commission took into account the interdisciplinary character of the study programme. However, the current degree does not fully comply with the Cabinet Regulations No. 322.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: RTU has a very strict system for monitoring the number of publications for teaching staff members as it was mentioned multiple times.

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The majority of the legal requirements are fulfilled except the fact that the degree does not comply with the regulatory enactments.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Assessed during the visit

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Justification could be found in 02000-2.2.1-e_12 and also in fact that RTU has a strict monitoring system for teaching staff publication and research activities.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Students are encouraged to do the research in their fields, so that they can become specialists in their field of engineering and also have management experience.

Conclusions by specifying the strengths and weaknesses

This study programme has met related requirements and has a very good potential in future as well. The study programme is unique in Latvia because of its specific profile and its interdisciplinarity nature. It attracts students, who have quite clear future vision, which despite dropout rates being quite high, explains the dropout reasons.

Particular study programme has very strong international cooperation with partner higher education institutions and it is very positive that students are encouraged to use the mobility possibilities in this programme, in order to get different study experiences.

Study programme has all the necessary resources for achieving the learning outcomes and to ensure high quality studies for students. There are also very strong cooperation ties with BALTECH (NORDTEK) partner universities, which is very specific to this study programme.

There are definitely very high standards for the teaching staff in this study programme, which can be only evaluated as a positive trait, but to pass on the excellence to the students to full extent, there should be a bit more emphasis on student involvement in research.

Evaluation of the study programme "Industrial Engineering and Management "

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Industrial Engineering and Management "

Short-term recommendations

1. For meeting market demands more study courses on sustainable development, communication skills and selling abilities shall be included in the study programme.

Long-term recommendations

1. More emphasis should be put on encouraging students to use ERASMUS+ mobility opportunities;
2. Due to the academic degree in this study programme, there should be more emphasis on the student involvement in research projects.
3. In the light of acquired experience within the COVID-19 pandemic remote education it is recommended for RTU to consider the opportunity to provide a full distance - learning form in the post Covid-19 era.
4. RTU should address the Ministry of Education and Science regarding scholarships and other grants for successful foreign students to attract more students from other countries to ensure a good example of internationalization.
5. RTU should also work to increase the variety of international dimension, by improving the marketing strategy, putting emphasis on the uniqueness of the study programme, targeted towards attracting students from other countries.

II. "Entrepreneurship and Management" ASSESSMENT

II. "Entrepreneurship and Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

For the academic master programme "Entrepreneurship and Management" the main indicators are

clearly defined, the aims, goals and objectives are set, and they correspond to the name of the study programme and the degree to be acquired, however to comply with Cabinet Regulations No 322 "Regulations on the Latvian Education Classification", annex 2 the name of the degree must be "Master of Social Science in Management and Administration". On December 21, 2020 the RTU Senate took the decision to change the name of the degree to "Master of Social Sciences in Management Science" (Minutes No. 645). However, the degree still does not comply with the state regulations." The admission requirements are bachelor degree or fifth level professional qualification in economics or business and administration, or similar education.

The main tasks of the programme are to provide the students with sound and profound knowledge about different areas of management science, to develop students' research and pedagogical skills in entrepreneurship and management, the ability to understand business processes and to make the decisions effectively; and it corresponds to master study level. Upon graduation the students are expected to organize and lead the research projects, solve cross-disciplinary business issues, work independently and in a team, present and analyse complex problems, apply in practice different management tools and methods. An accent is put on sustainability, social responsibility and business ethics issues in business.

The programme is offered only in full time studies form in Latvian and English languages. Possibly this is due to the academic nature of the programme, however taking into consideration the current economic situation in the country many students already work, so the programme is not suitable for them.

Conclusions by specifying the strengths and weaknesses

The learning outcomes of the programme in terms of knowledge, skills and competences are in accordance with the requirements of labour market and Master level studies.

Strength:

1. The learning outcomes of the study programme ensure the students acquire knowledge, skills and competences that are competitive on the labour market.
2. The programme ensures the solid knowledge base for continuing studies on doctoral level.

Weakness:

1. There are limited possibilities for working students to study in this programme as only full-time study form is offered.
2. The degree awarded as a result of the study programme does not fully comply with the legal requirements.

2. The Content of Studies and Implementation Thereof

Analysis

The description of study courses and their sequence provides clear understanding and conforms to the requirements set in regulations and RTU Senate decisions. The content of the study programme seems sufficient to achieve the goals and tasks of the programme and covers all areas needed to manage a department or a company. The relevance of the content of the study programme, its consistency and importance to the labour market is analysed at least twice a year in collaboration with employers, students and teaching staff.

During development of master thesis students perform scientific research. The results of the research are presented in RTU Scientific Conference as well as being published in different editions. The experts participating in thesis defence commission submit their opinion on the latest scientific and industry trends after the defence, which is also taken into account during development and improvement of study courses and study programme content. Field experts invited as guest

lecturers also contribute to the advancement and enrichment of the study programme. The teaching staff does the research and integrates the results of their research into the content of their respective study courses. ERASMUS traineeship is offered as a study course and the students can choose it if they like. However, this is not a very popular option.

The teaching methods include the traditional lectures and presentations, discussions and disputes, tests, independent and group tasks, business models analysis, application of different research methods. Also, the newest teaching methods are used, such as Lego Serious play, which allows development of strategic and creative thinking, communication and problem-solving skills. Some teachers use gamification and quests as their teaching methods. The Bloomberg laboratory is used for financial information analysis. The variety of methods used and their interactive nature is aimed to ensure the learning outcomes of the study programme.

The student-centred principles are being employed. It was confirmed by the students, teachers, graduates and programme administration. The principles are also communicated on posters around the faculty. Different students' needs are considered. For those who need some additional knowledge the different approach and the teaching methods are applied, the additional consultation and lectures are provided free of charge. The administration of the study programme takes care about other students' needs, that was confirmed and highly appreciated by the students as well as graduates. During the discussion, the students confirmed that students have the opportunity to generate a lot of ideas, students can contact the head of the study programme or even the dean in case of problems, they give feedback on teaching methods every semester, evaluating the work of teachers.

The students are introduced to evaluation and assessment methods at the beginning of their study course. The performance evaluation methodology is approved by RTU Senate decision and is based on student work and performance during the semester, the results of their independent work and examination.

At the end of each semester the students participate in the student satisfaction survey in ORTUS portal. The results of the survey are discussed with the students and also thoroughly analysed. On average during the review period the response rate was above 60%. Mostly students are satisfied with the content and quality of the studies. Several recommendations were made, and the changes were implemented. For example, library working hours were extended, new study courses on innovation developed, more guest lecturers involved in the study process, some study courses removed to avoid the repetition of subjects acquired during preceding education. During the meeting with the experts, the students expressed a wish to have more interactivity during the sessions, as the dynamics of some classes are not very good, students are not involved in discussions, sometimes teachers only read ppt slides, therefore, lectures and seminars could be improved.

The polling of graduates has taken place since summer 2016. The opinion of graduates varied. Whilst some were very satisfied, the others mentioned that the knowledge, skills and competences they had received during their studies showed that some content of the study programme must be reviewed.

The meeting with the graduates revealed that they really enjoyed the studies, they gained a lot of knowledge and practical skills, they have been involved in various projects, e.g. Demola project, young entrepreneur project, etc. They did a lot of research, used laboratories to perform innovation tasks, these skills made it possible to find a job. Graduates were always able to express problems

and solve them, and had a lot of discussions between students and teachers.

Based on both students and graduates recommendations significant changes in the study programme were implemented during the review period.

Both groups - the students and graduates, have mentioned subjective evaluation of Master Thesis. There seems to be a lack of assessment methodology that would exclude or minimize the possibility of subjective evaluation.

The teachers give their recommendation on improvement of their courses respectively based on students recommendations they receive directly from the students, the results of their and students' research, after attending seminars and conferences.

The employers participate in master thesis defence commission and as guest lecturers, but their involvement in the improvement of the content and the study process seems to be fragmented.

During the meeting with expert panel, employers responded very positively about the graduates of the study programme, noting that compared to other Latvian universities, RTU graduates are equally strong, they compete quite successfully in the labor market, they are quite flexible and adapt to changing business conditions. Technical background of students is very well, graduates have good analytical skills, which is a big advantage today. They are more engineers and scale slightly differently than graduates from purely social profile universities. RTU graduates are more focused on the process of how to make everything more efficient. However, everything is changing in the business very rapidly, therefore the soft skills are in demand as well. It was recommended that interpersonal and systemic general skills like interpersonal communication, storytelling, enterprising spirit, etc. can be nurtured more strongly.

During the review period of six years 23 students of this Master programme participated in mobility offered by Erasmus+ student exchange programme. Some students participated in Erasmus traineeship. The issues related to the recognition of study courses acquired during mobility are coordinated with the programme director prior to mobility. No information was provided on incoming mobility.

Conclusions by specifying the strengths and weaknesses

The description and the content of study courses conforms to legal requirements and RTU internal regulations. The results of the research done by the teachers is integrated into the study process. The teaching methods employed are the traditional and modern ones. The student-centered principles are taken into account and followed. The improvement of the content of the study programme is done taking into account students recommendations as well as the results of the graduate survey. Although significant changes were done during the review period some students still propose usage of more interactive teaching methods and other improvements. The students are aware of student mobility opportunities and several students have participated in Erasmus study and internship programmes.

Strength:

1. Students participate in the research; the results are presented in conferences and are published in different editions.
2. Research results, done both by the students and teachers are integrated into the content of study courses.

3. Significant improvement of the content of the study programme was done based on students' and graduates' recommendations and polling results.

Weakness:

1. The Master Thesis assessment methodology does not exclude the possibility of subjective evaluation of the Master Thesis.
2. The employer's contribution to the improvement of quality of study programmes is vague. It is said that they do participate, but there is a lack of systematic approach.

3. Resources and Provision of the Study Programme

Analysis

There is a reduction of state funded places during the review period. This was explained by the fact that the priority is given to more technical and engineering study programmes. The study programme is implemented in the Faculty of Engineering Economics and Management (FEEM) which has excellent technical resources, interactive equipment, unique laboratories, developed infrastructure, modern IT tools, canteen, places for rest and study. There were issues and complaints from the students regarding infrastructure, but this was eliminated by relocation of the study process to current FEEM facilities.

The students of the study programme can use the facilities and infrastructure of RTU campus which is easily accessible from FEEM. The RTU library is open 24/7 and provides access to 20 databases such as SCIEDIRECT, SCOPUS, SPRINGER LINK, EBSCO and others. The access to library online resources is provided from any place via ORTUS interactive portal. The library acquires new books every year based on requests from the study direction administration who reviews the latest literature and makes the decision based on the study programme's needs.

ORTUS portal also provides access to study materials, schedules, evaluations, requirements, internal regulations, discussion forums, student's own evaluations and so on.

RTU continuously improves its infrastructure and technical provision of the studies according to the latest trends and innovations.

However, during the meeting, students stressed that they faced a lack of space in classrooms, which in some subjects are overcrowded with students. Also, students were not so happy with the dynamic of the on-line classes during the Covid-19 lockdown.

Conclusions by specifying the strengths and weaknesses

RTU and FEEM provides students with excellent technical, informative and infrastructure resources. Interactive ORTUS portal ensures access to study materials, collaboration tools and library databases at any time from any place. The scientific Library has access to various scientific databases and a good collection of study books and periodic materials in various languages. Some students mentioned lack of space in some classrooms and insufficient preparedness for online studies.

Strength:

1. Developed infrastructure, modern IT tools, excellent technical resources and equipment, the possibility to use unique laboratories, access to study materials and library electronic resources from any place any time via ORTUS.

Weakness:

1. Lack of space in some classrooms.

4. Teaching Staff

Analysis

The number of members of academic staff involved in the implementation of the study programme has decreased significantly during the review period due to the changes implemented in the study programme and as a result the reduction of the number of study courses. The academic staff complies with the requirements of the Law on Higher Education Institutions. The system for choosing the teaching staff in case of reduction is not explained.

There are 10 members of the teaching staff with doctoral degrees permanently employed by RTU participating in the implementation of the study programme. Four are professors (one of them is the Faculty Dean and another one is the Director of the Study direction) and two associate professors. They all have extensive academic and professional knowledge and experience. The academic staff complies with the requirements of the Law on Higher Education Institutions. The members of the academic staff perform research, participate and organize conferences, work in editorial boards of scientific journals, participate in various local and international projects, write scientific articles. During the meeting with the experts, the lecturers confirmed that RTU financially covers the costs of participation in conferences and publications.

The results of the research and other activities are integrated into the content of study courses. The examples of such integration are provided in a self-assessment report and were confirmed by students, graduates, teachers themselves and employers during the interviews.

The students commented that teachers provide them with the ideas and support for implementation.

The research interests of the academic staff cover organizational development, social responsibility, quality, sustainability, innovation, creativity, human resources, knowledge transfer, business skills development, competitiveness increase, finance, small and medium enterprises development, social science research, e-commerce, change management and other – directly related to the study programme subjects. The research results published in the Web of Science, SCOPUS and similar databases. Locally there are publications in journals and RTU editions. Some teachers are authors or co-authors of books and patents.

There is a collaboration mechanism to ensure that the study courses are consistent and interrelated. The knowledge acquired in one course is further evolved in others and applied practically during the projects. For example, Theory of Economic Analysis in Part A correlates with Financial Analysis and Planning in Part B.

There is also cooperation established with Latvian and foreign universities, associations and business organizations.

Conclusions by specifying the strengths and weaknesses

The composition of teaching staff complies with state regulatory requirements and RTU internal regulations. All teaching staff members have sufficient academic knowledge and professional experience to ensure the quality of the teaching process and the desired learning outcome of the study programme, which was confirmed and highly evaluated by the students. The teachers participate in projects and the research; the results are integrated into the study process. The collaboration mechanism ensures the study courses consistent and interrelated. The cooperation

with other universities is established.

Strength:

1. Highly qualified and experienced academic staff engaged in the implementation of the study programme.
2. The academic staff participates in research and international projects intensively, the results are integrated into the study process.

Weakness:

1. There is no evidence of a transparent system regarding the choice of teaching staff in case of reduction of employees involved in the implementation of study programme.

5. Assessment of the Compliance of the Study Programme "Entrepreneurship and Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Partially compliant
Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013. However, the degree indicated in the diploma does not comply with the regulatory enactments. On December 22, 2020 RTU submitted additional information that confirms the change of the degree to "Master of Social Science in Management Science" but it still does not comply with legal requirements.
2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Document "VIENOŠANĀS STARP LATVIJAS LAUKSAIMNIECĪBAS UNIVERSITĀTI UN RĪGAS TEHNISKO UNIVERSITĀTI" attached to self-assessment report. An agreement between RTU and LLU (Latvia University of Life Science and Technologies)
3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.
4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs attached to self-assessment report

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/11 dated 13.02.2020, signed by Vice-Rector for Academic affairs attached to self-assessment report.
All interviews were conducted in English.

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The programme is provided for less than 250 full-time students. There are 4 professors and 2 associate professors elected at RTU participating in the implementation of the study programme. The letter of confirmation Nr. 02000-2.2.1-e/12 date 14.02.2020 attached to self-assessment report

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement". There is one sample in English for foreign students and two in Latvian – one for the state funded places, second for the students paying tuition fee for the studies.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in two languages – Latvian and English, on which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not applicable

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The approval of the Council for Higher Education NR.1.10/37 dated 03.10.2019. attached to self-assessment report

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Partially compliant

Justification: The structure and content of the study programme is designed according to the State Education Standard (Cabinet Regulation No. 240 "Regulations Regarding the State Academic Education Standard", as adopted on 13 May 2014).

The compliance confirmed by Appendix 6 in self-assessment report.

However, the degree acquired as a result of the study programme is not defined according to the regulatory framework. On December 22, 2020 RTU submitted additional information that confirms the change of the degree to "Master of Social Science in Management Science" but it still does not comply with legal requirements.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Each member of academic staff has publications in journals and conference proceedings which was confirmed by the presentation of The Study programme Director and The Faculty Dean, as well as teachers CVs accessible in ORTUS.

15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The evidences are found in self-assessment report and its appendixes, confirmed by the interviews, observations, and the analysis of the documents presented to the panel during the visit performed by the experts.

The majority of the legal requirements are fulfilled except the fact that the degree acquired as a result of the study programme is not formulated according to the legal requirements.

Requirements (R6-R8)

1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Developed infrastructure, modern IT tools, excellent technical resources and equipment, the possibility to use unique laboratories, access to study materials and library electronic resources from any place any time via ORTUS.

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified to provide the desired study outcomes.

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The exact examples of the utilization of the research results of teaching staff in the educational process is described in a self-assessment report as well as were presented by the Faculty Dean and the Director of study direction to the panel on the last assessment day.

Conclusions by specifying the strengths and weaknesses

The description of study programme, the content of study courses, the provision of technical resources and scientific support, the composition and qualification of teaching staff meet the regulatory requirements and support the achievement of study programme objectives. The programme's objectives correlate with labour market requirements. The emphasis in this study programme is done to the Latvian environment and solving social, economic, business and entrepreneurship issues relevant to it. The study programme provides an opportunity to develop research skills, participate in research projects and conferences and continue studies further at doctoral study programmes at RTU FEEM or other universities.

The programme is only offered in full-time study mode thus limiting the opportunity for full time working students. Possibly this is connected with the academic nature of the programme; however, in order to attract more Latvian students a part-time study option could be considered.

Evaluation of the study programme "Entrepreneurship and Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Entrepreneurship and Management"

Short-term recommendations

The principles and approaches employed to ensure the high quality of the study programme when there are changes in the composition of teaching staff shall be defined more clearly.

Long-term recommendations

Develop a system for employers' involvement in the improvement of the study process and the content of study courses.

Review the option to provide the study programme part-time in order to attract more students.

Consider the improvements in the Master Thesis assessment methodology as there were several remarks regarding the subjectivity of the evaluation.

II. "Business Finance" ASSESSMENT

II. "Business Finance" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The academic master study programme "Business Finance" envisages acquisition of corresponding academic Master Degree of Social Science in Business Financial Management. The title of the

programme and the degree are logically interrelated. However, the master academic programme degree must comply with Cabinet Regulations No 322. On December 21, 2020 the RTU Senate took the decision to change the name of the degree to “Master of Social Sciences in Finance” (Minutes No. 645). However, it is still not fully compliant to the state regulations.”

The goal of the study programme “to equip students with profound theoretical knowledge in business finance management; to develop research skills of enterprise finance manager and asset management specialist for financial decision making in dynamically changing business environment” and its five tasks are logically linked with the name.

Programme’s intended results or learning outcomes are formulated as knowledge, skills and competences, which are in line with Latvian and European qualification framework (LQF and EQF) Level 7; in total eight. It should be noted that study programme “Business finance” Result 8 is not formulated clearly, there is no business sustainability aspect mentioned in tasks and the description of programme do not include words “learning outcomes”. Nevertheless the study courses provide learning outcomes.

