

Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: University of Liepāja

Study field: Management, Administration and Management of Real Property

Experts:

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Summary of the Assessment of the Study Field and the Relevant Study Programmes

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Liepaja University (LiepU) study field "Management, administration and real estate management" has defined attainable goals, which well-suit the LiepU vision, mission, and long-term goals. LiepU is the regional university with old and good traditions and reputation.

At the moment LiepU study field "Management, administration and real estate management" implements 4 programmes: 3 professional bachelor's study programmes "Tourism and recreation management", "Business and organization management" and Culture management and 1 professional master's study programme "Management Sciences". For all four programmes the teaching language is Latvian.

LiepU has a defined and publicly available internal quality policy, which stipulates that the university provides research based, high quality higher education in line with regional demand of professionals, providing opportunities for lifelong learning. (<https://www.liepu.lv/lv/1096/kvalitates-politika>). The university's quality policy is based on following values – people, cooperation, growth, Latvia. The policy has references to European standards and guidelines (ESG-2015), as well as to the internal quality handbook, where quality assurance mechanisms are described. The quality policy of LiepU stipulates that the quality policy is implemented by all structural units and employees of the university in accordance with strategic goals. Previously mentioned quality assurance handbook is not publicly available. Different methods are used to identify the opinions of different stakeholders about the quality of studies. Procedures have been developed to evaluate existing study programs and develop new ones. Unfortunately, the new LiepUs strategy is still in developing process and targets in some points are the bare minimum possible and are set generally for the whole period, not in step-by-step actions so it is almost impossible to evaluate exact progress at the exact moment in time. Nevertheless, LiepU collects and analyses the information on study programmes of the study field on a regular basis and uses it to improve the study field.

The LiepU has developed a system to determine the financial resources required for the implementation of the study field and the relevant study programmes, also research activities. The resources and provision provided for the successful implementation of the study field are adequate. There is a good infrastructure for lectures, technical equipment and IT support. All the students and the teaching staff have access to the necessary resources to ensure the quality of teaching and learning process. Teaching staff use appropriate teaching methods (lecture, case study, group work, discussion). The teaching staff and lecturers are granted funding for participation in international scientific conferences and publishing of scientific papers, monographs and academic books.

LiepU established a well-functioning support system, based on the needs of the students. Student support is taken into account in the implementation of the study process in LiepU.

LiepU has established strong cooperation with all stakeholders. All the stakeholders are involved in the management of the study field: students, alumni, personnel, employers, industry experts and organizations. Unfortunately, the involvement of the stakeholders in the review and improvement of study programmes is not so strong but it could contribute to the improvement of the educational process.

The information published on the website of LiepU about the relevant study programmes of the study field complies with the information available in the official registers. It provides important information for the candidates and the students and is published in Latvian and English. The LiepU website (www.liepu.lv) offers a range of information for all level of studies. On the website with free access to anyone, there are regulatory documents, a list of lecturers, projects, publications, etc. documents.

The informative systems are used for the University study process provision: E-learning environment "Moodle"; the informative system of Latvia higher educational establishments – LAIS and the

informative system of the library "Alise".

The importance of Scientific Research is emphasised by LiepU and partnerships have been established with other universities both within Latvia and abroad. Despite the fact that many lecturers participate in various conferences and the progress is visible in recent years, the scientific indicators are not very high. Not all academic staff of the programmes are engaged in research at the national and international level, national research programme projects, cooperation projects with local governments, and businesses. Efforts should be made to increase the number of scientific publications by focusing on publications in high-citation journals, rather than just conference proceedings, as well as to participate in more research projects and involve new researchers there. LiepU has made progress in developing research activity which is aligned to its strategic aims and its current programmes. Teaching staff is motivated to write research articles, however motivation system still do not foresee motivation for participation in applied research. Students are involved into research activities via traditional learning activities such as course work writing and lectures of research methodology; still, student's involvement into real research activities is lacking. Action is required to ensure that all teachers have a research agenda which is related to their teaching duties. International partnerships for research also should be improved, especially with the institutions from the university level.

LiepU cooperation with employers and municipalities is strong at Study Field level and programme level. The programmes seek to meet the needs of the region, but in some instances a more international view would be beneficial. The need to increase international cooperation is recognized. All programmes have good perspectives for further internationalization, but measures to tackle this challenge have not been very successful. Both students and teaching staff have a possibility to participate in Erasmus mobility. However, the possibilities for staff and student international exchange in programme-related areas currently are quite limited and should be widened.

If LiepU submits the professional bachelor study programme "Tourism and recreation management" for accreditation only in Latvian, then the experts believe that the program corresponds to the rating "good". But if LiepU submits the study programme for accreditation in English as well, then experts believe that the program meets the "average" rating.

The most important strengths of LiepU study field "Management, administration and real estate management":

- LiepU is well-equipped in the study process and has a good resource base.
- Strong cooperation with stakeholders, industry companies, and experts in Latvia.
- Professional and supportive teaching staff.
- Student overall satisfaction with teaching and learning processes.

Weaknesses:

- LiepU strategy is not developed and doesn't ensure continuous and effective achieving of the targets.
- Literature and other sources included in the study course descriptions need to be updated.
- Not all teachers have a research agenda which is related to their teaching duties.
- Involvement in international research projects not very active.

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

1.1.1. The aims of the Study Field are well established and the programmes comply with the main

directions of the strategic aims of the university. The main objective of LiepU in regard to degree programmes in the study field related to Business Management is to provide students with opportunities to acquire high-quality professional education in that field. The students, graduates and employers who met the expert group all expressed their satisfaction that LiepU was successful in that endeavor though they did of course have some suggestions for further improvements.

The Study Field contains three Bachelor Degree programmes (in Organisation and Business Management, Tourism and Recreation Management and Culture Management) and a Master's degree programme in Management Sciences. At first sight it may seem that Culture Management is different from the others but the expert committee was satisfied that the emphasis in the Culture Management programme is on the management of facilities used for cultural events. Thus, management skills such as marketing, financial management and human resource management are all highly relevant in that programme as they are in the other programmes in the Study Field.

All three Bachelor degree programmes can enable a student to progress to the Master's degree programme. Thus, the interconnectedness of the study programmes is clear and logical.

Staff members who met the expert panel were uneasy about the future prospects for LiepU; it seems LiepU will merge with another university but it is not yet known which one. This casts some doubt in the minds of lecturers about the programmes they should offer and what new programmes should be developed. An early decision on the merger of LiepU would be appreciated by staff members and would facilitate development strategy. Developments in AI, particularly ChatGPT should be analysed and addressed in relation to effects on LiepU programmes in all disciplines.

1.1.2. The programmes have not remained unchanged over the years in which they were offered. LiepU has analysed the strengths and weaknesses of the study field and has identified the needs of the labour market in relation to business management programmes. There were substantial changes made in 2016 to seek to ensure that programmes were meeting the needs of the labour market; these changes included changing the programme specialisations. And further changes were introduced in 2019 to reflect new professional standards which had been adopted nationally. And finally LiepU adopted at least some of the changes recommended by an expert panel which assessed the programmes in 2021. Also, LiepU developed different other planning documents (for example, Kartiba fakultasu finansu lidzeklu pieskirsanai un izmantosanai.doc, Liepājas Universitātes galvenie iekšējie normatīvie akti un regulējumi.docx, Personnel Policy.pdf, Liepaja University Human Resources Development Plan 2018-2023.pdf, S-6-I_ENG Development and licensing of study programmes_ version 10.pdf). However, the new strategy and targets of LiepU are still not accepted to make the activities measurable with step-by-step actions and real, not only formal bare minimum.

1.1.3 LiepU has in place a Senate and a Council for the Study Field. This latter body includes the Head of the Study Field, Directors of study programmes, teachers, student representatives and an employer representative. A previous report in 2021 had identified a weakness in that employers were involved in Study Field only and not in individual programmes. This has been partially addressed by getting some experts from industry to teach specialist modules but still employers are not involved in the management of study programmes. So, the university is partially compliant. Employers who met the panel indicated that their meetings with LiepU staff are rare but they have frequent meetings with students. Apart from the issue of the role of employers, LiepU has appropriate decision-making procedures in regard to the management of the study field and its programmes.