Programme admission requirements are corresponding to academic master study programme in Business Financial Management field and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programs.

Study programme “Business finance” is delivered in English and Latvian languages only in full time form. In the academic year 2018/2019 a very small number of students in Latvian (4) was observed. Number of students in English flow is stable, but dropped from 69 in 2017/2018 to 59 in 2018/2019. Fully distance-learning option is not provided.

Conclusions by specifying the strengths and weaknesses

Generally the different parameters of the study programme are aligned but the degree has to be formulated according to the legal requirements.

Strengths:

1. The goal of the study programme and its tasks are logically linked with the name.

Weaknesses:

1. The degree to be acquired as the result of the study programme does not fully comply with Cabinet Regulations No 322 "Regulations on the Latvian Education Classification", however the aims, tasks and admission requirements are interrelated and can be regarded as programme strengths.
2. In programme description learning outcomes are mentioned as results, but don't include words “learning outcomes ” it may be considered as weaknesses in the formulation.

2. The Content of Studies and Implementation Thereof

Analysis

The description of The academic master study programme “Business finance’ study courses complies with the Latvia legislation, such as “Law on Higher Education Institutions” and the internal regulation of the RTU.

The descriptions of the study courses are of sufficient quality and include all the required information, e.g. course goals, objectives, learning outcomes, course content and planned hours, assessment structure and course value in credit points and ECTS, recommended literature, nevertheless missing of additional sources of information for some subjects is observed.

All study courses are relevant and complementary, they comply with the goals of the study programme and ensure the achievement of the learning outcomes.

The descriptions of the training are very general, however, the required learning outcomes in terms of skills and competences are provided and they are appropriate for achieving the objectives of the

study programme.

Although the “Business Finance” programme is academic with a strong research focus, the programme very well meets the industry trends. In the reported period the “Business Finance” programme has been developed in cooperation with ACCA (Association of Chartered Certified Accountants) and ACCA international accreditation has received. Changes were made in the contents of the study courses “Financial Reporting and Analysis”, “Corporate Finance”, “Management Accounting”, “Financial Analysis and Planning” and “Financial Economics” to ensure 80% matching of the content of these courses to the ACCA requirements, the CFA accreditation is planned in 2021.

The study implementation methods are diverse: interactive lectures and seminars, critical analysis of scientific or professional literature, case studies, research projects, discussions, working in groups, use of modern software, ORTUS e-platform, calculations and data analysis in Bloomberg laboratory, the financial game “Quest, essays; peer assessment are used in some courses. During the meetings with the “Business Finance” programme students and graduates, they emphasized the need to make learning more practical, to work more in small groups and to improve students' digital skills. Generally, the choice of teaching methods depends on the study courses and promotes the achievement of both the study course and the study programme goals and learning outcomes.

The course evaluation criteria are determined by the professor in charge of the course.

According to the internal regulations of the RTU, “the exam grade should not exceed 50% of the final grade of the course, but the second half of the grade should be determined in accordance with other activities during the semester (projects, individual and group work, etc.). ”Accordingly, methods for evaluating each study course are indicated in the course programme and are varied. Both formative and final assessments are used. The director of the programme seems to be very motivated and passionate and have good contact with all the students, and student-centred learning and teaching principles are taken into account.

The master academic “Business Finance” programme is internationally oriented. The number of students in English flow had been stable during the reported period, only dropped from 69 in 2017/2018 to 59 in 2018/2019 ac. year, very small number of students in Latvian – only four was observed in 2018/2019 ac. year. The director of programme explains, and it is reasonably, that annual changes in the number of students studying in the Latvian language have decreased significantly by the lack of state-funded places for the study program; while the number of students studying in the English language tends to increase due to high ranking position of the study programme in the „Eduniversal Business School ranking”. The topics of the master's theses are devoted to the issues of corporate financial management and financial investment and meet the needs of the economy and the labor market.

At the end of each semester, RTU students evaluate their study courses twice a year, after which the academic staff makes appropriate changes in the content, as well as in the teaching methods and materials used in the study courses. The programme director meets regularly with students to discuss possible improvements to the study program. The results of the surveys are discussed with the teaching staff and included in the faculty attestation. This shows that the results of surveys conducted among students are used to improve the quality of studies.

Every academic year the RTU Study Department organizes surveys of graduates. The results of the survey for the reported period show that the graduates of the study programme “Business Finance” are satisfied with the acquired knowledge and skills, the study premises and materials in ORBIT system.

The needs of employers are taken into account because they are involved in the development of the programme. However the surveys among employers are not conducted on a regular basis. There are some difficulties in getting feedback from employers, as most students are international and work abroad. In Latvia, graduates work in international companies and commercial banks, which shows employers' satisfaction with their competencies. Employers' feedback was received when evaluating

the internship. Meeting with employers in the “Business Finance” programme, they emphasized that the graduates of the programme have a good technical background and acquired statistical methods, but they need a broader understanding of entrepreneurship, sustainable development and to have communication and sales skills.

Students of the study programme “Business Finance” have the opportunity to go abroad with ERASMUS +, unfortunately they are very passive. During the reporting period, only 14 students have used the Erasmus + mobility opportunities and 14 students have also gone on internships.

During the meeting, they explained this with a heavy workload in their daily workplaces.

Conclusions by specifying the strengths and weaknesses

The description of the academic master study programme “Business finance” study courses and final thesis complies with the provisions set forth in the regulatory enactments and include all the required information. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the scientific trends and the needs of the financial industry. The programme has been developed in cooperation with ACCA and ACCA international accreditation has received.

The academic master study programme “Business finance” study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account.

The students avail themselves of the incoming and outgoing mobility opportunities, and the learning outcomes achieved during such mobility are recognised. The outcomes of the regular surveys conducted among the students and graduates are used to improve the quality of studies. The feedback from employers is taken into account within traineeships and bilateral conversations.

Students of the study programme “Business Finance” have the opportunity to go abroad with ERASMUS +, and the learning outcomes achieved during such mobility are recognised, but students don't use it enough due to heavy daily workload.

Strengths:

1. The academic master study programme “Business finance” is unique in Latvia and has been developed in cooperation with ACCA and CFA.
2. The director of the programme is very professional, motivated and passionate and has good contact with all the students, and student-centred learning and teaching principles are taken into account.
3. The master academic “Business Finance” programme is internationally oriented, the number of students in English flow had been stable during the reported period.
4. High ranking position of the master academic “Business Finance” study programme in the „Eduniversal Business School ranking”.

Weaknesses:

1. Students need to have a broader understanding of entrepreneurship, sustainable development, and communication and sales skills to meet market demand.
2. A small number of students in the Latvian flow due to lack of funding.

3. Resources and Provision of the Study Programme

Analysis

The FEEM located at 6 Kalnciema Street with five floors, bicycle and car parking places has a well-

developed infrastructure with easy access to necessary public infrastructure. People with disabilities have physical access to the FEEM. All auditoriums in the building are well equipped. During the last years multimedia equipment and computers in all study audiences were renewed, as well as 19 new computers were purchased allowing the use of the latest versions of software. Workplaces of teaching staff are equipped with modern PCs, laptops, printing, copying and scanning devices. The wireless network coverage has been improved and extended.

Academic staff and students have access to different up-to-date versions of software for the needs of the study process and research: Aquad; Eviews; Visma Horizon; Microsoft Navision; Microsoft Power BI; Microsoft Project; Microsoft Visio; Microsoft Office; Minitab; IBM SPSS Statistics and others. All these improvements indicate the possibility to ensure a high-quality study process also in the future, especially in the period of COVID-19 crisis.

In order to increase the quality of scientific works and competitiveness of the programme "Business finance" students in the labour market with support of the EU a "Bloomberg" laboratory was equipped with 12 special terminals, which provides students and researchers access to extensive real-time databases, research and analysis tools, such as all the global financial data; companies, securities, transactions, marketing events data.

The programme "Business finance" students and teachers have an access to the Office365 platform with an opportunity to use Word, PowerPoint, Excel, OneNote and Outlook, a personal cloud storage, as well as other opportunities provided by the platform free of charge.

FEEM created a "study stimulation" or "Study Room" for students of the is equipped in such a way to enable students to work in teams, An Open Learning Space was created on the basement floor to better familiarise students with the methodological materials prepared by teaching staff.

All involved groups - native and foreign students, academic staff are positive about the ORTUS system, which is understandable, practical and useful.

RTU Scientific Library is renovated modern equipped and provided necessary literature resources and subscribed databases, e.g. EBSCO, ScienceDirect, Scopus, Web of Science, Wiley, etc., as well as business and finance statistics is available in FEEM subscribed databases (Amadeus, Firms.lv, Bloomberg).

The financial basis of the study programme is formed of tuition fees from Latvian and foreign Master's students, financing of science and financial resources from the implemented research projects.

The programme "Business finance" informative provision (including libraries), material and technical provision, and financial provision comply with the specific features and the conditions for the implementation of the study programme, create the prerequisites for the achievement of the learning outcomes.

The content and quality are ensured by the Department of Corporate Finance and Economics in cooperation with other departments of the RTU.

The scientific base of the study programme "Business finance" was created based on scientific research projects realized by the Department (the ERASMUS Intensive Program "Conducting Interdisciplinary Research in a Cross Cultural Environment", LCS project "Enhancing Latvian Citizens' Securitability through Development of the Financial Literacy", project "The Development of Innovation and Entrepreneurship in Latvia in Compliance with the Smart Specialisation Strategy" and Project "Involvement of the Society in Social Innovation for Providing Sustainable Development of Latvia" (EKOSOC-LV)) scientific publications of the academic staff of the study program, resources of the RTU scientific library, subscribed and Bloomberg laboratory databases.

Conclusions by specifying the strengths and weaknesses

The programme "Business finance" information base (including libraries), material and technical base and financial foundation (in general) correspond to the specifics of both the study programme

and implementation conditions and create preconditions for the achievement of study outcomes, thus, demonstrating the ability to ensure the delivery of high-quality study process.

Strengths:

1. Strong technical resource base, including laboratories, applied software systems and e-platform.
2. Modern library with a large number of literature sources, especially with extensive subscribed scientific and statistical databases.

Weaknesses:

3. all students pay for themselves, scholarships are not provided

4. Teaching Staff

Analysis

The study programme “Business finance” is implemented by 12 RTU elected lecturers and 1 visiting professor – 13 in total; 12 of them, or 92% has PhD. Academic staff consists of 4 professors and 3 associate professors, 4 assistant professors and 1 assistant, and 1 lecturer of Latvian for foreign students.

The study programme was improved and study courses were restructured according to Regulation No. 240 of the Cabinet of Ministers of the Republic of Latvia on the State Academic Education Standard, 13 May, 2014 and the RTU internal regulation.

Biographies of the teaching staff members (in Europass CV format) show that the qualification of the teaching staff members involved in the implementation of the study programme “Business finance” complies with the requirements for the implementation of the academic study programmes and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme. Academic staff seems to be highly involved in scientific research what is evident from:

- 1) the projects presented in section 3 of The programme “Business finance” self-evaluation report. .
- 2) academic publications of programme as presented in the Appendix “ List of the publications, patents, and artistic creations of the teaching staff over the reporting period” The topics of the publications are generally related to the courses delivered by the academic staff members.
- 3) Programme students also confirm that faculty research is frequently discussed in the classes and students are encouraged to take part in research projects.

The members of teaching staff continue their professional growth working for Latvian and international companies in top positions (CFO; the Head of Financial Investment Research Department; Chief Expert and Head of Analytical Department; Leading Expert; Financial Model Analyst; the Member of the Board, the Management Committee Member).

The teaching staff of the study programme develops its professional competences by participating in the ERASMUS + teaching and staff mobility program, as well guests lectures from Italy, Great Britain, Czech Republic, Bulgaria, Croatia, Lithuania and Estonia shared their experience with the study programme students and teaching staff.

During the evaluation period, the academic staff of the study programme has implemented four research projects (mentioned in Section 3), collaborated with researchers from other HEIs in the development of scientific papers, monographs and methodological materials.

The academic staff cooperates in the form of interdisciplinary research and development of teaching materials, integrating their knowledge in various fields (National Research Program EKOSOC-LV project “Involvement of the Society in Social Innovation for Providing Sustainable Development of Latvia” carried out interdisciplinary research research and integration of knowledge from economics, management and education)

Conclusions by specifying the strengths and weaknesses

The changes in the composition of the teaching staff of The study programme “Business finance” complies with the requirements set forth in the regulatory enactments. The qualification of the teaching staff involved in the implementation of the study programme “Business finance” complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses. The academic staff is highly involved in scientific research both at the national and international levels. The research outputs are used in the study process. There is a mutual collaboration between the teaching staff members in place, which contributes to the improvement of the study courses and their correlation.

Strengths:

1. High qualification of the teaching staff, high percentage of professors and Ph.D. Scientific research of the programme’s teaching staff.
2. The members of teaching staff continue their professional growth working for industry.
3. The academic staff cooperates in the form of interdisciplinary research and development of teaching materials.

Weaknesses:

1. Insufficient in-depth teaching of entrepreneurship, sustainable development and communication and sales skills.
2. Insufficient involvement of guests professors from abroad in study programme implementation.

5. Assessment of the Compliance of the Study Programme "Business Finance"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Partially compliant

Justification: The issued diploma only partially complies with the legal requirements and the procedure by which state-recognised documents of higher education are issued due to the degree obtained.

Justification can be found in Annex
Diploma-IMF0.pdf

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document
Agreement between LU and RTU 2019.pdf

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document “01000-2.2.1-e_178”

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Justification can be found in document 02000-2.2.1-e_11
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: Justification can be found in document 02000-2.2.1-e_12
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement".
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: The descriptions of study courses and the study materials are prepared in Latvian and English. The descriptions contain all the information in accordance with regulation requirements.
- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Not relevant
Justification: Not applicable
- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant

Justification: Justification can be found in document Uzņēmējdarbības finanses_IMF0.pdf

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Partially compliant

Justification: The structure and content of the study programme complies with the State Standard for Academic Education but the degree to be acquired does not fully comply with the Cabinet Regulations No 322 "Regulations on the Latvian Education Classification"

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: FEEM has a very strict system for monitoring the number of publications for teaching staff members; it was mentioned in the self-evaluation report. The list of publications is in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: Most of the legal requirements are fulfilled but the degree of the study programme does not comply with the legal requirements.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent resource base: technical resources, informative provisions, database subscription, various labs for practical work, including Bloomberg Laboratory.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified. This was confirmed by employers, students and graduates Information is presented in self-assessment report Annexes 4.1.1, 4.1.2, 4.2.1, 4.2.2.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Research is an integral part of the study programme and is linked to the study process by teacher's research activities, which leads to the improvement and updating of the study courses content, practical exercises and development the students' research skills.

Conclusions by specifying the strengths and weaknesses

Majority of the legal requirements are fulfilled. The main deficiencies are related to the title of the degree acquired as a result of the study programme.

Evaluation of the study programme "Business Finance"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Business Finance"

Short-term recommendations

According to Cabinet Regulations No 322 "Regulations on the Latvian Education Classification" the degree should be: 1) "Master of social science in management and administration" or 2) "Master of social science in finance, banking and insurance" but then the programme code must be 45343.

For meeting market demands broader teaching of entrepreneurship, sustainable development, and communication and sales skills.

Long-term recommendations

To increase the flow of Latvian students, it would be desirable to find opportunities for scholarships and other grants.

In the light of acquired experience within the COVID-19 pandemic remote education we recommend RTU to consider the opportunity to provide a full distance - learning form in the post Covid-19 era

It would be advisable to consider the possibility to involve guest professors from abroad in study programme implementation.

II. "Innovations and Entrepreneurship" ASSESSMENT

II. "Innovations and Entrepreneurship" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme 'Innovations and Entrepreneurship' envisages acquisition of corresponding professional Master Degree in Business Administration and professional qualification "Organisation manager". The professional standard "Organisation manager" was approved on 18th September 2019. The title of the programme and the degree are logically interrelated. Within the reported period the title of the degree and qualification has been changed in accordance with the LR legislation as shown in the Annex' Sample of the diploma". Until February 2020 graduates having a previous professional education have been awarded only a professional Master of Business Administration degree without the professional qualification.

The goal of the study programme "to prepare entrepreneurs and managers for work in companies and organizations of all levels and fields by developing creative thinking and the ability to create new values" and its five tasks are logically linked with the name, degree and qualification.

Programme's intended results or learning outcomes are formulated as knowledge, skills and

competences, which are in line with Latvian and European qualification framework (LQF and EQF) Level 7. It should be noted that study programme 'Innovations and Entrepreneurship' results do not include words about ERS (ethics, responsibility and sustainability), so it is not clear whether programme management considers these aspects as an important part of students' competences and whether students gain ERS related competences. The programme "learning outcomes" are formulated as "results". Nevertheless the study courses provide learning outcomes.

The programme admission requirements are corresponding to professional master study programme in Business Administration field and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programmes.

Study programme 'Innovations and Entrepreneurship' has been delivered in English in full time and in Latvian in full and part time forms. Since the academic year 2017/2018 study programme is implemented in English for foreign students attracting. In the academic year 2018/2019 23 students (15 local and 8 foreign) students were enrolled.. The number of students is limited due to the programme not receiving state funding. Fully distance-learning option as a form of study implementation is not provided.

Conclusions by specifying the strengths and weaknesses

The title, degree and professional qualification of the study programme are interrelated. Objectives, tasks, learning outcomes and admission requirements correspond to a professionally oriented master's programme.

Strength:

1. The learning outcomes of the programme 'Innovations and Entrepreneurship' meet the academic and professional requirements.

Weakness:

2. In the programme description learning outcomes are mentioned as results and they don't include ERS (ethics, responsibility and sustainability) aspects

2. The Content of Studies and Implementation Thereof

Analysis

The description of the professional master study programme "Innovations and Entrepreneurship" study courses complies with the Latvia legislation, such as "Law on Higher Education Institutions", Requirements of the Cabinet Regulations No. 512 "Regulations on State Standard of Second Level Professional Higher Education" adopted on August 26, 2014, the internal regulation of the RTU.

The descriptions of the study courses are of sufficient quality and include all the required information, e.g. course goals, objectives, learning outcomes, course content and planned hours, assessment structure and course volume in credit points and ECTS, recommended literature and additional sources of information. In some study course descriptions the recommended literature is not separated from additional sources.

All study courses are relevant and complementary, they comply with the goals of the study programme and ensure the achievement of the learning outcomes.

The professional master study programme "Innovations and Entrepreneurship" very well meets the industry trends focusing on stimulating innovative thinking, building new product development competencies and promoting entrepreneurship and is in line with the European Quality Link (EQUAL) MBA Guidelines.

The majority of academic staff are business professionals with more than 10 years of management experience as well as business consultants. The professional master study programme "Innovations and Entrepreneurship" academic staff are in close cooperation with the Latvian Chamber of

Commerce and Industry. Guest lecturers, such as industry experts and representatives of innovative companies, are regularly invited to share the latest trends.

In the reported period study programme "Innovations and Entrepreneurship" has been developed. Changes were made in the contents of the study courses "Management Information Systems", balance between courses "Product Design and Development" and "Innovation Technology" have been adjusted, the study course "Pedagogy" (2CP) was replaced by the "Research Methodology" course, the new course "Process Analysis and Management" (4CP) was implemented. However, a lack of topics related to green and sustainable business is observed. As mentioned in Appendix 7, theories and basic principles of corporate social responsibility and business ethics are included in the curricula of various subjects, however, students and graduates emphasize the need for in-depth study in this field.

The study implementation methods are diverse: lectures and practical works, case studies; group workshops, seminars, discussions, presentations; independent and research work; simulations, gamification, creative tests, usage of ORTUS e- platform. Generally, the choice of teaching methods depends on the study courses and promotes the achievement of both the study course and the study programme goals and learning outcomes. The course evaluation criteria are determined by the professor in charge of the course.

During the meeting with the students and graduates of the programme "Innovation and Entrepreneurship", they emphasized the need to acquire more practical skills, more guest lectures from business incubators, to teach business ethics.

According to the internal regulations of the RTU, "the exam grade should not exceed 50% of the final grade of the course, but the second half of the grade should be determined in accordance with other activities during the semester (projects, individual and group work, etc.)" Accordingly, methods for evaluating each study course are indicated in the course programme and are varied. Both formative and final assessments are used.

The director of the programme seems to be very motivated and have good contact with all the students and graduates.

The Master's professional programme "Innovation and Entrepreneurship" is oriented towards internationality, therefore the programme is implemented in English. The number of students is more or less stable, the number of local students has decreased significantly due to the lack of state-funded study places in the program; in turn, the number of foreign students tends to increase due to the high position of the study programme in "Eduniversal Business School ranking".

The topics of the master's theses are devoted to the issues of the business environment and contribute to solving business problems or developing and launching new products on the market.

RTU students evaluate their study courses twice a year at the end of each semester, after which the academic staff makes appropriate changes in the content, as well as in the teaching methods and materials used in the study courses. The programme director meets regularly with students to discuss possible improvements to the study programme.

The results of the surveys are discussed with the teaching staff and included in the faculty attestation. This shows that the results of surveys conducted among students are used to improve the quality of studies, e.g. since the academic year 2016/2017 students have been offered a study course "Research Methodology".

Every academic year the RTU Study Department organizes surveys of graduates. The results of the survey for the reported period show that the graduates of the study programme are satisfied with the acquired knowledge and skills and competencies.

The needs of employers are taken into account because they are involved in the development of the programme. However the surveys among employers are not conducted on a regular basis.

The annual surveys conducted in recent years by the Latvian Employers' Confederation in cooperation with the career and education website reflected the RTU as the most recommended higher education institution in Latvia.

Meeting with employers in the Master's professional programme "Innovation and Entrepreneurship", they emphasized that the graduates of the programme have a good technical background and mastered management accounting, but they need a broader understanding of the commercialization of the R&D process and innovations' sales skills.

Students of the Master's professional programme "Innovation and Entrepreneurship" have the opportunity to go abroad with ERASMUS +, however they don't use it enough due to a heavy workload in their daily workplaces.

Conclusions by specifying the strengths and weaknesses

The description of programme "Innovation and Entrepreneurship" study courses and final thesis complies with the provisions set forth in the regulatory enactments. The content is relevant and complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the scientific trends and the needs of the industry. The study programme has been developed in the evaluated period.

The Master's professional programme "Innovation and Entrepreneurship" studies implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account.

The results of regular surveys conducted between students and graduates of the Master's professional programme "Innovation and Entrepreneurship" are used to improve the quality of studies. Feedback from employers is taken into account. Students have the opportunity to go abroad with ERASMUS +, and the learning outcomes achieved during such mobility are recognized, but students do not use it due to the high daily workload.

Strengths:

1. High-ranking position of the Master's professional programme "Innovation and Entrepreneurship" in the "Eduniversal Business School ranking".
2. Master's professional programme "Innovation and Entrepreneurship" is focused on internationality, the number of foreign students in English was increased during the reporting period.
3. The programme director looks very motivated and communicates well with students and graduates, and student-centred learning and teaching principles are taken into account.

Weaknesses:

1. Students do not have enough practical skills and competencies in sustainable development, commercialization of innovations, sales.
2. Due to the lack of state funding, the number of native students is decreasing.
3. Students do not make enough use of Erasmus + mobility opportunities.

3. Resources and Provision of the Study Programme

Analysis

The FEEM located at 6 Kalnciema Street with five floors, bicycle and car parking places has a well-developed infrastructure with easy access to necessary public infrastructure. People with disabilities have physical access to the FEEM. All auditoriums in the building are well equipped. During the last years multimedia equipment and computers in all study audiences were renewed, as well as 19 new computers were purchased allowing to use the latest versions of software, with support of the EU a

“Bloomberg” laboratory was equipped with 12 special terminals and provides students and researchers access to extensive real-time databases, research and analysis tools. If necessary, services and infrastructure of other the RTU structural units may be used, such as the RTU Design Factory.

Workplaces of teaching staff are equipped with modern PCs, laptops, printing, copying and scanning devices. The wireless network coverage has been improved and extended.

Academic staff and students have access to different up-to-date versions of software for the needs of the study process and research: Aquad; Eviews; Visma Horizon; Microsoft Navision; Microsoft Power BI; Microsoft Project; Microsoft Visio; Microsoft Office; Minitab; IBM SPSS Statistics and others.

All students and teachers may access to the Office365 platform with an opportunity to use Word, PowerPoint, Excel, OneNote and Outlook, a personal cloud storage, as well as other opportunities provided by the platform free of charge.

All these improvements indicate the possibility to ensure a high-quality study process also in the future, especially in the period of COVID-19 crisis.

FEEM created a “Study Room” for students of the is equipped to enable students to work in teams, An Open Learning Space was created on the basement floor to familiarise students with the materials prepared by teaching staff.

All involved groups - native and foreign students, academic staff marked positive about the ORTUS platform.

RTU Scientific Library is renovated modern equipped and provided necessary literature resources and subscribed databases, e.g. EBSCO, ScienceDirect, Scopus, Web of Science, Wiley, etc., as well as business and finance statistics is available in FEEM subscribed databases (Amadeus, Firms.LV).

The financial basis of the study programme is formed of tuition fees from native and foreign students. Latvian students may use study and student loans in accordance with the procedure established by the LR Cabinet of Ministers. Sometimes employers fully or partially cover tuition fees for their employees-students. Financing of scientific research is provided from contracts works and the implemented research projects.

Conclusions by specifying the strengths and weaknesses

The Master's professional programme “Innovation and Entrepreneurship” informative provision, material and technical base and financial foundation (in general) correspond to the specifics of both the study programme and implementation conditions and create preconditions for the achievement of the learning outcomes, thus, demonstrating the ability to ensure the delivery of high-quality study process.

Strengths:

1. Strong technical resource base, including laboratories, applied software systems and e-platform.
2. Modern library with a large number of literature sources, especially with extensive subscribed scientific and statistical databases.

Weaknesses:

1. The programme “Innovation and Entrepreneurship” does not receive a state funding

4. Teaching Staff

Analysis

The study programme “Innovation and Entrepreneurship” is implemented by 12 -14 members of academic staff. Seven of them have a Doctor degree and two of them are doctoral students. All members of the academic staff have more than 10 years of professional experience in management.

When the study programme was established, a large part of the academic staff were foreign guest lecturers from Norway, but nowadays the studies are mainly provided by Latvian lecturers, study courses to meet the Latvian market trends and reduce the costs of the study process.

The study programme was improved and study courses were restructured according to the Cabinet of Ministers Regulations No. 512 "Regulations on the state standard of second level professional higher education" (September 12, 2014) and the RTU internal regulation.

Biographies of the teaching staff members (in Europass CV format) show that the qualification of the teaching staff members involved in the implementation of the study programme "Innovation and Entrepreneurship" complies with the requirements for the implementation of the professional study programmes and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme.

Academic staff seems to be involved in scientific research which is evident from CV, academic publications of programme as presented in the Appendix "List of the publications, patents, and artistic creations of the teaching staff over the reporting period". The topics of the publications are generally related to the courses delivered by the academic staff members.

The results of research and creativity are integrated into the study process, integrating into the study course materials, study methodology development. The industry cases studied in the research and innovation process are used to support and illustrate the academic process. During research and creative activities, attractive guest lecturers are identified, who are later invited to share their experience.

Special attention is given to valorisation activities; academic staff, students and graduates in the study programme "Innovations and Entrepreneurship" are working together to commercialize scientific and practical developments and to carry out projects.

The academic staff of the study programme cooperate regularly through various formal and informal events such as methodological round table seminars, joint participation in seminars, scientific conferences and projects.

As an example of interdisciplinary collaboration can be mentioned that in academic year 2017/18 the students designed prototypes of new products in the framework of their course "Design and Development of New Products" to meet the needs of the Children's Clinical Hospital.

Main commercially oriented cooperation projects developed by the programme "Innovation and Entrepreneurship" academic staff are: "Start-up Milzu! established by Enno Ence, the graduate of the FEEM, started production in 2014", start-ups "PlayGineering" and "PlayGineering Systems", established in 2011 by Ričards Fomrats, the graduate of the FEEM. (The business idea was developed during studies at the MBA programme "Innovation and Entrepreneurship"). Financing for business was attracted from Altum, Imprimature, EU Structural Funds, EEZ in 2016-2018) and others.

Topicalities of the implementation of the study process are also regularly discussed with Norwegian partners from USN University, who are implementing a similar study programme. The programme "Innovation and Entrepreneurship" academic staff participate in EEA and Norwegian Financial Instrument Programme "Research and Scholarships" project "EU Policies Impact to the Transformations of the Higher Education and Research System in Norway and Latvia". The latest collaborative project where the faculty members and academic staff of the study programme are involved, is the Erasmus + project "European Entrepreneurship Training Community".

Conclusions by specifying the strengths and weaknesses

The changes in the composition of the teaching staff of the study programme "Innovation and Entrepreneurship" complies with the requirements set forth in the regulatory enactments and market trends. The qualification of the teaching staff involved in the implementation of the study programme "Innovation and Entrepreneurship" complies with the requirements for the

implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses. Academic staff, students and graduates in the study programme "Innovations and Entrepreneurship" are working together to commercialize scientific and practical developments and to carry out projects. Collaboration between the teaching staff members in place and with Norwegian partners from USN University contributes to the improvement of the study courses and their correlation.

Strengths:

1. High qualification of the teaching staff, high level of practical experience.
2. Commercially oriented cooperation projects of the programme's teaching staff.
3. The academic staff cooperates in the form of interdisciplinary research and development of teaching materials.
4. Historical cooperation with USN University from Norway.

Weaknesses:

1. Students do not have enough practical skills and competencies in sustainable development, commercialization of innovations, sales.
2. Small flow of Latvian students in the study programme due to lack of funding
3. The study programme has an international orientation, but the academic staff of Norway or other countries is not sufficiently involved in the study process.

5. Assessment of the Compliance of the Study Programme "Innovations and Entrepreneurship"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The issued diploma is conforming to the normative regulation of the state and the procedure by which state-recognised documents of higher education are issued.

Justification can be found in Appendix

Diploma paraugs_RIGIO_ENG.pdf

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document

"Vienošanās ar LU BA.zip"

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Justification can be found in document

"01000-2.2.1-e_178.edoc"

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Justification for sufficient skills for implementing the study programme in Latvian and English can be found in document "02000-2.2.1-e_11.edoc", in the compliance statement of the academic staff and their CVs
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Justification can be found in document "Līguma paraugs_ENG.pdf"
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: The descriptions of study courses and the study materials are prepared in Latvian and English. The descriptions contain all the information in accordance with regulation requirements. Justification can be found in Appendix 10_Study courses.7z
- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Fully compliant
Justification: Justification can be found in Appendix 7 "Compliance of the Study Programme RIGI0.pdf"
- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the Professional Higher Education Standard in accordance with the professional qualification Organisation manager , Justification can be found in Appendix 6_Assessment of the Compliance with the Cabinet Regulations No 512.pdf

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: FEEM has a very strict system for monitoring the number of publications for teaching staff members; it was mentioned in the self-evaluation report. The list of publications is in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent resource base: technical resources, informative provisions, database subscription, various labs for practical work, including RTU Design Factory.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures and is highly qualified. This was confirmed by employers, students and graduates Information is presented in self-assessment report Appendixes 4.1.1, 4.1.2, 4.2.1, 4.2.2.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Research is an integral part of the study programme and is linked to the study process by teacher's research activities, which leads to the improvement and updating of the study courses content, practical exercises and development the students' research skills.

Conclusions by specifying the strengths and weaknesses

The study programme generally complies with all the relevant legal requirements.

Evaluation of the study programme "Innovations and Entrepreneurship"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Innovations and Entrepreneurship"

Short-term recommendations

In programme description learning outcomes are mentioned as results and they don't include ERS (ethics, responsibility and sustainability) aspects it may be considered as weaknesses

For meeting the market demands broader teaching of green entrepreneurship, sustainable development, commercialization of innovation, communication and sales skills.

Long-term recommendations

To increase the flow of native students, it would be desirable to find opportunities for scholarships or other grants

To put emphasis on the promotion of Erasmus + student mobility opportunities

To consider possibilities to provide a fully distance learning option as a form of study implementation especially in the light of COVID-19

Due to the international orientation of the programme to continue cooperation with Norwegian partners from USN University and consider finding funding for the involvement of Norwegian academic staff in the study process

II. "Leadership and Management " ASSESSMENT

II. "Leadership and Management " ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Leadership and Management" corresponds with the international requirements of a master programme in the Leadership and Management field. The name of the programme, the professional qualification, the degree and the learning outcomes are logically connected. There were changes in the programme in the name and the title of the degree, but these changes have been approved by AIKA and the new, now applicable name and degree is suitable.

The qualification to be obtained in the professional master's study programme corresponds to the professional standard "Organisation manager" which was approved on 18th September 2019.

RTU Senate tackled on 24th February 2020, the earlier critical remark received from the Agency for the Quality of Higher education about the professional qualification of those who obtained similar professional qualification in bachelor level, providing professional qualification Organizational Manager to graduates of variants 1 and 3. This study programme has 8 similar variants depending

on entry criteria and type of studies under which several synergies seems to be realized.

The learning outcomes (mistranslated to learning objectives in the appendix) are in line with EQF level 7 and especially LO 3 and LO 5 are very well defined and articulated.

Conclusions by specifying the strengths and weaknesses

The study programme complies with Latvian regulations according to the change in its name and title of the awarded degree.

Strengths:

1. The learning outcomes of the study programme are consistent with the field of study and the level of qualification (EQF 7)
2. The connection between the learning outcomes of the courses taught in the programme and the learning outcomes of the study programme are clearly defined.
3. The programme has 8 variants which makes it accessible from several study or career paths.

Weaknesses:

-

2. The Content of Studies and Implementation Thereof

Analysis

Industry specific and scientific needs and its implementation is assessed by a working group consisting of industry representatives, student representatives and academic representatives. To ensure the industry specific need furthermore cooperation was signed with the representative organization of the well-known international FranklinCovey education.

The study programme puts extra emphasis on training socially responsible managers which is in accordance with nowadays international educational needs.

The courses of the SP contribute significantly to the learning outcomes of the SP, if the learning outcomes of the described courses are met, then students will possess the required skills and capabilities of a master level leadership and management programme in international standard.

The structure of the courses and the evaluation methods are facilitating the learning and skill development of students and support the intended learning outcomes. The wide usage of case studies and assignments are supporting the skill development as well.

Industry experts and foreign guest lecturers widen the scope of the learning possibilities of the students.

Course outlines are expertly tackling the different variants of the study programme. The internship and the thesis requirements are also supporting the intended learning outcomes prominently.

The management of the study programme takes into account the survey results of the students and graduates.

Conclusions by specifying the strengths and weaknesses

The content of the study programme is appropriate and the mechanism for implementation is functioning well.

Strength:

1. The courses of the study programme train and develop the required skills and capabilities of a Leadership and Management master in international standard.

Weakness:

2. Only a slight weakness can be realized that some of the courses use old literature. The recommended literature should be changed to required or mandatory literature and mandatory literature should be updated at least in every three years. Especially when international literature is involved as most of those are updated regularly by the authors/publishers.

3. Resources and Provision of the Study Programme

Analysis

Riga Technical University offers a very wide range of possibilities which are in disposal of students of Leadership and Management study programme as well.

The study environment and infrastructure is available to various needs of students, the infrastructure is also adjusted to fit the needs of disabled students as well. RTU Student Parliament also offers differentiated support for various social groups of students upon application. The RTU Career Centre hosts various workshops on personality and career development, education and global issues free of charge for students.

RTU offers outstanding technical resources, modern facilities and access to Library databases and various labs (e.g. Bloomberg laboratory; Idea Lab, RTU Design factory, etc.).

Access to these labs offer significant benefits for students to apply the studied topics and frameworks on real life examples and get valuable experience.

The available resources ensure that students of the master study programme of Leadership and Management can access top quality educational material and learning experience.

At the RTU library students have access to professional study literature, which is updated every year. International databases: Web of Science, EBSCO, SCOPUS, SCIENCE DIRECT, SpringerLink full text journals and books are available to students on ORTUS.

ORTUS e-learning platform is meeting international standards according to the learning and facilitating possibilities.

Students can find all information on types and conditions of support, entertainment and sports activities, including the opportunity to apply for consultations in the ORTUS environment.

On the evaluation visit and interviews we could get the required information about resources and provisions. Therefore, the Resources and provisions for the study programme are sufficient and suitable for the study programme. The ORTUS system seems to be good for e-learning purposes and the students have plenty on-line databases to gather information or scientific papers for their studies. The lecture halls and study rooms are suitable for the courses, although we do not know their capacity utilization by other programmes.

Conclusions by specifying the strengths and weaknesses

Students are able to access outstanding resources and possibilities which can enhance their learning experience and can get valuable real-life experience working with the labs and databases of the university.

Strengths:

1. Access to Bloomberg laboratory and RTU Design factory among others are excellent opportunities to deepen the knowledge of students.
2. Wide ranging teaching materials are accessible and students can access scientific databases for research purposes.
3. Wide ranging student possibilities are available outside the study field as well (Student Parliament, Career Centre etc.)

Weaknesses:

-

4. Teaching Staff

Analysis

Professors involved in the study programme are well esteemed almost all professors already possess a doctoral degree and in the reporting period 4 professors obtained their Dr. oec degrees. From this information and from the publications of the involved professors (Inga Lapina, Elina Gaile-Sarkane, Nadezda Koleda, Jana Erina, Rita Greitane, Janis Mazais among others) the high quality scientific performance is guaranteed. In the Leadership and Management master study programme several professors use his/her latest research results in classes and they even promote the latest research methods as well.