1.1.4 There are appropriate processes for the admission of Latvian students to the degree programmes. All requirements for all study programmes are published in Latvian and English in LiepU website (www.liepu.lv). One of the weaknesses is in regard to admission, i.e. the number of students recruited is often lower than ideal numbers. Some graduates of the programmes indicated to the Expert Panel that LiepU is not strong at public relations and this may be the reason that

insufficient students are attracted to LiepU programmes. A system has been set up and different procedures and documents developed for the assessment of students' achievements and learning outcomes (for example, Annexes: Student Survey Questions.pdf, VS-1-1_Evaluation of study results.pdf, VS-1-3_Graduate Survey Questions.pdf, A-5-3_Questionnaire for the course and teaching staff evaluation.pdf, VS-1-I Measuring overall student satisfaction_version 8.pdf, VS-1-II Measuring employer satisfaction_version 9.pdf, VS-1-III Measuring graduate satisfaction_version 9.pdf). All of them are logical and effective. All involved stakeholders, i.e. students, teaching staff, employees, graduates, industry and HEI management are informed about the system.

1.1.5. The Expert Panel was satisfied that appropriate methods for the assessment of students were in place, which meet the requirements of the Law on Higher Education Institutions and the Procedure for the organisation of study course examinations at LiepU. It bases this decision on the satisfaction that teachers, students, graduates and employers were all given the opportunity to recommend changes to the methods currently used and none of them chose to do so. The support provided by the administrative and technical staff ensures that all the needs of the study programmes within the study field are met.

1.1.6. Steps have been taken to cooperate with other universities and the Ministry of Education to ensure academic integrity. LiepU has established the principles of academic integrity and mechanisms for their observance. The Expert Group was satisfied that effective anti-plagiarism tools are being applied. But the much publicised ChatGPT and the threat it poses to academic integrity is not mentioned. It is recommended that the latter issue is addressed at an early date

Conclusions on this set of criteria, by specifying strengths and weaknesses

This Study Field, one of nine such fields in LiepU, is an appropriate unit of the university as it brings together three bachelor degrees and one Master's degree. It has good relations with employers and municipal authorities at Study Field level, but a more active role could be given to employers at programme level. The aims of the study field are well established and the programmes sit well together. The study field and the programmes within it comply with the main objectives of LiepU in regard to programmes in Business Management. The programmes seek to meet the needs of the region, but in some instances a more international view would be beneficial. Students, graduates and employers are satisfied with the approach to student assessment adopted by LiepU. However, the new strategy and targets of LiepU are still not accepted to make the activities measurable with step-by-step actions and real, not only formal bare minimum. The admission processes are appropriate for Latvian applicants, but could be improved for non-nationals. Employers are represented at Study Field level but not for the management of programmes. They could contribute to programme improvements at that level. LiepU does not give enough prominence to programmes in this study field, according to its own graduates. There should be greater emphasis by LiepU on Public Relations in regard to the Business Management programmes.

Strengths:

- The programmes have been modified over the past 10 years to ensure they were meeting the current needs of the labour market. They were also modified to ensure they complied with the national professional standards.
- LiepU has attracted some industry experts to teach modules of some programmes, thereby strengthening its links with industry.

Weaknesses:

- LiepU doesn't have a strategy with measurable step-by-step targets and actions.

- Employers are represented at Study Field level but not for the management of programmes.
- Lack of emphasis on Public Relations in regard to the Business Management programmes.

1.2. Efficiency of the Internal Quality Assurance System

Analysis

1.2.1. The university has a defined and publicly available internal quality policy, which stipulates that the university provides research based, high quality higher education in line with regional demand of professionals, providing opportunities for lifelong learning. (<https://www.liepu.lv/lv/1096/kvalitates-politika>). The university's quality policy is based on following values – people, cooperation, growth, Latvia. The policy has references to European standards and guidelines (ESG-2015), as well as to the internal quality handbook, where quality assurance mechanisms are described. The quality policy of LiepU stipulates that the quality policy is implemented by all structural units and employees of the university in accordance with strategic goals. Previously mentioned quality assurance handbook is not publicly available.

In the quality assurance handbook is determined – quality policy, reference to goals and performance indicators, responsibilities, planning of the quality assurance system. (SAR Annex, LiepU Kvalitātes rokasgramata_QUALITY MANUAL_LV_ENG.pdf)

The quality assurance handbook states that all university employees take responsibility for quality and are involved in quality assurance, and also responsible for the implementation of quality policy procedures and management systems. The document states that employees' responsibilities for policy implementation and procedures are detailed in employee job descriptions. (SAR Annex, LiepU Kvalitātes rokasgramata_QUALITY MANUAL_LV_ENG.pdf) The handbook does not provide insight into which persons or units are responsible for carrying out specific processes and procedures.

The quality assurance handbook provides an insight into the mechanisms that can be implemented in the implementation of an effective quality management system. It includes gathering the opinions of students, graduates, employers and social partners, as well as management reports, internal quality audits and analysis in structural units. The handbook stipulates that the student body is actively involved in the development and control of quality procedures. (SAR Annex, LiepU Kvalitātes rokasgramata_QUALITY MANUAL_LV_ENG.pdf) In submitted documents there is no description of procedures, describing such procedures in detail. None of the added documents describes the procedure after gathering data, which does not provide a complete insight into how effectively quality management is implemented in the university.

1.2.2. In addition to the quality manual, the university has developed procedures for the evaluation of study field and study programs as well as the development of new study programs. The procedures describe the assessment process and the persons responsible for carrying out the procedure. (Annex, S-6-I_ENG Development and licensing of study programmes_ version 10.pdf)

Each year, the student direction council prepares the annual self-evaluation report, which is reviewed by the faculty council. In the self-evaluation report is gathered data of student, graduates and employers surveys. (SAR Part II, 2.2.)

The university has created a procedure for developing new study programs, which examines the administrative procedure and the responsibility of each institution at different stages of it. Representatives from the university library, information and technology center, study department, personnel and document management department, and international communications department are included in the development stage of the study program. (SAR Annex, S-6-I_Development and licensing of study programmes_ENG.pdf)

The university has developed procedures for determining the assessment of students, graduates and employers, which include surveys, focus groups and individual conversations between university representatives and respondents. (Annex, VS-1-II Measuring employer satisfaction_version 9.pdf;;

Annex, VS-1-I Measuring overall student satisfaction_version 8.pdf; Annex, VS-1-III Measuring graduate satisfaction_version 9.pdf) According to interviews with students. When evaluating the implemented quality assurance mechanisms, it can be concluded that they have been implemented with an understanding of their purpose and are available to all involved parties. The obtained results are evaluated and, if necessary, changes are made. (Based on interviews with administration, employers and students)

1.2.3. The Internal Regulations of the University of Liepaja stipulate the right of students to submit suggestions and complaints, as well as the obligation of administrative personnel to accept that information and take action to respond to it. (SAR Part II, 2.3.) There is no specified time frame in which the student has rights to get feedback and in what form. According to Law of Submissions (Saeima, 2007) time to respond to a written submission is one month.

In the self-assessment report, the university states that no complaints or proposals have been received in the last two years. (SAR Part II, 2.3.) The university's internal regulations stipulate that complaints and proposals must be submitted to the university in writing, which was also confirmed by the university's management. As an additional option, reporting complaints and suggestions to the program director was offered, but LiepU management indicated that these complaints are also recorded in the document management system. Program directors acknowledged that complaints are often resolved without being recorded. This practice reduces the insight of the university management in making improvements within the programme and study field. From the interviews with the students, it was established that the students are not informed about the procedure established by the university for submitting proposals and complaints, but they know that they can always turn to the program director.