The programme management ensured also that the latest industry knowledge would be involved into the study programme as well with involving visiting lecturers, who are experts in their field. In a Leadership and Management study programme this is especially important as the wider field is constantly evolving and students require not only the latest research results but also business related experience sharing as well. Visiting lecturers have more than 10 years of experience in connection with strategy, project management, leadership, consulting, institutional and organizational management. The study programme is in strong connection with VITAE Institute for Lifelong Learning and Culture, where the visiting lecturer is the Chairman of the Board.

According to scientific research and/or artistic creation, RTU professors involved in the Leadership and Management master study programme are heavily involved in scientific research and especially Prof. Inga Lapina has high quality, well cited publications (published in Journal of Intellectual Capital, Procedia - Procedia-social and behavioral sciences, Total Quality Management & Business Excellence among others). Professors involved in the study programme are also well embedded in the international scientific community, they presented in numerous conferences, published in Web of Science and/or Scopus indexed journals and participated in international research projects.

Involved professors cooperate not only in connection with the study programme's courses but some of them also publish together.

Conclusions by specifying the strengths and weaknesses

The teaching staff involved in the Leadership and Management master study programme is outstanding, their scientific performance is the guarantee that the students will not only learn the required basics, but the latest scientific results as well.

Strengths:

1. The well esteemed professors involved in this study programme is a very important strength of the programme.
2. The field experience and expertise of the visiting lecturers add extra value to the study programme.
3. The programme is delivered by the staff exceeding national legal requirements by far.

Weaknesses:

-

5. Assessment of the Compliance of the Study Programme "Leadership and Management " Requirements

- 1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013
- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Agreement between the Riga Technical University and the Latvia University of Life Sciences and Technologies
- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: Annex with confirmation about the compensation (Nr. 01000-2.2.1-e/178 dated 02.12.2019).
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification: Not applicable
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement"

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study courses and relevant materials have been prepared in Latvian language which is the only language of instruction. The descriptions comply with the requirements stated in the regulatory enactments.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the professional standard "Organisation manager" which was approved on 18th September 2019 and is applicable to LQF 7.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the State Standard for Second Level Professional Higher Education, sections applicable to a professional master study programme.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications is available in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Conclusions by specifying the strengths and weaknesses

The study programme complies with all the legal requirements.

Evaluation of the study programme "Leadership and Management "

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Leadership and Management "

Short-term recommendations

Long-term recommendations

In the long term more industry related, well experienced visiting lecturers could be involved, but not at the expense of the well esteemed professors, but in complement with them.

Mandatory literature of the courses should be updated at least every three years (no mandatory literature issued before 2015 should be included).

II. "Organization and Management of International Economic Relations" ASSESSMENT

II. "Organization and Management of International Economic Relations" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Organization and Management of International Economic Relations" (Code 47345) envisages acquisition of a corresponding professional master degree in management of international economic relations and professional qualification as International Relations Manager approved on 11 December 2019. Currently the qualification awarded at the end of the study programme complies with bachelor level studies, not with master's

level studies.

According to the information provided the aim of the study programme is to improve and develop professional, research and creative skills for work in the fields of international relations, logistics or management of transport economy. The programme prepares and qualifies specialists for work in service of the national economy, providing these specialists with both theoretical knowledge and practical skills necessary for expanding one's individual understanding of, and competence in, professional activities, as well as for promoting social responsibility within this competence. The acquired knowledge and skills provide the graduate with a basis for doctoral studies and other kinds of independent research. The aim of the study programme is in line with the aim of the study field and complies with the needs and requirements of international relations generally and those of relations with a specific country or several countries.

This study programme is specifically directed at understanding and improving upon how to organize and manage internationally operating entities and professionals. In terms of working to deliver on these aims, the experts find that the study field in focus here is for the most part serviced by this study programme under analysis well. The study programme is well integrated with demands of employers and the demand coming from their direction as to educating international and internationally-minded managers. The study programme, in these ways, meets the needs and the development trends of the society and national economy in Latvia. The study programme also complies with the needs and requirements of work required in and around international relations generally and those in and around relations with a specific country or several countries.

However, even if the expert group, the students, graduates and employer representatives that the experts interviewed are relatively happy with the study programme, the fact is that the study programme seems somewhat fragmented. First, there is room for more clear communication of the aims of the study program. The expert group is here not criticizing the course contents. Rather, the expert group is constructively criticizing how the study programme as a whole is advertised and presented to stakeholders outside and inside RTU, meaning, what sciences is the study programme most related to, what disciplines within those sciences: political economy, the social sciences etc. In the experts' opinion, crystallizing the purpose of the study programme objectively and in a research-based and research-oriented manner will further improve upon the good reputation of this study programme.

Conclusions by specifying the strengths and weaknesses

This is a very good study programme. However, like for the bachelor study programme with the same name, there is a lack of "paradigm" or foundations studies and theories and evidence on which this study programme builds. The fact that all stakeholders are as of yet highly satisfied with the study programme is a very good thing. However, there is a need to prepare students, graduates and the study programme for changing conditions and graduate requirements.

Strengths:

1. The study programme exhibits excellent integration with students' wishes as becoming international and internationally-minded managers.
2. The study programme exhibits excellent integration with graduates wishes to be and remain international and internationally-minded managers.
3. The study programme exhibits excellent integration with employers and the demand coming from their direction as to international and internationally-minded managers.

Weaknesses:

1. More attention to research ought to be paid, to the handling of creative handling of creative tensions, or the integration, even synthesis, of research and education, the handling of which

creative tension is not among the best in all of the study programmes visited by us, nor fully in line with international standards of the calibre of universities at par with RTU. That is, there is a need in this study programme to distinguish more clearly than what is the case now between research-based starting points of education, researcher education, and affinity with the changing and sometimes inconsistent discourses of political practice from one year to another.

2. There is thus a need to “brand” or crystallize better than at present what is the study programme about, who are target candidates to study in the programme, and why. This point relates, we believe, to pressures, possibilities, and opportunities for further Westernization and international regional collaboration also northwards or southwards, or both.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses/ modules, the traineeship, and the final thesis in the study programme “Organization and Management of International Economic Relations” are of sufficient quality and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. All of these results can be concluded by how students, graduates and employers are content and satisfied and even exuberant with the study programme. This said, having a cursory look at Master's theses reveals that there is an absence of “starts” or positive outliers. Higher scientific quality in the case of the best theses might be raised from having a look at whether and how it would be possible to further improve upon its quality without sacrificing practical relevance in terms of international economic relations, the relative advantage of this study program. Now, these and other theses are too much following internal standards within the study programme, rather than “external” ones at par with those in other study programmes within and outside RTU. There is a need to also meet the standards upheld in similar study programmes in other universities at par or above the standard of this study programme. While comparing apples with oranges might not be the goal in a university, being able to position a study programme with a similar study programme in comparable universities.

The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account. The interviewed students and graduates testified to appreciating continuous contact with lecturers from “the field”. This said, this study programme should in the long run benefit from taking more advantage from “incubators” such as IdeaLab, the Lab, Protola, Design Factory, The Vertical Integrator Project (VIP), and the Bloomberg Lab.

In world-class universities such as Stanford University in the U.S., Huddersfield University in Britain, Aalto University in Finland, “design thinking” is very much revered, in spirit with such incubation. Similarly to “boundary objects” in other kinds of science and technology related phenomena, also in education having concrete mediating objects, approaches, topics, and ideologies matters. One concrete proposal might be to open up collaboration northwards towards, for example, Estonia - a country that has many good relations with other countries and their universities and programs, in order to contextualize what is “incubator” and how to learn not only from one’s own success and failures, but also from those of others, as well as from successes and failures not yet experienced. Other ideas include closer collaboration with e.g. RBS, and Stockholm School of Economics in Riga.

The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies. Strangely and pointing to no need for drastic changes, the high satisfaction with the study programme is one reason for its at least seemingly superficial profile.

Looking at the master's theses, for example, it would seem that this study programme is as of yet in short of a paradigm. It is unclear what the sciences on which this study programmes builds, and to, to some degree, the master's theses in this study programme contribute. The experts recommend to continue looking for sources of constructive criticism, such as participation in different assessments to celebrate constructive criticism.

Much of the international orientation of the study programme appears somewhat abstract. The experts suggest that more attention should be paid to brand and direct the study programme into clear geographic, political and/or cultural directions, explicitly into given international directions, such as towards the West, North, or South. After all, surely one would expect that organization and management of international economic relations is different and more straightforward when a Latvian is trying to relate to a Lithuanian relatively proximate in distance and culture in comparison to when she or he is interacting with an Inuit in Greenland, for example. The students avail themselves of the incoming and outgoing mobility opportunities within Latvia, and the learning outcomes achieved during such mobility are recognised. There is less evidence of international incoming and outgoing mobility. The study programme director should focus more on methods which could help to increase incoming and outgoing mobility. From the experts perspective higher numbers of foreign students (including Erasmus students) would create a more international environment which, among other things, creates a more open study environment and would help to achieve the goals of the programme.

On the basis of the on-site visits and interviews, the expert panel found that graduates of this study programme are in high demand: they are called for in many ways, even surprising ones, in comparison to the other study programs assessed: to give an example, one of the students interviewed on an "off-line" basis informed one member of our panel that has been named an expert in compliance to financial regulations (money laundering, to be specific), even when he has never studied finance as such.

Conclusions by specifying the strengths and weaknesses

This is a very good study programme. All stakeholders are very happy with this study programme - students, graduates, and employers. There appears to be consensus that there would be no reason to make changes, at least not in the short run. At the same time, the expert panel concludes that there is a need to pay attention also to stakeholders such as teachers within this study programme and researchers outside this study programme.

Strengths:

1. This study programme is marked by high satisfaction on the part of the students, graduates and employers
2. The study programme has set clear academic integrity principles and mechanisms, and it uses appropriate plagiarism detection tools which are effective.

Weaknesses:

1. There may be room for improvement, it appears to this expert panel, when it comes to branding what the programme is about, for an even better encapsulation of the contents and concept of the study programme.
2. There is room for improvement, it would appear, when it comes to further internationalization.
3. Because a "paradigm" or research base is lacking, it is not necessarily clear for students when visiting the RTU library, for example, what library shelves to use as their library resources, and/or how to search for research articles in e.g. WoS. These things said, it commendable that there is a new course on "Methodology of Statistic Data Processing and Analysis" .

3. Resources and Provision of the Study Programme

Analysis

The resources available to the study programme comply with the needs of the study programme. Even if there is no need to remedy the situation, there would appear a need in the long run to do better when it comes to research, especially given the coming university reform in Latvia. There ought to be more focus on research than at present. Even more attention to guest lectures and visits outside, to a greater diversity of speakers and voices in any given course than at present, might be in order. Now, policy documents and critical scientific research are not clearly differentiated from one another - there is room for doing so more than now, paving the way for an even better study programme.

Conclusions by specifying the strengths and weaknesses

This study programme is very much integrated with the more international industry and public administration in Latvia, in particular with employers. However, this study programme should further improve its performance by paying more attention on how to effectively focus more on research, “branding”, constructive criticism, and new continuous improvement, for having to do with reasons related to the future university reform in Latvia, for example.

Strengths:

1. Graduates are considered to be very educated at a university.

Weaknesses:

2. Because a “paradigm” or research base is lacking, it is not necessarily clear for students on what schools of thought in science to rely on, what library shelves in the RTU library to visit, how to search for research articles in e.g. WoS.

4. Teaching Staff

Analysis

There are strong signs that there are measures undertaken in a target-oriented manner to avoid negative effects on the quality of the implementation of the study programme. The teaching staff fully complies with the requirements of the study programme.. However, the focus is on practical relevance rather than scientific rigor. Even if not in the short, research will require more attention than at present, in the long or intermediate time. A university, including any study programme within it, lives and thrives by virtue of its good reputation, or may wither away.

Students and the teaching staff appear very happy with the way the study process is organised currently. This said, the future will probably call for more transparency and attractiveness. More attention should be paid to qualification of the teaching staff members involved in the implementation of the study programme than has been done in the past or at present.

Most representatives of the study programme testified to the experts that there appears at present little need to further internationalize the study programme - when it comes to the student body or teaching. In part this has to do with the fact that this study programme directly addresses stakeholder demand for graduates of an explicitly internationally oriented education. On the other hand, the expert panel did detect at least weak signals that further internationalization is probably called for when it comes to research. These weak signals sprang from both interviews - even when the students of graduates were trying to praise and celebrate their education, and were corroborated by having a look at the master’s theses. It appeared from the theses that many graduates cannot distinguish between a double-blind refereed journal article and a political

pamphlet. The as of yet weak signals for internationalization ought not to be ignored or forgotten, given the coming university reform in Latvia.

Links between RBS and FEEM ought to be closer than they are now, to enable and promote cross-pollination of research ideas, cross-disciplinary education, and improving the capabilities of students and staff alike.

Information Obtained from public sources is mostly used in the study process. This said, worth consideration is to what level ought there to be attention to scientific publications. The academic staff ought to be more involved in scientific research (in the fields related to the content of the study programme) both at national and international level. Also, worth considering is “design thinking”, a rising trend in both private and public economic organizations around the world, something not very far from the ideals of artistic creation. Given the multiple-levels-of-analysis that appears built into OMIER, there is a need to spell out to students how to make sense of the multiple levels, such as institutions, organizations, small groups, and individuals.

There are mechanisms for mutual collaboration between the teaching staff members in place, which contribute to the improvement of the study courses/ modules and their correlation. This is especially the case at OMIER: we found evidence of collaboration across doctoral researchers and professors, in ways both more close and more distant from this study programme. The professor and researchers at other levels of research and education in this study programme support each other, and work synergistically with the students, too. The support provided by the administrative and technical staff appears more than ample to contribute to meeting all the relevant needs with regard to the relevant study programmes of the study direction -- as much as in the case of any other FEEM or RBS study programmes, at least to the experts' knowledge.

Conclusions by specifying the strengths and weaknesses

As of now the study programme is equipped with qualified teaching staff that can provide studies of a sufficient level. However, there are issues related to research performance and internationalisation that could be intensified in order to achieve higher quality of teaching.

Strengths:

1. The teachers are working with a motivated student body.
2. The teachers have an army of satisfied graduates from which to draw in guest lecturers.
3. The teachers have motivated employers with whom to collaborate in terms of teaching content design.
4. The teaching staff can recombine the above kinds of elements for elements contributing to research publications, in which they themselves are included as authors.

Weaknesses:

1. As of yet, the teachers have not been very research-focused.
2. The teaching staff has not been very internationally experienced.

5. Assessment of the Compliance of the Study Programme "Organization and Management of International Economic Relations"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013

- 2 2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreement with University of Latvia, is attached to self-assessment report

- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation No. 02000-2.2.1-e_11.edoc

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation No. 02000-2.2.1-e_11.edoc

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The study course descriptions are prepared in both languages of instruction - Latvian and English - and their content complies with the requirements of the regulatory enactments

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Partially compliant

Justification: The study programme complies with the professional standard "International Relations Manager" which was approved on 11th December 2019. However, the professional standard is applicable to LQF level 6 but this is a master's study programme

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with the State Standard for Second Level Professional Higher Education, sections applicable to a professional master study programme.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications is available in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The legal requirements are generally fulfilled except the fact that the study programme complies to a professional qualification which is applicable to LQF6 level programmes only.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

Conclusions by specifying the strengths and weaknesses

The study programme meets most of the formal and most informal requirements set for it. However, the professional standard which the study programme is currently build according to complies with the bachelor study level but this is a master's study programme

Evaluation of the study programme "Organization and Management of International Economic Relations"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Organization and Management of International Economic Relations"

Short-term recommendations

Preparation already now is called for more internationalization.

Long-term recommendations

More attention should be paid to "incubators", "design thinking", and further cross-disciplinary collaboration.

It is recommended, one way or another, to communicate to students, graduates and employers a "paradigm" more clearly than as of yet, with an exemplary story or exemplary stories of how students and graduates come to work for employers, including communication of practices and values that this story or stories represent.

Preparation already now is called for more research-based branding.

II. "Business administration" ASSESSMENT

II. "Business administration" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master's study programme complies with the state education standard - Cabinet of Ministers Regulations No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education". The qualification to be obtained in the professional master's study programme corresponds to the professional standard "Organisation manager" which was approved on 18th September 2019.

Until now, graduates of the professional master's study programme "Management of Enterprises and Organizations" were awarded only a professional master's degree in management of enterprises and organizations. Taking into account the reprimand received by the Higher Education Quality Agency in February 2020, a draft decision on amendments to the mentioned study programme is being forwarded to the Senate of Riga Technical University on February 24, 2020 - to add the head of the professional qualifications to be awarded to graduates.

The aim of the professional master's study programme is to prepare managers of companies and organizations of international level. The programme is provided in English and knowledge of English is one of the requirements for entrance exams. The second requirement is an intellectual test, modeled on the International Master of Management Admission Test, which tests the graduate's competence in matters relevant to managers. The programme's full-time face-to-face training format for senior executives, in line with world practice, replaces the intellectual test with a structured high-level interview.

The study programme is implemented in the amount of 80 CP in order to fulfill the Cabinet Regulation No. 512 "Regulations on the second level professional higher education state standard".

The set study result - to be able to independently plan, organize and manage the work of the company, to be able to control the performance of work, to know and be able to control the functional areas of the company's activities. The main tasks of the professional master's study programme are to use modern knowledge transfer methods, to provide students with advanced and all-encompassing knowledge of business and organization management, to promote students' intellectual and personal growth, as well as to promote students' personality and leadership skills and their ethical application and the diversity of student views.

Conclusions by specifying the strengths and weaknesses

The qualification to be obtained in the professional master's study programme corresponds to the professional standard "Organisation manager". The aim of the professional master's study programme is to prepare managers of companies and organizations of international level.

2. The Content of Studies and Implementation Thereof

Analysis

The professional master's study programme is implemented in the semester system. The study courses of the study programme are regularly updated in accordance with the demand of the industry, the needs of the labor market and scientific trends.

The updating of the study programme courses takes place in different ways: the programme attracts guest lecturers - specialists in specific fields, the course content is updated according to the sample of relevant subjects in partner universities, as well as the trends of the world's leading universities the latest internationally published study materials, the development of the master's thesis takes place on the basis of the application of the published results of the latest scientific research in a specific company or organization situation.

Four subjects have been removed from the study programme and six new subjects have been added: Financial Institutions Management, Digital Marketing, Socially Influencing Systems, Service Marketing, Marketing Strategy, Power and Influence in Organizations, Political Risks for Business, following the latest markets, science and creativity achievements.