Students can submit anonymous suggestions and proposals both by using anonymous surveys, which must be completed at the end of each study course and study year, and by using the alert system. Students have a problem-suggestion report available on LiepU's website (<https://www.liepu.lv/lv/674/iesniegumu-veidlapas>), which is submitted to the KVS manager and is reviewed according to the KVS procedure "VS-3 Student and employee suggestions and /or problem-solving". Feedback on previously made changes is provided at the beginning to the studies or study year, but it is not always possible to do this if the changes were made when the students have already graduated.

1.2.4. LiepU established the statistical data collection mechanism. Different documents were developed to collect data from students, teaching staff, graduates, employers etc.) (Annex, 2022_akredit_aptauja_ENG-1.docx, A-5-3_Questionnaire for the course and teaching staff evaluation.pdf, Student Survey Questions.pdf, VS-1-3_Graduate Survey Questions.pdf, VS-1-I Measuring overall student satisfaction_version 8.pdf, VS-1-II Measuring employer satisfaction_version 9.pdf). The anonymous Questionnaire for evaluation of teaching staff is provided (SAR, p.66.), but the survey results do not provide the analysis of the questions related to Culture Management literature, topics, teaching methods used.

The mechanism for obtaining and providing feedback, including from students, graduates and employers, should be improved and focused on the improvement of the study field.

1.2.5. Information in Latvian about study programmes is available and corresponds with information on public registers, which includes programme length and form, qualifications, content of the programme and admission requirements. However there is no information about accreditation dates (<https://www.liepu.lv/lv/585/biznesa-un-organizaciju-vadiba>).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The university has implemented working quality assessment procedures that are in line with ESG standards and the recommendations of previous assessment experts.

Different methods are used to identify the opinions of different stakeholders about the quality of studies. Procedures have been developed to evaluate existing study programs and develop new ones. The university analyzes the obtained opinions of students, graduates and employers once a year in the study field council, which is represented by the academic staff, students, employers and management of the university. However, the students are not informed about the procedure established by the university for submitting proposals and complaints, but they know that they can always turn to the program director and feel that their opinion is taken into account. Students can submit anonymous suggestions and proposals both by using anonymous surveys, which must be completed at the end of each study course and study year, and by using the alert system. Students have a problem-suggestion report available on LiepU's website, which is submitted to the KVS manager and is reviewed according to the KVS procedure. Feedback on previously made changes is provided at the beginning to the studies or study year, but it is not always possible to do this if the changes were made when the students have already graduated.

Strengths:

- Study program directors are responsive and push for solutions when students or other interested parties report complaints or proposals.
- The university analyzes the obtained opinions of students, graduates and employers once a year in the study field council, which is represented by the academic staff, students, employers and management of the university.
- Students feel that their opinion is taken into account and that the university supports them.

Weaknesses:

- Students are not informed about the procedure established by the university for submitting proposals and complaints.
- Study program directors usually do not register complaints in the internal system, but resolve them themselves.
- Students have not receive feedback on the changes made as a result of the surveys.

Assessment of the requirement [1]

- 1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

Assessment of compliance: Partially compliant

LiepU has implemented a quality assurance system and described the necessary quality assurance processes. However, the experts have identified the following drawbacks, e.g.

"*quality assurance handbook is not publicly available; *The handbook does not provide insight into which persons or units are responsible for carrying out specific processes and procedures. *there is no description of procedures, describing such procedures in detail. *None of the added documents describes the procedure after gathering data, which does not provide a complete insight into how effectively quality management is implemented in the university. *students are not informed about the procedure established by the university for submitting proposals and complaints.

- 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

LiepU has established a policy and procedures for assuring the quality of higher education (SAR Annex, LiepU Kvalitātes rokasgramata_QUALITY MANUAL_LV_ENG.pdf). However, the experts have identified the following drawbacks, e.g. "*quality assurance handbook is not publicly available; *The handbook does not provide insight into which persons or units are responsible for carrying out specific processes and procedures. *There is no description of procedures, describing such procedures in detail.

- 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

A mechanism for the development and internal approval of the study programmes of LiepU, as well as the supervision of their performance and periodic inspection thereof has been developed (Annex, S-6-I_ENG Development and licensing of study programmes_ version 10.pdf).

- 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 published.

Assessment of compliance: Fully compliant

Study course descriptions state information on demands and evaluation of the knowledge.

- 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

Based on interviews with students and university management, regular student surveys are conducted to evaluate the work of the academic staff.

- 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: Partially compliant

LiepU 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 (Annex, VS-1-II Measuring employer satisfaction_version 9.pdf;; Annex, VS-1-I Measuring overall student satisfaction_version 8.pdf; Annex, VS-1-III Measuring graduate satisfaction_version 9.pdf). However, survey results do not provide the analysis of the questions related to Culture Management literature, topics, teaching methods used. The mechanism for obtaining and providing feedback, including from students, graduates and employers, should be improved and focused on the improvement of the study field and closing the survey loop.

- 7 1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

Assessment of compliance: Fully compliant

Based on interviews with different groups of university staff and students, the university regularly and carefully evaluates the data obtained on the availability of resources, academic staff and the well-being of students in general, introducing the necessary changes. LiepU has to improve the internal quality assurance system according to the comments mentioned in the 1.2. and 1.5. sub-points.

1.3. Resources and Provision of the Study Field

Analysis

1.3.1. LiepU has system for determining and redistribution of the financial resources required for the implementation of the study field and the study programmes according to the LiepU procedure for the allocation and use of financial resources of Faculties (APPROVED by the Acting Rector of LiepU Order No 10-v of 02.02.2016; SAR, 2.3.1.).

The financial resources of the field of study consist of the state budget subsidy (the majority of the budget income) and own income (tuition fees) The state budget part financed in accordance with the cost of the study programme set by the Cabinet of Ministers (in accordance with the Cabinet of Ministers Regulation No 994 of 12.12.2006.). Total amount of budget for the study field in the academic year 2022/2023 is EUR 257 779,00 (SAR, 2.3.1.).

LiepU has allocated funds for the achievement of scientific results that contribute to development of the study field (e.g. participation of the academic staff in foreign/international conferences/congresses, if the full paper is published or a scientific article is submitted after the reading of the paper, which is indexed as priority - in Web of Science or Scopus databases) (SAR, 2.3.1.).

After interviewing the program directors, it was concluded that it would be desirable for the LiepU to involve the study programmes directors in the budget planning and allocation process. In interviews with academic personnel, it was found that there is no procedure for teachers to propose funding for unplanned expenses, such as field study trips or inviting specific guest lecturers.

1.3.2. LiepU has sufficient infrastructure and the material and technical provisions for the implementation of the study field study programmes. In the study field auditoriums there is necessary equipment to use audio, video and projection sources, interactive whiteboards, as well as computer equipment and measuring equipment installed in computer classes and physics laboratories. The video-conferencing equipment enables the participation of guest lecturers in the remote delivery of the study programme. LiepU provides students with a wireless open access network. (on-site visit, SAR, 2.3.2.).

LiepU has a unified system and procedures for the improvement and purchase of material, methodological, informative, etc. provision. Procurement is carried out using an electronic procurement system - EIS (on the Internet at <https://www.eis.gov.lv>) (SAR 2.3.2.)

The Students have access to several databases of scientific publications - EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online as well as electronic e-study platform "Moodle" and library information system "Alise". The students and academic staff have free access to use Microsoft Office 365 (SAR, 2.3.2.).

Based on interviews with students, it is necessary to ensure appropriate dormitories for the duration of their studies. This would also help attract more students from Kurzeme and surrounding regions, and promote the university's integration into the international community.

1.3.3. LiepU has the system and procedures for purchase of the methodological and informative provision. The library's collection comprises about 65 800 information resources (94% of monographic publications and other units of the collection, 6% serial publications). 75% of the entire collection is open display on shelves, so the teaching staff and students have a chance to choose the

most appropriate editions by themselves. The Library offers the use of free databases for the needs of both students and teaching staff by organizing access. Academic staff and students have access to online databases subscribed by LiepU, such as "Cambridge Journals Online", "EBSCO eBooks Academic Collection", "EBSCO Academic Complete", "Letonika". Everyone has also the opportunity to use open-access databases made by the Library: Academic Staff publications database, Doctoral theses database and Final work database (SAR, 2.3.3.).