The basic principle of effective acquisition of MBA programmes is the acquisition of knowledge in a logical sequence, starting from the basic subjects of management work and ending with the subjects of strategy. The second principle is the possibility for students to choose which study courses to study in a particular semester. The mentioned system allows students to effectively plan their study schedule, as well as provides sequential acquisition of knowledge regardless of the intensity of study work. RBS (Riga Business School) study portal has a built-in functionality that allows the student to register only for those subjects for which he has acquired the necessary introductory courses. The main procedures ensuring the quality and permanence of studies are: the opportunity for students to independently register for courses on the portal (ORTUS); availability of lecture materials for students on the RBS study portal; provision of the latest study materials and study quality evaluation system.

The content of the professional master's study programme is based on the Master of Business Administration programme adopted in Western Europe and North America, specifically using the study programmes of the University of Ottawa in Canada and the State University of New York Buffalo, USA. The professional master's study programme "Management of Enterprises and Organizations" implemented by RBS complies with the legislation of the Republic of Latvia and is regularly compared with the accreditation requirements of the world's leading business school associations.

The study programme combines theoretical knowledge, practical skills, teamwork, presentation and writing skills, the evaluation system in the programme evaluates all or most of the mentioned aspects in different study courses.

The knowledge acquisition process is based on the application of the situation analysis method, which gives an opportunity to analyze and solve real problems in both local and foreign companies. Currently, the programme uses a little more than 80 situation descriptions of different names a year, which ensures a better connection of students' theoretical knowledge with practical business reality. Interactive teaching methods are used in teaching RBS subjects. Teachers are encouraged to use group work, presentation, as well as other methods to make the learning process more interesting and effective.

Information on academic integrity is included in all course descriptions, as well as in the section of documents published by the information support system ORTUS.

The evaluation system is based on the following principles: mandatory evaluation, evaluation balance and balance, openness and consistency of requirements, academic integrity, evaluation relationship with labor market requirements - the evaluation system used by RBS meets the criteria that determine graduates' success in management. The study programme uses the grading system approved in the Republic of Latvia. A rating below 4 is insufficient. The minimum grade point average to complete the programme must be equal to or greater than eight.

The course descriptions of the study programme define the set of relevant knowledge, skills and competences and their evaluation system, define the study results for the achievement of which credit points are awarded. In the assessment of students' achievements, a summative assessment system is used, when the final mark is formed from several components.

The list of used literature is incomplete and outdated in the descriptions of study courses.

Guidelines for writing a master's thesis have been developed and are available to students for the qualitative development of a master's thesis. The design of the master's thesis does not comply with the developed guidelines.

In ensuring the quality of studies, the quality evaluation system of study courses is implemented.

In each subject, students complete a mid-term course and a teacher evaluation questionnaire to help teachers improve course delivery during the course. At the end of the course, students fill in a comprehensive questionnaire, thus expressing their opinion on the quality of teaching the relevant subject. The quality system used ensures consistent teaching quality.

Every year, at the end of the study programme, a survey of graduates is conducted. Evaluating the

results of the survey, 40% of the graduates of the programme continue to work in Latvian companies, but 52% of graduates start or continue working in international companies.

During the study process, students are involved in the evaluation and analysis of study results. During the acquisition of each subject, teachers receive feedback from the results of student surveys and feedback on the quality of subject teaching, satisfaction with lectures, practical work, available and usable materials, quality and quantity of teachers' requirements, and effectiveness of teachers' style.

The results of surveys of students, employers and graduates are used to improve the quality of studies.

According to the recommendations of employers: the Innovation Management study course was introduced; The Human Resource Management study course was supplemented with material on the use of artificial intelligence in human resource management.

The Marketing Management study course was supplemented by the addition of study material on digital marketing. According to the graduates' recommendations: an RBS mentoring programme was introduced, where students are mentored by RBS graduates' representatives. Following the students' suggestions: The Marketing Management study course was supplemented with design thinking content; Leadership Development Practice was introduced to improve students' purposeful leadership skills development.

The professional master's full-time study programme envisages two study trips outside Latvia during the entire studies. One study trip is planned to one of the European Union member states, the other outside the European Union. The study trip combines the acquisition of academic knowledge with a study visit to companies in the fields of interest. During the study trip, students have the opportunity to establish international professional contacts.

The study programme envisages two study trips outside Latvia during the entire study period. One study trip is planned to one of the European Union member states, the other outside the European Union. The study trip combines the acquisition of academic knowledge with a study visit to companies in the fields of interest. During the study trip, students have the opportunity to establish international professional contacts.

Conclusions by specifying the strengths and weaknesses

Descriptions of study courses, practice and final theses comply with the regulations provided for in regulatory enactments. The content is relevant and complementary, and it corresponds to the goals of the study programme, ensuring the achievement of learning outcomes. Study implementation methods promote the achievement of the goals of study courses and study programmes and learning outcomes. Student-centered learning and teaching principles are taken into account. The results of surveys of students, employers and graduates are used to improve the quality of studies.

Strengths

1. The study courses of the study programme are regularly updated in accordance with the demand of the industry, the needs of the labor market and scientific trends.
2. Interactive teaching methods are used in teaching subjects.

Weaknesses

1. The list of used literature is incomplete and outdated in the descriptions of study courses.
2. The design of the master's thesis does not comply with the developed guidelines.
3. The learning outcomes achieved by students during mobility are insufficiently indicated. Students do not use mobility opportunities enough.

3. Resources and Provision of the Study Programme

Analysis

To ensure the study process, RBS premises are used in Riga, Skolas Street 11, which are equipped with the necessary technical means of teaching. Auditoriums are equipped with stationary computers, multimedia projectors, audio and video equipment, etc. presentation equipment.

In order to intensify the study process during the reporting period, continuous access to the RTU unified study support system "ORTUS" is provided. To ensure studies, RBS has established cooperation with international publishers, distributors of business situation analysis materials and maintainers of electronic databases in order to provide RBS programme students with the latest study literature.

The source of funding for the programme is both the state budget and tuition fees for individuals. The study year programme 2019/2020 has 80 study places financed from the state budget.

During the reporting period, RBS students and lecturers are provided with access to EBSCO, SpringerLink, IEEE, Web of Science, ProQuest, Science Direct, SCOPUS, ACM Digital Library, MERLOT, Latvian Standards Database, IMF Library, Leta full-text databases and reference database Letonika. Also, students are provided with a search engine PRIMO. PRIMO allows simultaneous search of information in subscribed and open access databases, joint library catalog and databases created by RTU Scientific Library.

Conclusions by specifying the strengths and weaknesses

Study provision, informative provision, material and technical provision comply with the conditions of the study programme implementation, and create preconditions for achieving the study programme. The resources and provision of the study programme correspond to the needs of the study programme.

Strengths

1. Strong technical resource base, including laboratories, applied software systems and e-platform.
2. Modern library with a large number of literature sources, especially with extensive subscribed scientific and statistical databases.

4. Teaching Staff

Analysis

During the reporting period, there have been no significant changes in the composition of the teaching staff in the study programme. Out of the 35 courses taught, changes in the teaching staff have taken place in 7 courses, which makes up 20% of the total number of courses. In the study process, it is ensured that the teaching staff not only teaches the latest trends in their subject, but also is able to ensure an effective knowledge acquisition process for students.

The teaching staff involved in the implementation of the study programme complies with the specified qualification compliance conditions and the requirements of regulatory enactments, as well as ensures the achievement of the goals and study results set in the study courses.

Lecturers are divided into two groups: involved lecturers are involved not only in academic and scientific work, but also in administrative duties, supportive lecturers are involved only in academic work, as most lecturers have significant responsibilities outside RBS. Within the study programme, guest lecturers are also involved to share their experience.

Faculty members participate in creativity and creativity support activities in various areas related to entrepreneurship. For example, in cooperation with Junior Achievement Latvia (JAL), lecturers participate in the selection of the most successful Student Training Company in Latvia. Every year, a Learn Camp is organized for high school students during the autumn holidays. Every year, during the autumn semester, the economic game TITANS is organized.

The lecturers of the study programme regularly participate in research work in their daily life. In order to ensure horizontal cooperation of the teaching staff, meetings of the lecturers of each programme are held at the beginning and at the end of each semester, where new subjects and pedagogical innovations of the programme are discussed.

Conclusions by specifying the strengths and weaknesses

RBS takes targeted measures to avoid negative impact on the quality of the study programme implementation and compliance of the study programme with the requirements specified in regulatory enactments. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements specified in regulatory enactments, and it allows to achieve the goals and study results of the programme and the respective research. Academic staff is involved in scientific research and the academic process. There is a mechanism of mutual cooperation of the teaching staff, which promotes the improvement of study courses.

Strengths

1. Faculty members participate in creativity and creativity support activities in various business-related fields.
2. Scientific activities are encouraged to strengthen the link between education and research, and the teaching staff of the programme is involved in various studies directly related to the programme.

5. Assessment of the Compliance of the Study Programme "Business administration"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of the diploma corresponds to the procedure by which state-recognized higher education documents are issued

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreement between the University of Latvia and RTU

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Justification is available in the annex attached 01000-2.2.1-e_178.edoc

4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: The language skills are indicated in the CV's of the academic staff and a statement of compliance is provided by the RTU rector

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: The confirmation provided by RTU and the information included in the CV's of the academic staff certify the proficiency of English language.
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: The agreement samples for studies at Riga Technical University Riga Business School at the expense of natural and legal persons are provided and they comply with the legal requirements.
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: The descriptions of study courses and the study materials are prepared in Latvian and English – the languages in which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements.
- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Fully compliant
Justification: The compliance with the relevant professional standard "Organisation manager" is confirmed in Appendix 7 of self-assessment report "Compliance with the profession standard"
- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.
Assessment of compliance: Fully compliant
Justification: The study programme complies with the State Standard for Professional Higher Education.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The information about publications is indicated in the relevant annex as well as in the CV's of the academic staff.

FEEM has a very strict system for monitoring the number of publications for teaching staff members; it was mentioned in the self-evaluation report multiple times.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification:

Requirements (R6-R8)

1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent resource base: technical resources, informative provisions, database subscription, various labs for practical work

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates and employers as well as by studying information presented in self-assessment report

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Research is an integral part of the study programme and is linked to the study process by teacher's research activities.

Conclusions by specifying the strengths and weaknesses

The qualification to be obtained in the professional master's study programme corresponds to the "Professional Standard of the Head of the Organization". The aim of the professional master's study programme is to prepare managers of companies and organizations of international level. Descriptions of study courses, practice and final theses comply with the regulations provided for in regulatory enactments. The content is relevant and complementary, and it corresponds to the goals of the study program, ensuring the achievement of learning outcomes. RBS takes targeted measures to avoid negative impact on the quality of the study programme implementation and

compliance of the study programme with the requirements specified in regulatory enactments. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements specified in regulatory enactments, and it allows to achieve the goals and study results of the programme and the respective research. Academic staff is involved in scientific research and the academic process. There is a mechanism of mutual cooperation of the teaching staff, which promotes the improvement of study courses.

Evaluation of the study programme "Business administration"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Business administration"

Short-term recommendations

To improve the descriptions of study courses by inserting newer literature.

To review the master's thesis development guidelines regarding the design of the thesis.

Encourage student involvement in mobility.

Long-term recommendations

II. "Total Quality Management" ASSESSMENT

II. "Total Quality Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Total Quality Management" envisages the acquisition of a corresponding professional master's degree in Quality Management and the professional qualification of "Quality manager". The name of the programme, the degree, and professional qualification are logically interrelated. The aim of the programme and its six objectives are logically linked with the name, degree and qualification. The professional master's study programme "Total Quality Management" corresponds to the Cabinet of Ministers of the Republic of Latvia Regulations No.512 of 26/08/2014 "Regulations on the National Standard for the Second Level Professional Higher Education". The content of the study programme complies with the professional standard "Quality manager" which was approved on 14th August 2019 and is up to date. Comparison with the updated professional standard was provided in the annex "Compliance with the professional standard". Higher education in various fields at least at bachelor level is required to be admitted to the professional master study programme "Total Quality Management". There are 3 study types of professional master study programme "Total Quality Management" volume delivered at RTU: study type of 40 credits volume (for those who had previously obtained professional Bachelor Degree in Quality Management, or comparable education), study type of 80 credits volume (for those who obtained professional Bachelor Degree and /or 2nd level professional higher education), and study type of 100 credits volume (for students with Bachelor Degree), which could be chosen by the prospective students according to their educational background. The professional master study programme "Total Quality Management" is in high demand, every year there is a big competition

among prospective students for state-funded study places. Each year, both students with a previously acquired professional education (programme options of 40 credits and 80 credits volume) and students with a previously acquired academic education (programme options of 100 credits volume) are graduated. Upon completion of the professional master's study programme "Total Quality Management" education may be continued in the doctoral cycle.

Programme intended learning outcomes are formulated as knowledge, skills and competencies which are in line with Latvian and European qualification framework (LQF and EQF) Level 7. The professional master study programme "Total Quality Management " has 7 intended learning outcomes. 6 intended learning outcomes are dedicated to achieve professional quality management skills and 1 is dedicated to develop the ability to carry out the research. However, stated programme learning outcomes leads to confusion taking into account 3 study volume types of professional master degree in quality management.

Learning outcomes of the master's degree should be built upon the already achieved learning outcomes at the bachelor degree, and they cannot be repetitive at both cycles. Therefore, learning outcomes of the professional master programme should vary depending on the study type (40, 80 or 100 credits volume) of the professional master programme, by clear statement what bachelor level programme learning outcomes are additional achieved in case of 80 or 100 credits volume of the professional master programme, because as it is stated in self-evaluation report "applicants with a Professional Bachelor's Degree in quality management <.....> learn the management component and integrated management systems"; "The 40 CP variant of the study programme is for those applicants who have already obtained a Bachelor's Degree in Quality Management and have completed all the requirements of the professional standard for process quality engineer at the previous stage of studies, therefore in the master's studies they only acquire management competency and integrated management systems."

The professional master's study programme "Total Quality Management Program" has been included in the Eduniversal Best Masters Ranking for the second year, confirming its quality and international competitiveness. Now it is ranked 12th among the top 100 master's study programs in the world in the field of quality management.

The professional master study programme „Total Quality Management" from the beginning has been delivered in Latvian language only. There is no distance learning option.

P.S. The titles of the programmes in the text of self-evaluation report of Study Direction do not correspond with titles in the Figure: "interrelation of study programmes", e.g. "Comprehensive Quality Management" and "Total Quality Management"; it led to the confusion while analyzing the self-evaluation report of study direction. It advisable for the self-evaluation working group to avoid such cases in the future.

Conclusions by specifying the strengths and weaknesses

The name of the study programme, the degree, the professional qualification are interrelated. The aims, objectives, learning outcomes and admission requirements fell within the breadth of what could be expected from a professionally-oriented master's programme.

Strengths

1. The programme learning outcomes are consistent with the type and level of studies and the level of qualifications offered (consistent with the level 7 EQF/LQF).
2. The programme learning outcomes are based on the academic and professional requirements.

Weaknesses

1. Confusion among the 3 tracks in the achievement of a professional master degree in quality management in terms of programme learning outcomes

2. The Content of Studies and Implementation Thereof

Analysis

The content of the study programme “Total Quality Management” is relevant and complimentary, it reflects the development trends in the industry and ensures training of specialists, which are in demand by the permanent development of business in Latvia, as well as global trends, which point out the increase of products, processes and systems conformity with international standards and meeting customers’ requirements. Conformity assessment is also needed in the sectors and organizations that do not use standards but develop, maintain and improve their quality management systems to meet the customers’ needs and legal requirements. The content of the study courses, internship and the final master thesis ensures the achievement of the learning outcomes of the programme.

Nevertheless, in case there are 3 study types of professional master degree in quality management with different duration, it is confusing when the professional master degree in quality management is described in general, e.g. it is written in self-evaluation report: „study courses, which ensure the acquisition of the latest achievements in the theory and practice of the industry, the total volume of which is at least 5 credit points: Integrated Management Systems 4 CP, Risk Analysis 4 CP, Quality Management 6 CP, Conformity Assessment 4 CP; study courses in research work, creative work, project work and management at least 3 credit points in total: Contemporary Research Methods in Quality Management 4 CP, New Product and Process Development Methodology 4 CP, Quality Improvement Project Management 4 CP, Strategy and Change Management 4 CP, Integrated Talent Management 4 CP.” However, the subjects: New Product and Process Development Methodology 4 CP; Conformity Assessment 4 CP are already included in the professional bachelor study programme and could be treated as unnecessary recurrence and it can be questionable whether the subjects taught at the bachelor's level can help to achieve the competencies necessary for the master's level according to Latvian Qualification Framework. Annex 7 presents the Compliance with the Professional Standard “Quality Manager” only of two types of master programme: 80 credits and 40 credits.

The descriptions of the study courses comprise comprehensive general data of the subject, its content, learning outcomes and their assessment, evaluation criteria of the learning outcomes, the workload of students. All courses descriptions are available in the ORTUS. However, learning outcomes of some subjects are described as follows: „Students are familiar with ISO 9001, ISO 14001 and ISO 45001 standards requirements ...”; „Students have knowledge on IMS internal audit methodology...”, Students have developed understanding of IMS management review structure....”, „Students understand concepts, research strategies, design and types of research.”, etc. Vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of must be avoided. These terms are associated with teaching objectives rather than learning outcomes. If it is intended to develop and assess the knowledge and comprehension, it is necessary to describe the learning outcomes using the following verbs: define, list, state, classify, describe, discuss, explain, identify, locate, recognise, select, etc.; e.g. at the end of the subject „student should be able to explain of human-machine-environment optimization capabilities...”; or „student should be able to discuss the benefits, disadvantages and ethical norms of research methods”, etc.

Some learning outcomes of some master's level study subjects are limited only at the level of knowledge and comprehension: „Students understand the concepts of quality, quality

characteristics of systems, processes, products and services, influencing factors, know the philosophy and methodology of quality improvement, methods of quality management.”; „Students understand the importance of risk management and the expected benefits when using them in practice.”; „Students understand the stages and structure of risk management.”; „Students know how to use process management and improvement methods and tools to implement an effective business strategy.”; „Students understand the principles and processes of standardization, the Latvian, European and international standardization bodies, the role of standards in the legal system of Latvia and the European Union and the application of standards.”, etc. At the master's level, it is mandatory to strive for the development of higher abilities than to recall facts and basic concepts or explain ideas. It is necessary to develop abilities to use information/data in new situations, draw connections among ideas, justify a stand or decision, produce new or original work, etc.

The internship is carried out in accordance with the document “Organization of Internship at Riga Technical University” approved by the RTU Senate on 28 January 2019 (Minutes No.626). and is a compulsory part of the professional bachelor's study programme “Total Quality Management” and contributes to the achievement of the learning outcomes of the study programme. The volume of the internship is 6 CP for students with previously acquired professional higher education and 26 CP or 6 CP + 20 CP for students with previously acquired academic higher education. Department of Quality Technologies closely cooperates with companies (e.g. State Construction Control Bureau of Latvia, Consumer Protection Center, Forta Prefab Ltd., National Blood Donor Center, E.Gulbja Laboratory, Emergency Medical Service, Rimi Latvia Ltd, Tilts Ltd, Riga Social Service etc.), which provides internships for many students and some of them turns into their first workplaces. Meetings and discussions with students and graduates revealed their satisfaction with provided internship places and the opportunity to apply the theoretical knowledge acquired during their studies in the work environment of a particular organization. Discussions with representatives of employers have shown that the knowledge and skills acquired by students meet the professional requirements and organisations' needs.