The acquisition of the library's collection takes place in accordance with LiepU QAS procedure "A-10-II Acquisition of the Library's collection" (SAR, 2.3.3.).

The students who met the expert panel indicated that they were very happy with the library service and they found the library staff to be helpful to them. But at least one student indicated the need for more digital material. Aspects of the library service which students praised include the opening hours (starting at 8.00 am), late opening at night (up to 11 pm) and the operation of a waiting list which ensured students got any book they requested.

After a visit by experts to the library, it was concluded that there is outdated literature, therefore, the recommendation to the Library Council is not only to evaluate the purchase and subscription of new materials, but also to assess the relevance and suitability of the existing content to today's job market and trends in business, cultural, and tourism management. In experts opinion, Lecturers should be encouraged to keep the reading lists up to date and relevant for modern situations. Many of the reading lists for subjects are somewhat out of date. In some cases all recommended textbooks were published more than 10 years ago and in one case more than 15 years ago (SAR Annex, 2022_akredit_10.pielikums_stud_k_apr_BOV_Eng_01.2023; 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG).

During interviews with students, a suggestion was made to extend the loan period for borrowed literature, which would motivate students to make more use of library resources.

1.3.4. LiepU has sufficient information and communication technology solutions provisions to implement and maintain the study field programs. LiepU uses several information systems to support the study process: Library information system "Alise", Moodle e-learning environment, Latvian University Information System - LAIS (SAR, 2.3.4.).

The management of the learning process is supported by LAIS, while the e-learning platform Moodle ensures the implementation of the study process. Both systems are integrated with each other, allowing students to keep track of program updates, study plans, lecture schedules, grades, payments, and more (refer to the user manual: Moodle lietotāja rokasgrāmata_Only Latvian.pdf; SAR, 2.3.4.).

In regard to Moodle, during the interview students requested that they would be given access to the Moodle materials even after they have successfully completed the module - study course. They would find it useful to be able to refer back to the material as they complete other related modules or theses.

During the visit experts saw that academic staff publish study materials, receive the developed works submitted by students, participate in the development of diverse student competences testing materials, evaluate, provide feedback in the e-learning platform - Moodle. The range of tools used in the Moodle environment is constantly updated, transformed according to the recommendations of the academic staff. LiepU informed experts that a handbook for the use and acquisition of the e-environment is available on Moodle system and starting with March 2022, lecturer training regularly take place for the acquisition and development of the Moodle system, Microsoft Teams and digital teaching aids use (Meetings with HEI management and Teaching staff).

1.3.5. The selection of the teaching staff in the implementation of the study programmes is carried out on the basis of the Criteria for the Assessment of the Compliance of the Professional Qualification of the Academic Staff with the Taught Courses (Approved by the LiepU Study Council

on 13.06.2005). The professional qualification of the academic staff is assessed by the Faculty Council.

The requirements set for the teaching staff-applicant are determined in accordance with the LiepU Regulations on Elections in Academic Positions, and the person has a doctoral or master's degree in a relevant or related field of science, has research / creative work experience, has publications / creative work in a relevant or related field of science, the person has experience in developing or improving teaching materials, the person uses innovative teaching methods in the study process, the person has a good knowledge of English (at least at B1, B2, C1 level according to the Europass self-assessment table) and the ability to use language skills in studies and methodological work; the person has good digital skills according to the Europass self-assessment table, as well as knowledge of new technologies (SAR, 2.3.5.)

Regulation on Election of Professors and Associate Professors, Evaluation Procedure and Councils of Professors at the University of Liepaja (APPROVED At the meeting of LiepU Senate on 22 March 2021, Minutes No. 10) (SAR, 2.3.5.).

Call for teaching staff vacancies is available on LiepU website: <https://www.liepu.lv/lv/181/darba-iespejas> (SAR, 2.3.5.).

The procedures for attracting and/or employing the local and foreign teaching staff are clear and described in the Law on Higher Education Institutions, LiepU "Regulation on Election of Professors and Associate Professors, Evaluation Procedure and Councils of Professors at the University of Liepaja" (SAR, p.62).

During the interview with LiepU, HR manager mentioned that they are not collecting information about main reasons for academic staff leaving. Experts suggest developing and implementing in-person interviews with academic personnel who have decided to leave the university in order to qualitatively evaluate the reasons and ensure further improvement of working relationships.

1.3.6. LiepU has implemented a procedure for ensuring the qualification and quality of work of the academic staff (plan for implementing the Personnel Development Policy until 2020) which complies with the requirements of the Law of the Republic of Latvia on Higher Education Institutions and the Cabinet of Ministers Regulation No. 512. as well as complies with the LiepU's QMS procedures which are supervised by specialists of the Personnel and Document Management Department of the University of Liepaja in cooperation with the Dean of the FMSS. The teaching staff of LiepU took part in project SAM (2019-2022) which include qualification improvement in leadership, professional English, competence in entrepreneurship and digital skills (SAR, 2.3.6.).

LiepU has no further action plan for implementing the Personnel Development Policy. During an interview with university administrative staff and an evaluation of the staff development policy, it was concluded that key performance indicators have not been set for the staff. Experts suggest improving the plan taking into account specific KPI's.

The teaching staff have opportunities for qualification improvement. During the period from 2019 to 2022 almost all teaching staff participated in different educational activities: Professional English language training for academic staff, online tools for presentations and visuals, "Competence development of academic staff - traineeship with an entrepreneur", "Specialised training to develop academic staff leadership, collaborative competence with industry", "Academic Integrity Guide for Study and Research" and couple of seminars (SAR, pp. 66-67). However, during the visit, experts recognized that the teaching staff need the training for didactic skills (at least for new staff). Also, only 2 from all teaching staff in the study programmes have a certificate for obtaining a specific level of English language knowledge (test). The rest have certificates that they have studied, but nowhere is there a certificate of taking a test or any other test (SAR, Level of English language.pdf). However, the description, terms and criterias of qualification improvement for teaching staff is not provided. Additionally, further development of methodologies and academic staff competencies are developed through participation in different courses and seminars, for example, during the last 2

years about digitalisation and organising of online study (Meeting with Teaching staff). Unfortunately, there is no procedure for evaluating the results and effectiveness of the implemented measures.

1.3.7. The study field programmes are implemented by a team of 62 teaching staff members, 35 of whom are lecturers from the Faculty of Management, Economics, and Social Sciences (FMSS) (available at: <https://www.liepu.lv/lv/171/macibspeki>). Of these 35 lecturers, 11 hold doctoral degrees, and 14 have been elected at the faculty, including 8 with doctoral degrees (SAR, 2.3.7.).

The academic staff in this field are employed on an average load of approximately 0.25. In addition to their teaching duties, the faculty staff members are employed at LiepU on average for about 0.2 of an time load, with approximately 0.1 in scientific positions and 0.1 in administrative roles (SAR, 2.3.7.).

It is important to note that the current time allocation aligns with Section 27 (2) of the Law on Higher Education Institutions, which requires academic staff members to conduct scientific research, engage in artistic creativity, and participate in the education of students. The workload ratio between research, teaching and administrative work is designed not to exceed 900 academic hours per year (SAR, p.69). Based on an interview with teaching staff, it was concluded that the percentage distribution between scientific research and teaching load is 50/50.

1.3.8. LiepU provides support staff and the Student Council to assist and integrate students, providing information about admission, the study process, and answering other requests and questions. Students can utilize the Moodle learning environment, access the Library's literature offerings, as well as group work rooms and computer spaces. Additionally, special ramps and an elevator have been installed to support students with mobility disabilities (SAR, 2.3.8.).

Teaching staff at LiepU regularly offer consultations to students on the development and presentation of scientific papers, during lectures and scheduled consultation hours (SAR, 2.3.8.). During the study process, administrative staff of the study direction provide information to both full-time and part-time students regarding the provision of the study process, as well as in case of any uncertainties, to introduce and inform about various activities related to the provision of the study process or improvements. They also help foreign students clarify issues related to study agreements. LiepU provides an automatic registration system for studies, an electronic application for scholarships, and individual study schedules (SAR, 2.3.8.).