During the internship of the professional master's study programme “Total Quality Management”, practical research is carried out based on theoretical research developed in the study projects “Quality Management” and “Conformity Assessment”. The results of theoretical analysis and practical research in these study papers are then integrated into the master's theses which are developed at the end of the study programme “. Master's students develop their theses that address current issues in quality management: Quality Policy, Strategy and Management, Process Approach and Its Improvement, Conformity Assessment and Risk Management, Product Quality and Customer Experience Management. In order to ensure the quality of the master thesis during the development of master's theses (once a month), an interim examination of master's theses is organized in which students present the progress of their research. A Master's thesis supervision commission composed of the programme director, methodological consultant and leading academic staff including representatives with the industry experience assesses student performance. Students present research papers at student conferences. Participation in the RTU Student Scientific Conference for the master's level students is a mandatory part of their studies. A number of master's theses have been turned into publications.

The panel could review the paper variants of several master's theses during the very limited period of time as the digital copies were not available on request. Those seemed to comply with the provisions set forth in the regulatory enactments (RTU Methodological Guidelines for Development of Graduation Papers, RTU Formatting and Style Guidelines for Study and Graduate Papers and are of high quality. However, some theses showed insufficient amounts of publications as the sources in the bibliography.

Representatives of employers who are the members of State Examination Commission pointed out within the meeting with an expert panel that after each final examination the results of the students' achievements are discussed and follow up actions are suggested to improve the programme.

According to the descriptions of the study courses there is a vast variety of teaching and learning methods (e.g. individual and group work, individual and group consultations, presentations of results, project work, situation simulations (e.g., in risk assessment), field trips, discussions, etc.) and assessment methods (e.g. tests, oral and written exams, group work, presentation, independent work and examination, etc.) used in the study process, which contribute to the achievement of the aims and learning outcomes of the courses and the study programme, taking into account the principles of student-centred teaching and learning, e.g. meeting with students revealed that at the beginning of each course, the teacher explains the purpose and learning outcomes of the course; there is a strong focus on interactive learning methods to work with others, brainstorm, discuss, play roles, make decisions and undertake responsibility; teaching staff consults with students on their satisfaction, expectations and evaluation of the quality of studies. Discussions with the representatives of students and teaching staff confirmed that students are engaged in the discussions during the lectures and seminars; guest lectures from industry bring the case studies and involve students in practical problem solving, including research work, also company visits and field trips are organised. However, students pointed out that development of students' practical skills is still an issue which should be addressed.

The procedure for assessment of students' knowledge, skills and competences at RTU is determined by the Senate decision of 27 May 2017 "On the Regulations for the Assessment of Learning Outcomes", complying with the basic principles and procedures for assessment of education at the respective study level defined in the Cabinet of Ministers' regulations. In the assessment of students' achievements, a summative assessment system is used, where the final mark is formed from several components. Discussions with students revealed that there is a need to strengthen or in some cases introduce the formative assessment after each interim evaluation, i.e. to provide the feedback on the assignment performed by students and point out the stronger and weaker points of the student's interim achievements to ensure an improvement of the students' further work and constitute a learning opportunity for the student.

Also, in some courses the attendance is included as the part of evaluation criteria, however, students must be evaluated against learning outcomes (knowledge and skills), but not against their behaviour (attendance or absenteeism). It contradicts the student-centred learning principles like student autonomy and responsibility. If the person performed all assignments or made a contribution to the group work which comprise the cumulative final score, he or she can't be "punished" for not attending theoretical classes, for instance. Also, it should be noted the reality in higher education that master's students usually are employed.

Overall, the content and volume of examinations correspond to the content of the study course curricula and make it possible to check the level of achievement of knowledge and skills of students.

Once every semester students evaluate the work of the academic staff by providing answers to survey questions (in the ORTUS environment). The feedback of students is analysed and used to improve the quality of the programme. Every year a survey of professional master's study programme "Total Quality Management" graduates is also conducted. The study programme is improved every year, taking into account the results of students' and graduates' responses, comments and suggestions as well as recommendations of employers. A self-assessment group of professional bachelor's study programme "Total Quality Management" is formed every year. The working group annually reviews the programme and discusses necessary changes with students and all the teachers involved in the programme implementation. However, during the discussions with graduates, an expert panel realised that graduates of the programme are not represented in the

self-assessment working group that includes the academic and administrative staff, as well as student representatives and industry professionals. Several changes were made in the review periods based on the self-assessment report, new trends in the labour market and legislation. The sustainability and CSR courses and Integrated talent management were added as elective courses. 1st-year students participate in 2nd-year students masters thesis presentation, more emphasis is done on practical work and real case studies.

Also, students can realize their participation in the improvement of the study process directly by expressing their wishes to the study programme director, it was confirmed by students that it really works and all issues are sorted out as soon as possible.

During the reporting period, changes were made to the professional master's study programme "Total Quality Management" which reflects tendencies in industry, science and upgrade of study programme implementation process to facilitate achievements of students, e.g. in the course "Quality Cost and Resource Analysis", according to the wishes of the master's students the analysis of the risks associated with quality loss within the topic of the quality cost was intensified.

To promote outgoing mobility, the RTU International Mobility Unit and the RTU Student Parliament organize information events on the mobility programme twice a year. There the issues of scholarship competitions and other aspects to consider when planning mobility are explained in detail. Students are also supported by the office manager of the programme, who introduces them with the planned study courses and advises on the choice of the most suitable university. Students, who took the mobility period confirmed that the courses acquired during mobility abroad are fully recognized – it is ensured by being careful in choosing a foreign university, study programme and courses to study in collaboration with the programme director and the office manager of the programme. However, at the master's level, only 4 students have used these opportunities within the reporting period because all of the master students are employed, so the numbers of outgoing mobility are extremely low both for the study period and for an internship abroad: in 2013/2014 academic year – 1 student did an internship abroad, in 2014/2015 academic year - 0, in 2015/2016 academic year - 1 student did an internship abroad, in 2016/2017 academic year - 1 student did a study period abroad, in 2017/2018 academic year - 0, in 2018/2019 academic year - 1 student did an internship abroad.

Discussion with leaders of the programme disclosed that there are no aims to strengthen the international dimension of the professional master's study programme "Total Quality Management" in terms of introducing more courses in English, inviting visiting professors from foreign HEIs, developing double or joint degree with foreign partner universities, etc. It does not sound with ambitious RTU Internationalisation strategy.

Conclusions by specifying the strengths and weaknesses

The structure and content of the programme's curriculum and its pedagogical approach correspond with the intended learning outcomes as well as relevant industry and the scientific trends. The teaching, learning and assessment approach applied is adequate to achieve learning outcomes. The diversity of students and their needs are respected, student-centred principles are taken into account. Programme monitoring procedure is introduced, feedback from all stakeholders identifies strengths and weaknesses and offers recommendations for follow-up actions to subsequently improve programme delivery. However, there is little use of international mobility opportunities for students.

Strengths

1. The content of the courses is consistent with the type and level of the studies and reflects the latest achievements in science and technologies.
2. The organisation of the study process ensures an adequate provision of the programme and the

achievement of the learning outcomes.

3. The implementation of student-centred learning and teaching is ensured
4. Internal quality management of programme implementation is well defined and fit for purpose.
5. Information and data on the implementation of the programme are regularly collected and analysed.
6. The evaluation and improvement processes involve stakeholders.
7. The internal quality assurance measures are effective and efficient.

Weaknesses

1. Information about the master's programme 3 study types is not clearly described.
2. There are master's programme courses learning outcomes which lack outcome-based approach, i.e. some learning outcomes are not precisely described what the student has to be able to do at the end of the course learning period (too many abstract „know“ and „understand“, which are difficult to be objectively assessed in the cognitive domain of student).
3. There are master's programme courses learning outcomes which are limited only at the level of knowledge and comprehension.
4. There are master programme courses which include attendance of the classes as one of the parts of the final cumulative score.
5. There is a lack of provision of regular formative feedback to students, thus allowing them to understand how they could improve their performance.
6. Weak international/intercultural dimension experienced by students within the master's programme.

3. Resources and Provision of the Study Programme

Analysis

Students can find all information on types and conditions of support, entertainment and sports activities, including the opportunity to apply for consultations in the ORTUS environment. The study environment and infrastructure of FEEM are tailored to the various needs of the student population, the infrastructure is adjusted to fit the needs of disabled students. There is also differentiated support for various social groups of students, which can be received upon applying to the RTU Student Parliament. The RTU Career Centre hosts various workshops on personality and career development, education and global issues free of charge for students. Outstanding technical resources, modern facilities, access to Library databases, various labs (e.g. Bloomberg laboratory; Idea Lab, RTU Design factory, accredited metrology laboratory) for practical work strongly contributes to the achievement of learning outcomes of professional master's study programme "Total Quality Management" and ensure the quality of education and research activities of master's students. At the RTU library, students have access to professional study literature, which is updated every year. International databases: Web of Science, EBSCO, SCOPUS, SCIENCE DIRECT, SpringerLink full-text journals and books are available to students on ORTUS.

The source of funding for the professional master's study programme "Total Quality Management" is both from the state budget and from the tuition fees of students. Currently, the programme has 14 state-funded places. In some years, the number of state-funded places is higher, as the programme has had students who receive RTU support for their achievements in sports. However, not all master's students who start their studies are graduated. Most students are dropped in the first year of master's study. The most common reasons for dropout are lack of motivation, inability to combine studies with work, financial problems and personal reasons such as family growth.

Conclusions by specifying the strengths and weaknesses

RTU FEEM facilities are sufficient and adequate in view of the intended learning outcomes of the professional master's study programme "Total Quality Management".

Strengths

1. Students are informed about the services available to them.
2. The premises for studies, the teaching, and learning equipment (computer equipment, consumables, visual and audio equipment, etc.) are adequate both in their size and quality.
3. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.
4. The student support provided by all RTU units contributes to the achievement of the learning outcomes of the programme.

Weaknesses

1. Insufficient financial and academic support to master's students leading to the dropouts.

4. Teaching Staff

Analysis

The academic staff of the Department of Quality Technologies, teachers of other RTU departments and visiting lecturers currently are involved in the implementation of professional master's study programme "Total Quality Management": 3 professors, 1 associated professor, 6 assistant professors, 2 doctoral students and researchers elected at RTU departments; 5 guest lecturers. During the reporting period there has been a positive increase in the number of academic staff with a doctor's degree and the number of academic staff studying at the doctoral level. Reported staff changes in the self-evaluation report show that the quality of subjects, coordination of the internships and supervision of students' works did not suffer as a result of the new teachers' appropriate qualification, involvement in research and vast professional experience in the industry. Students gain both the appropriate presentation of the theoretical material and practical examples based on teachers' experience. The students' evaluation in the cases when course teachers are changed has always been positive.

The qualification of the teaching staff members involved in the implementation of the study programme complies and exceeds (there are many teachers who hold doctoral degrees) the requirements (Article 39 of the Law on Higher Education Institutions) for the implementation of the professional master's study programmes. Sometimes some topics are taught by foreign teachers who came to RTU under the Erasmus+ programme, in total during the reporting period 11 foreign universities teachers supplemented the teaching process. It enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.

FEEM and RTU overall have a system for developing the competence of the academic staff. In order to carry out pedagogical work at a high level, methodological seminars are organized for RTU academic staff members on the possibilities of using different teaching methods, experience, good practice and sharing success stories.

The academic staff members of professional master's study programme "Total Quality Management", both nationally and internationally are engaged in scientific research. Quality management is part of the management process, therefore research in this area is integrated into multidisciplinary cross-sectoral research and still is in the field related to the content of professional master's study programme "Total Quality Management" (e.g. quality technologies, systems, process management, risk and conformity assessment, etc.). The academic staff involved in the delivery of

professional master's study programme "Total Quality Management" presents and / or chairs sections in international conferences (e.g. in annual conferences of QMOD-ICQSS (Quality Management and Organisational Development / an International Conference on Quality and Service Sciences) etc.); are members of the editorial boards and / or reviewers of the international scientific journals (e.g. "Research on Enterprise in Modern Economy"; "Journal for Sustainable Development"; "International Journal of Quality and Service Sciences"; "Total Quality Management & Business Excellence", etc.), publish articles in internationally cited editions and indexed in international databases (e.g., Scopus, Web of Science Databases, etc.); participates in national and international projects (e.g. European Regional Development Fund Operational Programme "Methodology for commercialization of innovative biomedical devices and evaluation of production financing model"; ERASMUS+ "Improving management competences on Excellence based Stress avoidance and working towards sustainable organisational development in Europe - IMPRESS", etc.) are members of national and international professional bodies (e.g. Industrial Engineering and Operations Management Society (IEOM); Latvian Water and Gas Consumer Association, etc.). Acquired research data and findings, as well as experience of researchers, are integrated into the study process of professional master's study programme "Total Quality Management". Mentioned activities of the teaching staff contribute to the development of students' knowledge, attitudes and skills via study courses taught by them and via supervising internships and master theses. However, the analysis of SER, analysis of CVs, questions addressed to the teaching staff during meetings revealed that the teaching staff of TQM study programme is not involved as they perhaps ought to be in scientific and/or international projects like Horizon 2020, Cost, Eureka, Eurostars, etc. with the focus of quality management issues applied in industry.

During the reporting period, the research results of the academic staff of the professional master's study programme "Total Quality Management" have turned into more than 100 publications.

Master students under the supervision of the academic staff also develop research works on topical issues in the field or in a particular company. Students present their research results at the annual RTU Student Scientific Conference, summarize them in their master's theses, and sometimes publish in peer-reviewed and indexed journals.

FEEM has a mechanism for teachers to cooperate with each other, which facilitates the improvement and interconnection of study courses of professional master's study programme "Total Quality Management". Each course is developed with the participation of at least two teachers - the courses, which are acquired simultaneously or which must be acquired consecutively, are developed by the responsible teachers in close cooperation. The teachers mutually coordinate the content of the courses where the study projects are developed. In some cases, the course is taught by two teachers. The teachers also cooperate in the master's thesis development process, assessing students' performance in regular seminars.

Meeting and discussion with teaching staff revealed that during the implementation of the courses, there are regular meetings of the teachers, where they exchange experience on the topics of the courses, as well as develop and improve the study content by mutually agreeing on the topics, focuses, responsibilities and compliance with regulatory requirements. By periodically discussing and revising the content of the study courses, thematically coordinated and complementary acquisition of the study programme is achieved and overlapping of topics in different courses within one study programme is avoided.

Conclusions by specifying the strengths and weaknesses

The qualifications and professional experience of the teaching staff are adequate to ensure learning outcomes of the professional bachelor study programme "Total Quality Management".

Strengths

1. Teaching staff turnover is able to ensure an adequate provision of the programme.
2. The programme is delivered by the staff exceeding national legal requirements.
3. Scholarly activity to strengthen the link between education and research is encouraged, the teaching staff of the programme is involved in research directly related to the programme.

Weaknesses

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5. Assessment of the Compliance of the Study Programme "Total Quality Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: The sample of the diploma corresponds to the procedure by which state-recognized higher education documents are issued
2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.
Assessment of compliance: Fully compliant
Justification: Agreement with University of Latvia attached to self-assessment report
3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.
Assessment of compliance: Fully compliant
Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector
4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.
Assessment of compliance: Fully compliant
Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs
5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification: Not applicable
6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The samples of the study agreement attached to the self-assessment report comply with the Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement". There is one sample in English for foreign students and two in Latvian – one for the state funded places, second for the students paying tuition fee for the studies

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of study courses and the study materials are prepared in Latvian – the language in which the study programme is being implemented. The description complies to and contains all the information according to regulation requirements

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: Upon successful completion of studies, students acquire 6th level qualification Quality Manager. The goal of the programme "is to develop students' professional competences in quality management and conformity assessment, as well as to develop students' research skills in order to prepare professionals capable of ensuring an integrated system management and effective quality development process in an organization, as well as improving an organization's quality culture and understanding of responsible management." The compliance is also confirmed in Appendix 7 of the self-assessment report "Compliance with the profession standard"

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The content of the study programme is designed according to the Cabinet of Ministers Regulation No. 512 "Regulations on the National Standard for the Second Level Professional Higher Education", the compliance confirmed by Appendix 6 in the self-assessment report

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications in self-assessment report Appendix 4.1.1

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts

Requirements (R6-R8)

1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Availability of state-funded places, excellent technical resources, informative provisions (24/7 library, 20 database subscription, various labs for practical work, including Student Creative Laboratory, Measuring, testing and calibration laboratory)

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Teaching staff complies with regulatory requirements, internal RTU procedures, and is highly qualified to ensure the desired study outcomes. This was confirmed by students, graduates, and employers as well as by studying the information presented in self-assessment report Appendixes 4.1.1; 4.1.2; 4.2.1; 4.2.2.

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Research is an integral part of the study programme and is linked to the study process by teacher's research activities, which leads to the improvement and updating of the study courses content, practical exercises and development the students' research skills.

Conclusions by specifying the strengths and weaknesses

All the legal requirements for the professional master's study programme "Total Quality Management" have been met.

Evaluation of the study programme "Total Quality Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Total Quality Management"

Short-term recommendations

Clearly describe and present to the stakeholders of the programme 3 different tracks (study types) of the master's programme making clear correspondence to the learning outcomes to be achieved within these 3 different tracks of the professional master's study programme "Total Quality Management".

Review and upgrade some intended learning outcomes, which have clearly and simply express what it is expected that students should be able to do at the end of the learning period (avoiding vague verbs as „know“ and „understand“). Learning outcomes of the courses must be achievable, simply and clearly described, and capable of being validly assessed - specific and clear.

Review and upgrade some intended learning outcomes of the master's level courses to develop higher abilities than to recall facts and basic concepts or explain ideas. Set the learning outcomes which will develop the abilities at the level of application, analysis, evaluation, synthesis and creation (use Bloom taxonomy, for instance) in order to strengthen the differentiation of the abilities achieved by graduates of professional bachelor and graduates of the professional master.

Review the assessment strategy of the master programme courses which include attendance of the classes as one of the parts of the final cumulative score.

Share the good practice with RTU Riga Business School and discuss with the vast variety of partners from industry to establish a scholarship for the professional master study programme "Total Quality Management" to support master's students financially and prevent the dropouts due to financial reasons.

Involve graduates of professional master's study programme "Total Quality Management" in the self-assessment working groups.

Long-term recommendations

Strengthen international/intercultural dimension of master's study programme by encouraging students to do the study period but also the internship period abroad under Erasmus+ programme.

Encourage and support the involvement of the teaching staff of the programme in international workshops, exchange programmes, long-term visits abroad.

Encourage and support the involvement of the teaching staff in scientific international projects like Horizon 2020, Cost, Eureka, Eurostars, etc. with the focus of quality management issues applied in industry.

In the light of acquired experience within the COVID-19 pandemic remote education we recommend RTU to consider the fully online or blended online or hybrid mode of master's delivery in the post-Covid-19 era to support master's students in their education journey and prevent dropouts due to inability to combine studies with work, or personal reasons such as family growth.

Strengthen a formative assessment strategy allowing students to understand how they could improve their performance and ensuring that the learning outcomes can be achieved by all students.

II. "Civil Construction and Real Estate Management" ASSESSMENT

II. "Civil Construction and Real Estate Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

Professional master study programme “Civil Construction and Real Estate management” leads to a qualification of a real estate appraiser or a construction costs engineer. However, it must be noted that the qualification “Construction costs engineer” complies with the master's level (LQF7) while the qualification “Real estate appraiser” complies with the bachelor's level only (LQF6).

The structure of the Professional Master study programme is fragmented into 10 study forms depending on the qualification to be obtained.

The study programme with qualification of a real estate appraiser offers:

Option 1- full time studies 1 year 6 months, language of studies – Latvian and English, with admission requirements – professional bachelor degree and/or fifth level professional qualification in the fields of management and administration, finances, banking and insurance, accounting and taxes, law, architecture and urban planning, construction and civil engineering, or comparable education, in english programme - english language proficiency level test;

Option 2 - full time studies 1 year 6 months, language of studies - Latvian, with admission requirements - professional bachelor degree in real estate management and fifth level professional qualification of real estate manager or real estate economist or real estate appraiser;

Option 3 - part time studies 2 years, language - Latvian, with admission requirements - professional bachelor degree and/or fifth level professional qualification in the fields of management and administration, finances, banking and insurance, accounting and taxes, law, architecture and urban planning, construction and civil engineering, or comparable education;

Option 4 - full time studies 1 year, language - Latvian, with admission requirements - professional bachelor degree in real estate management and fifth level professional qualification of real estate manager or real estate economist or real estate appraiser;

Option 5 - full time studies 2 years 6 months, language - Latvian and English, with admission requirements - Bachelor degree of social science in economics, management, law or bachelor degree of engineering science in civil engineering, in english programme - english language proficiency level test.

The study programme with qualification of a construction costs engineer offers:

Option 1- part time 3 years, language - Latvian, with admission requirements - professional bachelor degree and/or fifth level professional qualification in the fields of real estate management or civil engineering and construction, architecture and urban planning, or bachelor of engineering science in construction, or comparable education in construction science;

Option 2 - part time 3 years, language - Latvian, with admission requirements - bachelor degree of social science in economics, management, law or bachelor degree of engineering science in civil engineering.

The different possibilities in which the programme is offered are well structured. The admission requirements are defined accordingly and the length is appropriate for the achievement of the common learning outcomes depending on the qualification.

The degree to be acquired is “Professional Master degree in civil construction and real estate management”.

The aims of the Professional Master study programme is to provide the professional higher education in real estate management in accordance with the adopted professional standards - real estate manager and construction costs engineer - and the state education standard - Cabinet of Ministers Regulations No. 512 “Regulations on the State Standard of the Second Level Professional Higher Education”, 26.08.2014. This to ensure that students acquire relevant theoretical knowledge and practical skills meeting the requirements of professional bachelor higher education, which

allows commencing professional activities as a real estate manager or real estate appraiser.

The aims and tasks of the professional higher education master's study programme "Civil Construction and Real Estate Management", as well as the awarded qualification are coordinated with the requirements of professional organizations and industry professionals to provide students with in-depth knowledge of real estate management and skills in practical application.

Acquisition of the appropriate skills and knowledge within the study programme is provided by academic and scientific personnel of the European level (the EU and Latvian experts in the field of sustainable management and maintenance), who on a daily basis are involved in solving engineering problems at the European level.

The study programme "Civil Construction and Real Estate Management" is an innovative, significant and unique interdisciplinary study programme aimed at the acquisition of thorough knowledge in civil construction and technologies in the field of civil construction and power engineering, which are necessary in real estate management, because the qualification acquired within the study programme Construction Costs Engineer and Real Estate Appraiser is included in the structure of professions in Civil Engineering of the Latvian national economy.

The multi-sectoral approach applied in the course of implementation of the study programme allows students to use their theoretical knowledge in practice in analysing and solving relevant problems of certain companies or institutions, which provides for the maximal student integration into the real working environment. Implementation of the study programme is focused on the application of innovative technologies and their comprehensive assessment for development of sustainable economy.

The programme provides students with professional knowledge of real estate management, thus educating and training multi-profile and professional specialists in civil construction and real estate management.

Conclusions by specifying the strengths and weaknesses

The title of the study programme, the awarded degree, professional qualification, aims and tasks, as well as learning outcomes and enrolment requirements are well formulated and well aligned.

Strengths:

1. The content of the study programme is based on the requirements of employers so that graduates have the necessary knowledge, skills and competencies in accordance with the state standard for the professional master higher education and the professional standard.
2. The type and form of the professional master study programme corresponds to the admission requirements.
3. The title of the study program, the degree and professional qualification to be acquired, the aims and tasks of the study programme and the learning outcomes are mutually aligned
4. The study programme is unique in Latvia with professional qualifications of real estate appraiser and construction costs engineer.

Weaknesses:

-

2. The Content of Studies and Implementation Thereof

Analysis

The study programme is developed in cooperation with professional organizations in the field of Civil Construction, Real Estate Management and Real Estate Appraisal taking into account the professional standards - real estate appraiser and construction costs engineer- and the Cabinet of Ministers Regulations No. 512 Second level professional higher education standard ", 26.08.2014. The professional standard "construction costs engineer" was in force until 2016 and currently is not in force and is not included in the list of applicable professional standards.. However, it is included in the mapping related to the civil engineering sector as a qualification applicable to LQF 7. The professional standard "real estate appraiser" has been in force since 25th October 2006 and is included both in the list of applicable professional standards as well as in the mapping for qualifications related to the civil engineering sector. However, currently it is included in the mapping as a qualification applicable to LQF 6.

The content of the study programme allows students to acquire a comprehensive knowledge of real estate management, to learn how to apply it in practice, to develop the necessary competence to analyse data and make independent decisions, and to show that they know the norms of professional ethics.

The programme provides students with professional knowledge in the profession of real estate appraiser and construction costs engineer, educating and training multi-profile civil construction and real estate management specialists.

The study programme is implemented in two variants, full-time intramural form in Latvian and English and part-time extramural form in Latvian, complying with the requirements formulated in normative acts, the basic principles of study organization set by RTU, and fulfilling all the requirements of study courses.

Since the last accreditation of the study program, the content has been updated so that its content is up-to-date, complementary, consistent with the objectives of the programme and ensuring that the learning outcomes are achieved and comply with the needs of the field of construction and real estate management and the latest scientific trends and innovative practices.

The course descriptions of the study programme define a set of relevant knowledge, skills and competences and their evaluation system, set the learning outcomes for the achievement of which credit points are awarded, the number of credit points do not depend on the implementation variant and form.

The type of full-time studies corresponds to 40 CP in an academic year and the amount of 40 academic hours of work of a student in one study week, which makes up 1 CP. In order to meet the requirements, set in the programme and in each course, in comparison with full-time studies, part-time studies have a longer programme acquisition time and a smaller number of credit points – less than 40 CP per academic year and less than 40 academic hours per week.

Thus, when implementing the study programme in different types and forms of studies, the study courses differ only in the number of full-time (or contact hours) and independent work hours and the course teaching methodology or didactic approach.

The didactic concept of the study programme is based on the use of the latest and most advanced teaching methods. It provides the development of the study content and the organization of the study process, which ensures the sequential and in-depth acquisition of the knowledge provided within the study programme and is oriented towards solving real practical cases and problems, and

an in-depth study of the main theoretical and practical issues of business logistics. This includes stimulating methods of knowledge acquisition as well as interactive collaboration among students, academic staff and internship supervisors, and allows for free discussion in an intercultural environment.

Within the study program, such modern teaching methods as group work, scientific research, case studies, seminars, discussions to acquire and strengthen the knowledge and skills developed in the appropriate work environment, explanations of lectures using PowerPoint or other presentations.

The pedagogical methods of the study course implementation, as well as the assessment methods are chosen by the teaching staff responsible for the study course, according to the specifics of the course content and the study programme, as well as the needs of the students. In the assessment of students' achievements, a summative assessment system is used, where the final mark is formed from several components.

Each year, the study programme administration reports to the members of the industry's professional organizations to discuss together the various topics in and around the study program, its study courses in general, and the course programs in as much detail as necessary. The curriculum is amended and supplemented as necessary and based on the recommendations of industry experts to take into account current industry and labor market developments.

At the end of each semester, the RTU Study Department in ORTUS system runs student polling concerning the quality of studies. In addition, discussions and surveys are held among employers and former graduates. Polling results are discussed at the meetings of the ICEREE Council, as well as at the meetings of FEEM Council in case of elections for academic positions.

One of the ways to express one's positive or negative view is through a Bilateral application designed by RTU Student Parliament, which allows expressing one's view, having remained anonymous.

Every year polling of programme graduates takes place. Survey results display positive aspects and improvement opportunities of the programme. The study programme, its curriculum, practical experience and the acquired knowledge are evaluated.

Several lecturers from foreign universities are involved in the implementation of the study program, these lecturers lead lectures within several study courses of the study programme in accordance with the self-evaluation report.

Any RTU student can go on Erasmus+ mobility. Application for mobility takes place online, on the RTU portal. Students are approved for the scholarship based on their weighted average mark and English language test results.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses and the final thesis are of high quality and comply with the provisions set forth in the regulatory enactments. The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies.

Strengths:

1. The study programme takes into account the aims and tasks set forward to the professional master higher education, as well as regional and state interests, all of this coordinated with the needs of students and employers.
2. A real estate appraiser and construction costs engineer graduated from this study programme can take job positions at the state and municipal institutions, commercial enterprises, non-governmental, international and national organizations that operate in the field of civil construction and real estate management and maintenance, and in the many related fields that exist.
3. The results of surveys of students, employers and graduates are used to improve the quality of students of the study programme and study courses.

Weaknesses:

1. During the reporting period was no incoming mobility
2. Few students participate with their research, publications and reports in student scientific conferences in Latvia and abroad.
3. The professional standard "real estate appraiser" complies with the bachelor level qualification

3. Resources and Provision of the Study Programme

Analysis

The study process is fully provided with the latest teaching aids, which students can use throughout the study period.

RTU students and academic staff have access to a large and modern RTU Scientific Library, where they can use all kinds of study literature, electronic subscription databases, as well as temporary trial databases in the field of real estate management (incl. Databases - Scopus, Web of Science, ScienceDirect, Ebsco, etc.). Library reading rooms for RTU students are open 24 hours a day, because RTU Scientific Library reading rooms are a place where students can study late in the evening, outside the library or faculty opening hours. To supplement the range of sources of information and to update the accessible scope of publications in the library, the study programme administration has purchased some new publications.

The resource base and opportunities of the study programme are provided by RTU and FEEM premises and infrastructure. These resources are regularly updated. The classrooms used for the needs of the study programme are equipped with all the necessary audio and video equipment. Equipment is needed for video lectures, computer classes with professional software, equipment, etc.

The academic staff uses advanced IT technologies during the classes: electronic teaching aids for visual presentation of lecture curricula (PowerPoint presentations, audio-video materials, video materials, etc.), Video lectures are gradually being integrated, and an e-learning platform (ORTUS portal) is being created.

Conclusions by specifying the strengths and weaknesses

Study provision, informative provision (including libraries), material and technical provision and financial provision comply with the conditions of the study programme implementation, creating preconditions for achieving the learning outcomes of the study programme.

Strengths:

1. The study process in the study programme is excellently provided with material and technical

support, i.e. appropriate equipment, computer classes, which are equipped with specific, professional computer programs in the field of real estate management.

2. Students have the opportunity to use RTU Scientific Library subscribed and open access databases, which is a very important aspect of the master's study program.

3. Study materials (descriptions of study courses, textbooks, periodicals and scientific publications, PowerPoint presentations, audio-video materials, etc.) are appropriate and available to students on the ORTUS portal.

Weaknesses:

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4. Teaching Staff

Analysis

Doctors of sciences and lecturers, as well as highly qualified industry experts with appropriate work experience, are all used as lecturers and/or teaching staff. The characteristics of these academics and real-estate-industry professionals are listed in their personal curriculum vitae, to transparently communicate how each of them is involved in and connects with the implementation of the professional master higher education programme "Civil construction and Real Estate Management".

The study programme involves academic staff elected in academic positions at RTU, visiting lecturers, as well as post-graduate students. Due to the fact that this is a professional study programme, in parallel to the academic personnel, industry experts are also involved, for instance, visiting lecturers from different Latvian companies regularly take part in the study process. Industry experts are involved in the implementation of certain study courses together with the academic staff.

The academic staff is involved in the implementation and management of international scientific projects.

The academic staff advance their teaching skills and qualifications by attending conferences and workshops, different training courses, working at other organizations as consulting specialists and gaining hands-on work experience. The university instructors annually take an active part in the methodological seminars organized by RTU and other universities.

The results of the research are published not only in the publications in internationally recognized databases, but also in the Baltic Journal of Real Estate Economics and Construction Management. The Baltic Journal of Real Estate Economics and Construction Management is a scientific journal of Riga Technical University, where both lecturers and students have the opportunity to publish. The academic personnel involved in the implementation of the study programme have published scientific monographs.

The study programme implemented by the ICEREE is interdisciplinary. The curriculum consists of the study courses in building engineering, materials science, power engineering, social and economic geography, economics and entrepreneurship, other interdisciplinary social sciences, environment and occupational safety. Therefore, instructors from different organizational units, as well as industry specialists are involved in the implementation of the study courses.

Course sequence is provided to ensure transition from the simple and general to the more complex and professional level, which allows promoting interrelationship and progressive sequence.

In general, the data show the qualification of the teaching staff and that this qualification is able to ensure the quality of the study courses. A number of lecturers work in parallel in the real estate sector, thus the skills and competencies of practical work are transferred to the study programme. The academic staff is involved in scientific research both at national and international level.

Conclusions by specifying the strengths and weaknesses

The information available to us proves that the qualification of the academic staff is sufficient to ensure the quality of the study courses, as well as the quality of the study programme in general.

Strengths:

1. The academic staff is involved in scientific research both at national and international level.
2. The academic staff is involved in the implementation and management of international scientific projects.
3. The academic staff are involved in implementation of international scientific projects, which allow integrating the acquired project results into the study process to achieve the set aims and learning outcomes.
4. In the reporting period, the number of academic staff that obtained a PhD degree in the mentioned period was impressive.
5. All members of academic staff involved in the study programme advance their professional competence according to the requirements of the study programme and regulatory enactments.

Weaknesses:

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5. Assessment of the Compliance of the Study Programme "Civil Construction and Real Estate Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample diploma corresponds to the procedure by which state- recognized documents of higher education documents are issued.

This was confirmed by annex -

"Diploms profesionāls maģistrs_2020.pdf"

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreements between - 1) RTU and University of Latvia and 2) RTU and Latvia University of Life Sciences and Technologies(LLU).

This was confirmed by annex-

"vienosanas.zip"

3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation signed by RTU Rector, attached to self-assessment report. This was confirmed by annex-
"01000-2.2.1-e_178.edoc"

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: The language skills of academic staff are indicated in the CV of academic staff and in the attached statement.

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Languages of the study programme are Latvian and English.

The language skills of academic staff are indicated in the CV of academic staff and in the list of the teaching staff members.

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The sample study agreement complies with the mandatory regulations to be included in the study agreement, in accordance with Regulations of the Cabinet of Ministers of the Republic of Latvia No. 70. (23.10.2007.)

"Mandatory provisions to be included in the study agreement".

This was confirmed by annex-

"Studiju līgumi_paraugs.zip"

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study courses and the study materials have been prepared in Latvian and English in which the study programme is implemented.

This was confirmed by the annex-

"RIGWO_LV (1).zip",

"RIGWO_EN (1).zip"

"RIGWO_plani.zip"

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Partially compliant

Justification: The study programme corresponds to the standards of the profession “Real estate appraiser” and “Construction costs engineer”. The qualification “Construction costs engineer” complies with the master's level (LQF7). However, the qualification “Real estate appraiser” complies with the bachelor's level only (LQF6). The study programme has been structured according to the standards that came into force in 2009. The update of the professional standards will be completed in accordance with the planned works for the professions of the entire Construction Industry Occupational Card.

This was confirmed by the annex
“RIGWo_prof_st.zip”.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The professional master's study programme complies with the state education standard - Cabinet of Ministers Regulations No. 512 “Regulations on the State Standard of the Second Level Professional Higher Education”, 26.08.2014.

This was confirmed by annex-
“6.pielikums.pdf”, “6.pielikums_BUNII_RIGW0.pdf”

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Each member of the academic staff has either publications published in reviewed editions or a five-year practical work experience. This was confirmed by academic staff CV and the list of publications in self-assessment report.

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: Generally the study programme complies with the legal requirements, except the fact that the professional qualification “real estate appraiser” complies with the bachelor level not with the master level in which this study programme is implemented.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has excellent scientific support, material and technical support and financial support for achieving learning outcomes. This was confirmed by information presented on visit at RTU and self-assessment report in part III Description of the study programme 3.1.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Academic staff complies with regulatory requirements, internal RTU procedures and is highly qualified to ensure the desired study outcomes. This was confirmed by academic staff CV as well as by students, graduates and employers on visit at RTU.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: An integral part of the study programme is the scientific research of lecturers and students, which is based on scientific findings in the field of civil engineering and real estate management. The acquired skills can be applied while continuing studies in a doctoral level programme. This was confirmed by information presented on visit at RTU and self-assessment report

Conclusions by specifying the strengths and weaknesses

Most of the requirements defined for a professional master study programme have been met. The main weakness is the fact that the professional qualification "real estate appraiser" complies with the bachelor level of studies.

Evaluation of the study programme "Civil Construction and Real Estate Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Civil Construction and Real Estate Management"

Short-term recommendations

To motivate more students to participate with their research, publications and reports in student scientific conferences in Latvia and abroad.

Long-term recommendations

After updating the profession standard and based on the place of the profession in the Construction Industry Occupational Card, to consider the issue of inclusion of the study programme in the study direction "Architecture and Construction", but not in study direction "Management, Administration and Management of Real Property"

To update the study programme and the qualification awarded in accordance with the updated professional standard when it will be available.

II. "Management Science and Economics" ASSESSMENT

II. "Management Science and Economics" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The aims of the "Management Science and Economics" doctoral study programme are clearly defined. They are also so designed as to be ambitious yet attainable. This study programme is in line with the relevant study programmes (at bachelor's and master's levels), which it both builds on and supports. In other words, this study programme complies with lower-level study programmes and appears to support also the strategic development of each of these lower-study programmes within FEEM and RBS at RTU.