Students noted that one of the biggest support personnel throughout their time at the university is the director of study programs, who helps students integrate into university life, provides advice on choosing internship companies, organizes study visits to various organizations and companies during the study process.

According SAR, 1.3.p.16, results from regular student and alumni surveys are analyzed by LiepU, but students have reported during interviews that they have not received feedback on the changes implemented as a result of these surveys.

During the interview some current students indicated the need to improve dormitories for students as accommodation was difficult to obtain in Liepaja. They would welcome more dormitories on the campus. According to experts, an effective student support system has been established to cater to the various needs of students.

Conclusions on this set of criteria, by specifying strengths and weaknesses

LiepU has a system for determining and redistributing the financial resources required for the implementation of the study field and the study programmes. LiepU has to consider involving the study programmes directors in the budget planning and allocation process. LiepU has sufficient infrastructure and the material and technical provisions for the implementation of the study field

study programmes. LiepU has sufficient information and communication technology solutions provisions to implement and maintain the study field programs. LiepU has implemented a procedure for ensuring the qualification and quality of work of the academic staff. LiepU provides support staff and the Student Council to assist and integrate students, providing information about admission, the study process, and answering other requests and questions.

Strengths:

- LiepU ensures highly valued support which helps students integrate into university life, provides advice on choosing internship companies, organizes study visits to various organizations and companies during the study process.

Weaknesses:

- Lack of transparent budget planning and allocation of unforeseen finances with the involvement of all interested parties.
- LiepU has procedures for replenishing the library's collection and subscribing databases but misses monitoring procedures of outdated resources in the library.
- Too short period for borrowed literature, which would motivate students to make more use of library resources. Adjust the appropriate time limit by student survey results.
- Students have not access to all study materials in Moodle during study time.
- Students have not received feedback on the changes made as a result of the surveys.
- Lack of availability of student dormitories.
- No personnel development policy has been developed for personnel attraction, development, and retention.

1.4. Scientific Research and Artistic Creation

Analysis

4.1. LiepU streams to contribute to the development of the region both in Latvian and international contexts. It intends to develop research-based studies. LiepU aligned research topics with the Smart Specialization of Latvia (Liepaja University Development Strategy for 2016–2020 https://www.liepu.lv/uploads/%C4%80SD/ERASMUS%20dokumenti/Liepaja_University_Development_Strategy_Summary_2016-2023_25.01.2021.pdf) and seeks to become the strong university of applied sciences at national and international level (SAR Part I, 1.1.). Currently, the main areas of the research are sustainable economic development, tourism in the Baltic Sea Region, the impact of intellectual capital on organizational development, and educational management issues (SAR Part II, 2.4., 2.4.1.). This shows that the study's field research corresponds with the development goals of the LiepU and industry in general and is relevant for the study field.

1.4.2. LiepU provided information (SAR Annex, II_2.4.4._2.pielikums_pasn_zin.d._ENG_23610.2022) shows that there is a high relationship between teaching staff teaching module and their research or practical activities. However, there is not much evidence that research results are applied during the teaching process. There are a few lecturers (e.g. I.Lusena – Ezerā and S.Veineberga) who included their research results in descriptions of the study courses. Still, e.g. I.Lusena – Ezerā, the same book is included in several descriptions of the study courses, which are different by their content (SAR Annex 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG).

1.4.3. The research is mostly not international in character, but it involves collaboration with several universities in Latvia (SAR Annex 2022_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG_04.01.2023.docx) and Lithuania

(meeting with academic staff). Perhaps at a later stage, the research will be more international in character, with partners in many countries (SAR Part II, 2.4., 2.4.1.). Currently, especially in the field of tourism, there are partnerships with colleges from Lithuania (meeting with academic staff). It is good to have vertical partnerships in the higher education system, but for research, we recommend developing international partnerships with university-level partners.

1.4.4. LiepU has involved its teaching staff in the research activity. Despite the fact that not all lecturers actively participate in research, currently, 15 teachers are involved. And participation in research has led to improvements in several areas, including Entrepreneurship, Hotel Systems Management and International Business Marketing (SAR Part II, 2.4., 2.4.3.). LiepU has established a research management system and even some hints of a motivation system. For example, staff may devote 50% of their work time to research activity, thereby reducing their teaching load. At the end of the year, the university evaluates lecturers' research achievements and pays additional money for good results. However, as experts got to know from the meeting with Teaching staff, according to the annual plan, academic staff can get financing for scientific publications and participation in the conferences. (meeting with the lecturers).

Moreover, there is a great emphasis on publishing high-level research articles. However, there are no motivating systems for researchers to participate in applied research with industry, although LiepU aim is to make an impact in the region. There are examples of projects within the industry, but it is the result of researchers' internal motivation (Meeting with the teaching staff).

As experts got to know from the meeting with HEI management, the University Strategy is still in the development process and is not approved at the moment. So, it is not possible to analyse the indicators included in it.

1.4.5. As evidence, not one student mentioned to the Expert Panel that he/she was involved in a project with a teacher-researcher. There was one good practice example of the lecturer, who invited her students to an international conference to present their thesis results (meeting with the students; meeting with the lecturers). Students are taught to do research by preparing their final thesis; also, they have study courses in Quantitative methods and Research methodology (SAR Annex 2022_akredit_9.pielikums_BOV_Studiju_plans_EN_01.2023).

1.4.6. There was little evidence about innovative teaching methods that could be applied during the study process. There is no such evidence in the study course descriptions (SAR Annex, 2022_akredit_10.pielikums_stud_k_apr_BOV_Eng_01.2023; 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG). However, one lecturer mentioned that her course is organised according to problem-based teaching methods (meeting with the lecturers). Also, an expert group was introduced with well functioning Moodle system, which is effectively used during the study process.

Conclusions on this set of criteria, by specifying strengths and weaknesses

LiepU made some progress in developing research activity. In general, the teaching staff is motivated to write research articles. However, still, there is room for improvement of the motivational system, especially for lecturers' participation in applied research, despite the fact that study field research corresponds with the development goals of the LiepU and industry. Students are involved in research activities via traditional learning activities such as coursework writing and lectures on research methodology; still, students' involvement in real research activities could be improved. International partnerships for research also should be improved, especially with the institutions at the university level abroad.

Strengths:

- The number of teaching staff involved in research is growing (now at 15), and research is seen as an integral part of the duties of lecturers.

Weaknesses:

- Research needs to become more international.
- Research needs to involve students to a much greater extent.
- Research needs clear motivation for participation in high-level research conferences and applied research with industry.

Assessment of the requirement [2]

- 1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

Assessment of compliance: Fully compliant

Despite the fact, that the experts have identified several weaknesses (for instance, not all academics are actively involved in scientific research and publish their results in the study programme "Business and organization management (42345) or necessity to increase international cooperation in scientific research), the progress has been made, but further progress in research activities development is needed. This progress must include internationalisation and partnership with universities from abroad.

1.5. Cooperation and Internationalisation

Analysis

1.5.1. LiepU cooperates with key players in Latvia, including Turība and Ventspils universities. It also cooperates with the Ministry of Education and with some employers both for student placements and some teaching is done by industry experts (SAR Annex 2022_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG_04.01.2023.docx). Cooperation with employers is a feature of programmes in Business Management for the purpose of internships, as all programmes include multiple internships, e.g. . This is a feature of the programmes which is admired by the students and graduates who met the Expert panel. Cooperation with employers has also extended to the appointment of industry experts to teach modules of Business Management programmes or participation of business experts in examination procedures; it was stated to the panel that industry experts do 30% of all teaching in this faculty. Thus, it demonstrates that local cooperations contribute to the quality of study field programmes.