The degrees that could be obtained as a result of this study programme - Doctor of Science (Ph.D.) in Economics and Business; or Doctor of Science (Ph.D.) in Political Science"; or Doctor of Science (Ph.D.) in Social and Economic Geography; or Doctor of Science (Ph.D.) in Interdisciplinary Social Sciences; or Doctor of Science (Ph.D.) in Military Science - comply with the Cabinet Regulations No. 49 "Regulations on the science fields and subfields in Latvia". Although the several possible degrees reflect the diverse profile of students in this study programme, it is not completely clear how the decision about a certain degree will be taken.

The doctoral study programme meets the needs and the development trends of the society and national economy in Latvia at the level of doctoral education. It is by no exaggeration to state that the doctoral programme is in a pivotal role as one of the programmes in Latvia that represent the foundation on which study quality and research quality in Latvian universities and other forms of higher education are built. In Latvia, there is or for the foreseeable future there will be a growing need for human capital in the form of people with PhDs, also in other institutions of higher education than RTU.

The on-site visits and interviews, in particular, strengthened the view of the expert panel that the doctoral study programme is an even more novel and forward-looking study programme than the other study programmes that we assessed.

However, all of the above said, worth noting is how the doctoral study programme could maybe even more pivotally than at present promote that, as the top study programme in the hierarchy of study programmes that the various levels of study programmes in and across FEEM and RBS would support the doctoral study programme in a way where cross-pollination between the lower-level study programmes would happen. For example, the doctoral study programme could recognize the current and growing future value of "incubators" such as Bloomberg Lab, VIP, Design Factory, IdeaLab, the Lab.

The doctoral study programme has many strengths, both realized ones and potential ones. The realized ones include that the doctoral students on the whole work closely and publish with professors who supervise their research. The potential strengths, only partially realized so far, include a more proactive stance on "incubators". than at present. Internationalization is as of yet at its infancy, in comparison to many universities abroad. There are more possibilities to network within Latvia than what have been explored and exploited as of yet. The study programme has set clear academic integrity principles and mechanisms, and it uses appropriate plagiarism detection tools which are effective.

In terms of relative weaknesses and areas for improvement included a need for more attention to Westernization and international regional collaboration northwards, to the West, and obviously to nearby Kaunas University of Technology. It is the spirit of technical universities such as RTU that practical relevance need not happen at the expense of scientific rigor, with e.g. MIT in Cambridge, Mass., U.S.A., being an example of this.

Conclusions by specifying the strengths and weaknesses

The parameters characterising the study programme are generally aligned with each other.

Strengths:

-

Weaknesses:

1. Although the several possible degrees reflect the diverse profile of students in this study programme, it is not completely clear how the decision about a certain degree will be taken

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses/ modules and the final doctoral thesis in this study programme comply with the requirements set by the regulatory enactments. These provisions and content are relevant and complementary in ways that contribute to scientific rigor. This said, having a cursory look at doctoral theses produced suggests that raising scientific quality even higher might not be at odds with some improvement along practical relevance, too. The doctoral programme would appear to be well advised to develop itself a profile of doing rigorous research in a way that is also practically relevant – an obvious recommendation for many institutions of higher education. However, being at RTU, the doctoral study programme can put into practice probably better than equivalent programmes in many other universities, given the practice-based profile and strategy of RTU.

The doctoral-study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account less than in the bachelor's and master's level study programmes, as it ought to be.

The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies. The interviewed graduates and students were also motivated and appeared very satisfied, even happy, with their circumstances in the doctoral study programme.

The doctoral students avail themselves of the incoming and outgoing mobility opportunities within Latvia, and the learning outcomes achieved during such mobility are recognised. There is less evidence of foreign-inward and foreign-outward mobility.

Also, in addition, more could be done in the expert opinion to further internationalize the study programme. That is, in the experts opinion, further internationalization ought to be pursued wherever possible. The above possibilities for internationalization are made especially important given the coming university reform in Latvia in 2021 or 2022. From the perspective of internationalization, especially the universities to the North and West of FEEM ought to be interesting: Tallinn University of Technology, Aalto University, University of Buffalo, and University of Ottawa but also Kaunas University of Technology, for example, towards the South. Universities abroad with which RTU already has partnership or other obvious linkages can be used as points of leverage for further internationalization, even if such partnerships ought not to constrain ambition. In particular, opportunities ought to be looked at to “partner upward in status”; that is, with universities abroad that have an even better reputation than RTU. It might not be a bad idea in the latter context to take advantage of, for example, the FinEst Twins partnerships involving Tallinn University of Technology in Estonia and Aalto University in Finland. Given the explicit links of the TalTech/Aalto partnership within FinEst Twins partnerships involving also Tallinn and Helsinki, the advantage would also be linking the doctoral study programme to the City of Riga and hence improving upon relevance.

Worth noting is that the above kinds of strategies towards “incubators” and internationalization

need not happen at the expense of networking with across institutions of higher education within Latvia or with individual Latvian scholars even totally outside any particular institution of higher education - think of PhDs working in industry, too.

In some areas of specialization of FEEM and RBS (and the lower-level study programmes involved), such as real estate management, doctoral students are coming from other countries than Latvia that at one or another time were part of the Soviet Union. This is good, because this is one more advantage to build on in collaboration with universities to the West of RTU. More attention ought to be paid to internationalizing the study programme also towards the West and the North, as well as the immediate South (e.g. Kaunas University of Technology). The doctoral study programme has established a system and developed/ implemented sound procedures for taking into account the diversity of backgrounds of the doctoral students, differences in how they might expect different study periods, professional experience on the part of the teachers, and the previously acquired formal and non-formal education a priori on the part of the students, as well as for the evaluation of the achievements and learning outcomes of the doctoral students. From the perspective of the study process, all the above dimensions and learning processes from the perspective of the students appear logical and efficient.

The doctoral study programme, in accordance with FEEM policy and practices, has in place sound academic integrity principles and mechanisms, and it uses appropriate plagiarism detection tools which are effective and contribute to the development of the internal culture of the higher education institution/ college, and the stakeholders are aware of such tools and mechanisms.

The information published about the study programme in the public sources comply with the information that has been reported to the experts. During the site visit the experts did inquire to the degree that the experts suspected foreign doctoral-student candidates might be challenged in how to apply to the doctoral study programme, but the experts received only positive information to the contrary: that is, the doctoral students, professors and all were very satisfied with the system. The experts still recommend to pay more attention to Westernization and international regional collaboration to make sure that such challenges will not rise in the future, either.

Conclusions by specifying the strengths and weaknesses

This doctoral study programme is a very well run study programme. There is as yet a room for improvement.

Strengths:

1. The study programme is the best or among the best PhD programmes in Latvia in its chosen field.
2. The study programme has set clear academic integrity principles and mechanisms, and it uses appropriate plagiarism detection tools which are effective.
3. Internationalization is already at its infancy, in comparison to many universities in Latvia.
4. The doctoral study programme is in a pivotal role in PhD production.
5. The doctoral students are well motivated.
6. There are sound systems and procedures for recruiting and employing doctoral students.

Weaknesses:

1. Some doctoral students in the study programme appear more in tune with the master's level and other students in their main topic area than with cross-disciplinary research. Attention to scientific rigor and go more in-depth into scientific research is not as sharp as it ought to be. (Practical relevance ought not be at odds with scientific rigor in a technical university such as RTU.)
2. This doctoral study programme does not take advantage of the strongest areas of specialization

at FEEM and RBS in terms of clearly being articulated not only as a profile but a strategy appears to be how the doctoral study programme ought to be more connected to “Real Estate Management” (“REM”) programme. REM is as of yet one of the Master’s and Bachelor’s level programmes that is more Latvian than international. Opening up REM into a more international set of study programmes while not compromising on REM programmes’ strengths is worth looking into at the doctoral study programme.

3. Attention to Westernization and international regional collaboration northwards, to the West, and obviously to nearby Kaunas University of Technology is as of yet insufficient. It is the spirit of technical universities such as RTU that practical relevance need not happen at the expense of scientific rigor, with e.g. MIT in Cambridge, Mass., U.S.A., being an example of this.

3. Resources and Provision of the Study Programme

Analysis

The resources available to the study programme generally comply with the requirements and needs of the study programme.

The study programme effectively cooperates with other higher education institutions in Latvia, for example, the University of Latvia, Riga Stradiņš University, Stockholm School of Economics in Riga and BA School of Business and Finance in sharing the resources and joining forces in order to obtain common resources through different projects.

In the self-assessment documentation the RTU itself notes that the use of resources could be intensified as there is sufficient capacity to do so.

The doctoral study programme should in the long run benefit from taking more advantage from “incubators” such as IdeaLab, the Lab, Protola, Design Factory, The Vertical Integrator Project (VIP), and the Bloomberg Lab. In world-class universities such as civil engineering at Stanford University in the U.S., Huddersfield University in Britain, Aalto University in Finland, “design thinking” is very much revered, in spirit with such incubation.

The doctoral study programme should further improve its performance by paying more attention on how to effectively internationalize more, especially given in account the future university reform in Latvia. Internationalization would appear to be one of the main platforms by which to secure sufficient resources in the future.

Conclusions by specifying the strengths and weaknesses

The resources available to the study programme are impressive but there is a potential of a more intensified use of the opportunities available.

Strengths

1. This study programme is very much integrated with industry and employers in Latvia.
2. All stakeholders are very happy with the doctoral study programme.
3. The doctoral study programme is already taking up so as to improve its performance by paying more attention on how to effectively internationalize more, especially given in account the future university reform in Latvia.
4. Research is well organized, as goes for in principle, looking backward in time, in comparison to expectations.
5. Already now, it looks that students will increasingly come also from outside Latvia, and this doctoral study programme is already taking into consideration from a service perspective, as well as to leverage that for increasing scientific rigor.

Weaknesses:

1. There is a lack of attention to leveraging RTU's many incubators for cross-disciplinary doctoral-student and post-doctoral researcher education capabilities is recommended to leverage on the many "incubators" that are in place in and around the doctoral study programme: Bloomberg Lab, Protola, Design Factory, IdeaLab, and VIP.
2. Forging more links to incubators – now restricted mostly to "Business Finance" and the Bloomberg Lab, is called for, in the opinion of the experts in the panel.
3. The doctoral study programme is not taking up internationalization as fast and much as it ought to take up: being among the best or even the best in Latvia is not enough in global competition for reputation, ranking, and/or respect among other institutions of higher education.
4. The potential strengths, only partially realized so far, include a more proactive stance on "incubators". than at present.

4. Teaching Staff

Analysis

There are strong signs that the doctoral study programme undertakes measures in a target-oriented manner to avoid negative effects caused by the changes in the composition of the teaching staff. RTU notes that the main reason for discontinuing the working relations with the teaching staff is the retirement. RTU has adopted relevant measures in order to renew the academic and research personnel. During the site visit the experts were convinced that there is a great potential for future renewal of teaching staff. However, the focus must continue to be on scientific rigor rather than practical relevance, of course, because this is a doctoral study programme. At the same time, as a technical university, the doctoral study programme is advised to leverage practical relevance and scientific quality/rigor in diverse ways.

The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements defined for a doctoral study programme. A number of the teaching staff members have the expert rights of the Latvian Science Council. In addition, all supervisors of the doctoral thesis have the expert rights of the Latvian Science Council in the relevant fields.

There are also international scholars involved, even when this is made somewhat challenging by current Latvian laws and regulations. This may change with the coming university reform in Latvia. Apart from the current covid crisis, there is little to keep the doctoral study programme from increasing the international mobility of teachers and supervisors in it. There is a dire need to start thinking about internationalization of teaching staff already now, before the coming university reform will be formalized or take effect. There are possibilities for the doctoral study programme (and RTU as a whole) to lead here by example, to be the exemplar having an influence on, shaping the very-near-future university reform in Latvia. Besides pulling in resources from the Master's-level study programmes on which it builds on within FEEM and RBS, there is a need to also pull in knowledge, skills, and capabilities from totally outside RTU, such as from abroad.

The scientific publications of the academic staff involved in the implementation of the doctoral study programmes and the involvement of the academic staff in research-related projects contribute to the implementation of a high-quality doctoral study programme at FEEM and RBS. Links to RBS and FEEM ought to be more close than they are now, though, to enable and promote cross-pollination of research ideas, cross-disciplinary education, and improving the capabilities of students and staff alike. Both minor and major breakthroughs in science more often than not happen at the margins or interstices of disciplines, rather than at the core of one given discipline. The Master's level study programmes as well as the alumni and other stakeholder groups of these study programmes within and without Latvia are what promises to make the doctoral study programme special.

The academic staff is involved in scientific research both at national and international level. The obtained information is used in the study process. This said, worth consideration is to what level

ought there to be attention to be taking more inspiration from abroad, as well as from other kinds of “outside the box”, such as from artistic creation. Here, we return to the role of the “incubators” – what is their role in researcher education and the work of teaching staff at the doctoral study programme.

There are mechanisms for mutual collaboration between the teaching staff members in place, which contribute to the improvement of the study courses/ modules and their correlation. However, at the doctoral study programme, steps ought to be taken to increase the transparency of collaboration across doctoral researchers and professors. This will contribute to more publications of higher quality, to scientific rigor, and to higher-quality researcher education, too.

Conclusions by specifying the strengths and weaknesses

In terms of the teaching staff the doctoral study programme has many strengths, both realized ones and potential ones. The realized ones include that the doctoral students on the whole work closely and publish with professors who supervise their research.

Strengths:

1. Teaching staff is good or very good, representing many or most of the best that Latvia can offer.
2. The doctoral students and the teaching staff appear to get along well with one another.
3. In terms of internationalizing the staff, the interviews gave the expert panel weak signs that this would already have started, rather than waiting for top-down directives from Latvian Government and ministries.

Weaknesses:

1. Despite first efforts to remedy the situation, the doctoral study programme appears to suffer from some shortage of international staff, “incubators”, the interstices of the different fields of specialization within the doctoral study programme as to each other, the Master’s level study programs with which they may be connected, as well as other kinds of sources of new ideas, drivers of scientific rigor, and other elements which to develop into scientific publications for good reputation and high impact.
2. In particular, there is a need to search and find research and educational collaboration arrangements with international scholars, in ways that contribute in particular to research and high-quality (WoS, Scopus) publications involving authors across ethnicities, national borders, or both.

5. Assessment of the Compliance of the Study Programme "Management Science and Economics"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: The sample of diploma attached to self-assessment report complies with Annex 1 of Cabinet Regulations No. 202 of 16 April 2013

2. Documents confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued.

Assessment of compliance: Fully compliant

Justification: Agreements with the BA School of Business and Finance, University of Latvia and Latvia University of Agriculture are provided.

- 3 3. Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.

Assessment of compliance: Fully compliant

Justification: Attached to self-assessment report Letter of confirmation Nr. 01000-2.2.1-e/178 dated 02.12.2019. signed by RTU rector.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation Nr. 02000-2.2.1-e/10 dated 13.02.2020, signed by Vice-Rector for Academic affairs

- 5 5. The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation No. 02000-2.2.1-e_11.edoc

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation No. 04000-2.2.1-e_20.edoc

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Letter of confirmation 02000-2.2.1-e_12.edoc

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: The samples of study agreement attached to the self-assessment report comply with Regulations of the Cabinet of Ministers No. 70 of January 23, 2007 "Mandatory provisions to be included in the study agreement".

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The course descriptions and the relevant materials have been prepared in two languages - Latvian and English - and their content complies with the regulatory enactments.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not applicable

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: A relevant opinion of the Council of Higher Education is attached in the annexes

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: A statement of compliance with the State Standard for Academic Education is attached

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The list of publications is available in self-assessment report Appendix 4.1.1

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

Requirements (R6-R8)

- 1 R6 - The compliance of the study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Conferred by the interviews, observations, and analysis of documents performed by the experts.

Conclusions by specifying the strengths and weaknesses

The study programme complies with all the legal requirements.

Evaluation of the study programme "Management Science and Economics"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Management Science and Economics"

Short-term recommendations

To make doctoral-recruitment and study processes even more transparent than so far
To continue to internationalize students and teachers
To start internal discussions on how the steps 1-2 above will further increase the productivity of resource use and acquisition in and for researcher education.
To work more with "incubators" (as described in earlier sections of this assessment), as well as promoting cross-disciplinary research
Internationalization of staff will have favourable impacts on scientific research quality and practical relevance already this will be required by the coming university reform in Latvia
Improved practical relevance and higher scientific rigor will make for better teaching, more motivated students, and graduates more favorably received by employers.

Long-term recommendations

On the basis of the first steps outlined above, leverage higher scientific-publication productivity and researcher-education productivity;
Have still more cross-disciplinary (read: practice-based) research locally characteristic to RTU
Have still more internationalization in a way that leverages on RTU's and study programme's uniqueness;
Develop an ever-better international reputation and more resource provision
Be one of the leading technical universities in and across the Baltic-Nordic, as well as the Baltic-Eastern-Europe, as well as the Northern Europe- Central Europe regions
To take the first steps to think more about interdisciplinary relations across different fields in which doctoral students specialize, e.g., to cooperate among the professors, researchers and doctoral students, who represent different fields of science, what could lead to the joint interdisciplinary scientific publications and other innovative research based products.

III. Assessment of the Requirements for the Study Field and the

Relevant Study Programmes

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Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:	Fully compliant		The culture of self-reflection and continuous improvement was evident in RTU during the visit. Also see section 6.1.
R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.	Fully compliant		156 Erasmus+ agreements with foreign HEI and Cooperation agreements with private enterprises, sectoral associations, government organizations, NGOs, HEIs, and scientific institutions in Latvia and abroad serve as evidence of cooperation.
R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).	Fully compliant		While meeting requirements of laws and regulations, there is room for improvement as to within-study-direction and inter-HEI and within RTU boundary spanning.
R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.	Fully compliant		Recommendations of expert commissions were implemented according to the follow-up plans prepared after the previous accreditation processes. See section 6 of the experts report.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Entrepreneurship and Management (41345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
2	Real Estate Management (41581)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent
3	Organization and Management of International Economic Relations (42345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
4	Entrepreneurship and Management (42345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent
5	Business Logistics (42345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent
6	Total Quality Management (42526)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
7	Real Estate Management (42581)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent
8	Creative Industries (43217)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent
9	Entrepreneurship and Management (43345)	Partially compliant	Fully compliant	Fully compliant	Not relevant	Good
10	International Business Administration (43345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Excellent

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
11	Industrial Engineering and Management (45345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good
12	Entrepreneurship and Management (45345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good
13	Business Finance (45345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good
14	Innovations and Entrepreneurship (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
15	Leadership and Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Excellent
16	Organization and Management of International Economic Relations (47345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good
17	Business administration (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Excellent
18	Total Quality Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
19	Civil Construction and Real Estate Management (47581)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good
20	Management Science and Economics (51345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good

The Dissenting Opinions of the Experts

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