1.5.2. Cooperation partners are mainly limited to Latvia apart from cooperation with colleges in Kaunas and Klaipėda, both in Lithuania, and LiepU needs to develop links and cooperation with other international partners at the level of Universities (not colleges). Those partnerships mainly contribute to the development of new study modules in the field of recreation (meeting with the academic staff). University itself tries to become more international, e.g. LiepU attempted to become a member of the European University Association. However, the process was not successful (meeting with management). It is necessary to identify further partners for exchanges and other collaborations to achieve strategic goals.

1.5.3. Internationalisation would be assisted by the attraction of foreign students to study in LiepU and the appointment of visiting lecturers from other countries but this would require the provision of programmes in a foreign language, e.g. English. Currently, LiepU has five programmes which are

available in English; these are Computer Science, Physics, IT, New Media and Arts, and these programmes are attracting foreign students (<https://www.liepu.lv/en/news/406/admission-for-fall-intake-2023-is-open>).

LiepU does have cooperation with foreign institutions in regard to Erasmus mobility programmes. It was stated to the panel by a programme leader that LiepU has 120 Erasmus partnerships and that each year it hosts 50 Erasmus students from abroad. But these visiting students are mainly to IT programmes which are available in English at LiepU. Some of the students who met the Expert Panel had been in English-speaking institutions in Malta and Cyprus. Perhaps LiepU could extend its collaboration with those institutions to include research and other activities that relate to the study field and the relevant study programmes. Also, for the improvement of the incoming mobility of the evaluated study field, LiepaU should develop teaching modules in English and to raise lecturers' capabilities to teach in English.

The curriculums of the study programme demonstrate division of it into very small and not equal courses (1 or 2 Latvian credit points, which are equal to 1.5 or 3 ECTS). The Bologna process recommends organising a study programme using 5 ECTS or 6 ECTS courses. Such a programme structure makes it easier to match study programmes with partner study programmes, and thus the student exchange process becomes more convenient for all parties. Currently, LiepU students, who participated in the Erasmus exchange programme, had some inconveniences with the recognition of modules (meeting with the students). The teaching staff is not very active in using Erasmus+ mobility. During the period 2019-2023 eight teachers participated in Erasmus + mobility (SAR, 2022_akredit_2.5.3._3.pielikums_izejosie_pasn._EN_06.01.2023.docx).

Conclusions on this set of criteria, by specifying strengths and weaknesses

LiepU cooperates with the key players in Latvia. Cooperation with employers was extended to the appointment of industry experts to teach modules; around 30% of all teaching in this faculty is done by industry experts. Thus, it demonstrates that local cooperations contribute to the quality of study field programmes. However, cooperation partners are mainly limited to Latvia, and there were only a few intentions to cooperate with foreign partners. Also, it is noticeable that, internationally LiepU cooperates with college-level, not university-level institutions quite often. Further internationalisation of the study programmes requires an emphasis on the provision of programmes in English as well as the improvement of English language skills among academic staff and administration. For further internationalisation of the study programmes, LiepU should reorganise study programmes into study courses of five or six ECTS.

Strengths:

- Partner universities in Latvia are contributing to the development of analysed study programmes
- Partnerships with employers have also helped to improve teaching by getting some industry experts to teach modules to students and participate in the examination process.

Weaknesses:

- LiepU partner universities are almost exclusively Latvian; they need more international partners at the level of Universities.
- LiepU needs to develop the teaching of foreign languages to the point that individual modules of many subjects are offered in the foreign language so that foreign students can come and study.
- The curriculums of the study programme demonstrate division of it into very small and not equal courses (1 or 2 credits), which limits the internationalisation of the study programmes.

Assessment of the requirement [3]

- 1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

Assessment of compliance: Partially compliant

Well-extended partnership with industry partners from Latvia for the improvement of the study programmes. There is progress with research internationalisation, but mainly in neighbour countries. However, the network of international cooperation still should be improved, that also can help to improve the teaching of foreign languages to the point that individual modules of many subjects are offered in the foreign language. To make study programmes more attractive to the international students LiepU study courses curriculum should be revised combining study courses to study modules or study courses with the higher credit points.

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

Analysis

1.6.1. The recommendations of the previous assessment in 2021 include recommendations (SAR Annex 2022_akredit_3.pielikums_Ekspertu ieteikumu ieviešanas plāns_viss virziens_ENG_01.2023.pdf):

- to involve students, employers and non-elected staff in decision-making at the programme level
- more research activity by staff
- more resources for researchers in the library
- linking all final-year student theses with staff research projects and
- developing an Alumni Club to maintain contact with graduates

Some of these recommendations have been implemented, including the involvement of students and graduates in the Council of Study Field, the inclusion of entrepreneurs in the teaching of some modules, which improve the programmes (meeting with the management team; meeting with lecturers; meeting with social partners; SAR Part II, 2.6.). And the number of staff participating in research activities is growing. Currently, 15 staff members are actively involved in scientific research (SAR Part II, 2.4., 2.4.3.).

However, more need to be done in regard to the involvement of employers in the development and improvement of programmes, updating library material and linking students' thesis with staff research. Exact experts' recommendations are provided in part 1.3. Resources and provision of the Study Field.

The recommendation to develop an Alumni Club was not implemented. Graduates of LiepU also do not see the need for the establishment of an Alumni Club (meeting with the graduates). Experts recommend not losing the idea of establishing an Alumni Club, but do it only if Alumni themselves are motivated for it.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Most of the recommendations were implemented, except the recommendation for the establishment of the Alumni Club. In general, improvement is noticeable.

Strengths:

- The engagement of some employers who are industry experts to teach modules has led to improvements in programmes.
- Links with the industry have become stronger.

Weaknesses:

- Lack of involvement of employers in the development and improvement of programmes in this study field.
- The recommendation to increase the resources of the library for research purposes has not yet reached the desirable level.
- Students' final-year thesis are not sufficiently linked with staff research projects yet.

Assessment of the requirement [4]

- 1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

Assessment of compliance: Fully compliant

Most of the recommendations were implemented, except the recommendation for the establishment of the Alumni Club. In general, improvement is noticeable.

1.7. Recommendations for the Study Field

Short-term recommendations

- To develop LiepU strategy and targets to make them measurable with step-by-step actions and real, not only formal bare minimum — beginning of the 2023. study year.
- Create the clear Strategic plan for cooperation and internationalization (from 2023) with measured targets for every year.
- To adjust the appropriate time limit for borrowed literature to motivate students to make more use of library resources using student survey results - beginning of the Spring semester of 2023./2024. study year.
- The mechanism for obtaining and providing feedback, including from students, graduates and employers, should be improved and focused on the improvement of the study field. - within 1 year.

Long-term recommendations

- Programme Development Committees for each programme should be established with employers and teachers. - within 1 year.
- LiepU should adopt a policy that requires all teachers of years 3 and 4 of degree programmes to have research activity linked to their teaching. -within 2 years.
- Identify partners for exchanges and other collaboration to achieve strategic goals. - within 2 years.
- To develop a procedure for students for submitting and registering proposals and complaints both in person and anonymously, and a process of feedback. Inform students about it - within 1 year.
- To develop a procedure for monitoring of outdated resources in the library or update an existing procedure for replenishing the library's collection and subscribing databases bu including this point in it. - within 2 years.
- To develop mechanism of transparent budget planning and allocation of unforeseen finances with the involvement of all interested parties. - until the next accreditation.

- To find an opportunity to allow students to have an access to all study materials in all subjects in Moodle during study time. - until the next accreditation.
- To find an availability to have more student dormitories. - until the next accreditation.
- To develop plan on Public Relations in regard to the Business Management programmes. - within 2 years.
- To develop a personnel development policy for personnel attraction, development, and retention. - until the next accreditation.
- To develop a plan how to involve students in research activities to a much greater extent. - until the next accreditation.
- To think about the opportunity to develop new study courses with a bigger number of credit points to replace very small and not equal courses with 1 or 2 CP. - until the next accreditation.
- To increase number of student final-year theses linked with staff research projects. - until the next accreditation.
- To increase the resources of the library for research purposes with the newest literature and other sources. - until the next accreditation.
- To improve the knowledge of foreign languages particularly English for teaching staff, with the aim to provide study process for foreign students.
- To combine study courses to study modules or study courses with the higher credit points.

II - "Business and organization management" ASSESSMENT

II - "Business and organization management" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The programme complies with the Study Field "Management, Administration and Real Estate Management" and relates to the objective of LiepU to provide programmes which enable students to acquire high quality professional education in the field of Business Management, paying special attention to the needs of the Kurzeme region and its further development.

2.1.2. According to the SAR p. 120, the title of the study programme is "Business and organization management" in the study field of "Management, Administration and Management of Real Property" with education classification code 42345 with the last 3 numbers (345) standing for Management and administration according to the classification of Latvian education which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>.

According to the SAR p.120, the aim of the programme is to "educate qualified managers for professional activity in business environment, guarantee acquisition of the chosen qualification and develop the student's management competences, which promote competitive activity in regional and international scale companies and organizations, improve creative personalities as a manager who is able to orientate in management of business and organizational processes and functional fields, professional competence."

According to the information provided in the SAR p.121, the admission requirements of this programme is "secondary education". The programme is implemented in Latvian; thus, no proof of proficiency in the English language is necessary. It has been stated in the SAR p.121-122 that after

successful completion of the studies, students are awarded a Professional Bachelor's Degree in Business Administration with a qualification "Business manager" (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>) or "Personnel manager" (https://www.niid.lv/files/prof_standartu_registrs/Personala_vaditajs.pdf).

According to the SAR pp.121-122, there are two forms of the study programme: 1) a full-time study programme with 160 CP to be gathered during the study process of 4 year; 2) a part time extramural study programme with 160 CP to be gathered during the study process of 4 years and 4 months. The admission requirements for the programme are reasonable for Latvian candidates but do not facilitate non-Latvian applicants as they are published in Latvian language only (www.liepu.lv). The current approach is in line with regulatory requirements but it makes it difficult for LiepU to achieve its desire to achieve greater international recognition for its degree programmes. The language of implementation should ideally be Latvian and English (the latter to accommodate international students). However, the experts have doubts that LiepU is ready to implement study programme in English and there are still work that needs to be done prior it.

In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes, and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. Despite the fact, that LiepU part-time study program fulfill the criteria of Law on Higher Education Institutions for part-time studies, experts are concerned that part-time students can earn credits with much lower university attendance than full-time students.

Internships are an important part of the programme and students, graduates and employers all professed themselves to be happy with the current arrangements for internships.

2.1.3. Taking into account the changes in the professional standard and the recommendations of the previous accreditation experts, the specialisation "Public Relations Manager" has been removed from the study program. Also, the name of one specialisation has been changed, which is more relevant to the mapping of study courses. In accordance with the recommendations of the experts of the previous evaluation, the time for choosing the specialisation has been changed from the end of the first year of study to the beginning of the second year of study. (SAR part III, 3.1.) Taking into account what was found out in the interviews, the university has made an evaluation of the changes and the changes made are supported.

2.1.4. The number of students is stable during last 4 years, usually 16-18 students are admitted to the first course in full-time studies and around 8 in part-time studies. In 2021, only 3 students were admitted, what, probably, can be explained by Covid-19 . Thus, the total number of students in full-time studies is stable (61, 59, 57, 56 during last 4 years), but in part-time studies has fallen from 46 in 2019/20 to 36 in 2022/23. (Annex, 2022_akredit_5.pielikums_BOV_stud_statistika_EN.pdf). The main reasons for dropping out are considered the family circumstances - decision to start employment, formation of new families, attempt to combine studies with an active sports career. Only half the number of students admitted get the degree and qualification.

In experts opinion the student numbers recruited for the Professional Bachelor's Study Programme "Business and organization management" can be deemed justified on economic or social grounds, based on current numbers.

2.1.5. Not applicable.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Professional bachelor study programme "Business and organization management" meets the requirements of the 6th level of Latvian Qualification Framework and the 5th level of the

professional qualification. Study Course descriptions for this programme was updated and some study courses changed / added according to the previous accreditation's recommendations. Despite the fact, that LiepU part-time study program fulfill the criteria of Law on Higher Education Institutions for part-time studies, experts are concerned that part-time students can earn credits with much lower university attendance than full-time students.

Strengths:

- This is a well-designed programme which is appropriate for the Study Field.
- Experts from industry have been recruited to deliver some parts of the programme. It is estimated that 30% of the teaching is now provided by part-time lecturers, mainly experts from industry.
- Internships are well organised and often lead to jobs for students after they complete their degree programme.

Weaknesses:

- There is a need for more teaching in foreign languages including English to attract foreign students.
- The awarding of a degree based on part-time attendance for 4 years and 4 months undermines the credibility of LiepU and should be reconsidered.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. Specialisations offered currently are in the Management of Entrepreneurship Process and Human Resource Management. Previously, there had been a specialisation in Public Relations Management but taking into account the recommendations of the experts and after the discussion at the Study Field Community, that has been dropped (SAR p.120 - 125).

The content of the study programme has a clear logic (SAR Annex 2022_akredit_9.pielikums_BOV_Studiju_plans_EN_01.2023) and is developed according to the requirements of labour market (SAR Part III, 3.2.1.), as well as, professional standard (Company Manager (AGREED: Minutes of the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment of 18 September 2019 No. 6), available at: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>) (SAR Annex 2022_akredit_7.pielikums_BOV_atbilst_prof_stand_ENG.pdf.). Students of this programme have many opportunities to engage with practice by attending incubators or participating in idea festivals and hackathons (SAR Part III, 3.2.1.; meeting with the students; meeting with the programme director). The programme director is a proactive person who is motivated to work and constantly improve the programme (meeting with the programme director).

Employers whom the panel met praised the students of this programme for their active, entrepreneurial spirit. Employers also recommended that LiepU engage more industry experts to give lectures to the students.

Graduates were of the opinion that the preparation of students for employment has gotten better in recent years and is now more targeted (meeting with the graduates).

The Business and Organisation Management study programme complies with Cabinet of Ministers Regulations No. 240, Riga, 13 May 2014 (Minutes No. 28, §18), <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>; (only in Latvian), Total amount of CP in Study programme 160 CP length of implementation four years, CP are divided as follows: general educational study courses - 20 CP; Theoretical basic courses of the industry and information technology courses - 36 CP; professional specialization courses of the industry - 62 CP; Practice/Internships - 24 CP; Electives - 6 CP; State examination - 12 CP (Annex: 2022_akredit_9.pielikums_BOV_Studiju_plans_EN_01.2023).

The study programme is developed in a way that assures the implementation of the study programme objectives. For example, one of the study programme objectives is to 'develop students' communicative and foreign language skills, teamwork skills, ability to think critically and take responsibility, strategically and analytically formulate, plan and creatively solve problems in the business environment.' This objective is covered by such subjects as Foreign languages, Teamwork, Entrepreneurship, Strategic management and others. The study programme's content provides all fundamental and professional knowledge about business and organization management. There are such subjects as Management theory, Finances theory, Commercial Law and Labour Legal relationships, and topics related to communication, public speaking or crisis management at the beginning of the study programme. In later years, the programme provides professional knowledge and competencies related to leadership, teamwork, strategic management, change management and others. All the subjects of the programme have a clear interconnected logic (SAR Annex 2022_akredit_9.pielikums_BOV_Studiju_plans_EN_01.2023). It is developed according to the requirements of the labour market (SAR Part III, 3.2.1.), as well as, professional standards (Company Manager (AGREED: Minutes of the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment of 18 September 2019 No. 6), available at: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>) (SAR Annex 2022_akredit_7.pielikums_BOV_atbilst_prof_stand_ENG.pdf.). Also, the content of the subjects and their learning outcomes has a clear interconnectedness with study programmes' learning outcomes (SAR Annex 2022_akredit_8.pielikums_BOV_kartejums_ar_rez_EN_01.2023).

In order to ensure the topicality of the content of the programme, LiepU has selected experts from industry to deliver some parts of the programme. It is now estimated that 30% of the programme is delivered by part-time teachers from industry and that the content of the programme meets the needs of industry and the labour market.

2.2.2. Not applicable.

2.2.3. Analysis of course descriptions (SAR Part III, Annex 2022_akredit_10.pielikums_stud_k_apr_BOV_Eng_01.2023) demonstrate that teaching methods are aligned with the course aims, as well as the evaluation form. For example, the course Strategic Management and Innovations aims to develop student's knowledge and understanding of strategic planning processes; for this, students have to read texts and analyse them. Knowledge is evaluated by using test examination, while the level of understanding is evaluated by using text analysis assignments. This demonstrates students' centrality. However, references to old literature resources are noticeable in the descriptions. For example, the HR Management textbook was published almost 20 years ago. In view of the rapid change in the business world, in experts' opinion, it is important that textbooks are up-to-date.

2.2.4. Students have internships every year, starting from the second year. The internships are well organised and often lead to jobs for the students after they graduate, testifying to the relevance of the programme to labour market requirements. All internships are clearly described in course descriptions, and the requirements are aligned with the study programme learning outcomes (SAR Part III, Annex 2022_akredit_10.pielikums_stud_k_apr_BOV_Eng_01.2023). Internships are organised according to the Regulations on Internship at Liepaja University. In total, there are 24 CP devoted to Internships in the programme. However, there is no connection between the supervising lecturer and the place of the internship; the lecturer does not visit students during the internship (meeting with academic staff). University provides some positions for internships; however, it is not a sufficient number for all the students (meeting with students). It is not foreseen in the Regulations on Internship in LiepU either.

2.2.5. Not applicable.

2.2.6. The topics for student theses appeared to be relevant to the study field and the specific needs of Business. The student's final year theses are all problem-based and are selected by the students. The student numbers enrolling have remained around 60 full-time for the four years of the programme, commencing with at least 16 per annum.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The content of the study programme is well aligned with a well-established internal logic of competencies development. Also, learning results are aligned with the evaluation methods. Still, there is a need to develop further internship management processes.

Strengths:

- Generally, this appears to be a well-designed programme.
- Motivated programme director.
- Teaching methods are aligned with the course aims, as well as, evaluation form.
- Final thesis topics are formed together with the partners from the industry.

Weaknesses:

- Many of the reading lists for students are dominated by books which were published years ago. The lists should be reviewed with a view to updating them.
- Generally, staff members do not visit students while they are on internships. It could prove very useful to do so as it would provide two benefits to the staff
 - (a) They would see first-hand the latest developments in business systems and
 - (b) They would hear directly from employers any perceived weaknesses in the students whom they had taught and sent on internship.
- Graduates also indicated that LiepU needs to become more active in promoting LiepU as a good place for business-oriented degree programmes. Up to now, the main emphasis had been on LiepU as a training ground for teachers, not for future business managers.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

NA

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. LiepU has sufficient funding for study programme implementation (science provision, informative provision, material and technical provision) and financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process. LiepU has good facilities including classrooms, library, information system (Moodle, LAIS) to provide this degree programme. Following a recent interview with experts and students, students requested continuing access to study materials in Moodle for all times of studies as they stated it would be helpful for the later stages of their studies, including their work on final-year theses. This is

to avoid the danger that students would be left with out-of-date material where courses had been revised.

Following a recent interview with experts and students, it was found that the library staff were highly regarded for their helpfulness. Additionally, the library's opening hours were deemed to be suitable and supportive. However, it was noted that a significant portion of the library's materials were outdated, indicating a need for further investment in new resources. According to the library staff, the current budget for purchasing new materials is €17,000 for books and €17,000 for databases. It is recommended that this budget be increased if possible, in order to ensure that the library's collection remains up-to-date and relevant.

2.3.2. Not applicable.

2.3.3. The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by the means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state. The planned revenues of the "Business and Organizational Management" study program for full-time studies in 2022-2023 in comparison with 2021-2022 less than almost 8% and for part time studies more than 8%. The minimum number of full-time students: is 14 students. (SAR, p.142) Currently the total number of students - 92. 2022/2023 - full time students 16, part time students - 8. (SAR, p.128)

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme. The funding available to the study programme, funding sources and the use of funding ensures full implementation of the study process.

Strengths:

- LiepU has sufficient funding for information and materials provision. The financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process. LiepU has good facilities including classrooms and library to provide this degree programme. It also has adequate staffing and the students and graduates praised the staff for their helpful and supportive attitude.
- Information system (Moodle, LAIS). During the recent Covid-19 epidemic, the staff of LiepU maintained its programmes very well using Moodle. The students and graduates were appreciative of the efforts of the staff.
- The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state.

Weaknesses:

- Students requested continuing access to study materials in Moodle for all times of studies as they stated it would be helpful for the later stages of their studies, including their work on final-year theses. This is to avoid the danger that students would be left with out-of-date material where courses had been revised.
- Library resources upgrade: There is a need for further investment in new library books as many of the existing stock is out of date.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

In general LiepU has sufficient material and technical resources, for further improvement LiepU should a way how to assure dormitories for students. Regarding to the funding (Info about costs and incomes.pdf, SAR, p.49.) available financial resources could be accessed as a sufficient considering that LiepU distributes funding among the study programmes (information mentioned during study visit). Although, LiepU has an access to the electronic databases and literature sources, library resources should be upgraded to have more new books. To conclude, the resources in LiepU are in sufficient level and all above mentioned comments are for the further improvement.

2.4. Teaching Staff

Analysis

2.4.1. The composition of teaching staff includes academic teachers, sectoral professionals and foreign professionals (SAR, II_2.3.7._1.pielikums_pasniedzeji_stud_k_26.10.2022._Eng.docx). LiepU faculty staff are mostly employed on a part-time basis, which does not prevent them from taking additional positions (SAR, p.68).

There is a practice-oriented study with the attraction of the sectoral professionals, for example, from Kurzeme Business Incubator, local government institutions and municipal representatives (SAR, II - Description of the Study Field - 2.3. Resources and Provision of the Study Field, VISI_CV_ENG.pdf). Qualification of the teaching staff is relevant to the learning outcomes/aims of the study courses, for example, lectures of study courses "Entrepreneurship I", "Human Resources Management", "Management Theory" etc. also are researchers and participating in scientific conferences and publishing research results in different Proceedings and scientific journals (SAR, II - Description of the Study Field - 2.3. Resources and Provision of the Study Field, VISI_CV_ENG.pdf). Regarding the compliance of qualifications, LiepU provides the data related to 29 lecturers, where 18 are elected, including 10 - with doctoral degrees (SAR p. 143, Mācībspēki | Liepājas Universitāte (liepu.lv)). Five doctoral students were recruited and taught courses in the study programme (SAR, p.68).

The teaching staff is proficient in Latvian which is the official language, in accordance with regulations for performing professional and office duties (SAR, II - Description of the Study Field - 2.3. Resources and Provision of the Study Field, 25.10.2022_1.-1.6._422.edoc). The CVs of the lecturers confirm the information provided in the programme description about their qualifications (SAR, VISI_CV_ENG-1.pdf). The workload of teaching staff in relation - students per lecturer is reasonable. The programme involves 29 lecturers for 92 students (SAR, p.145.), so, the lecturer/students ratio is 3,17.

Within the framework of various SAM projects and long-standing cooperation this study programme attracted foreign professionals - 1 foreign academic staff have been attracted for the subject: Logistics and Transport Management, Fulbright holder and additional 3 members of teaching staff from the Varna University of Economics (Bulgaria), and 3 HEIs of Lithuania (SAR, p.144.).

2.4.2. In the reporting period, the composition of teaching staff did not change significantly. But in order to improve the quality of studies, lecturers whose scientific research work is based on specific areas of professional activity have been invited, e.g., for study courses Research Methodology, Leadership and Coaching in Business, Personnel Selection, Assessment and Development etc. For

the implementation of the practical part of certain study courses and to bring them closer to the requirements of the labour market, LiepU attracted former graduates and industry professionals as lecturers for different study courses, for example, Strategic Management and Innovation, Public Relations and Digital Media etc. (SAR, p.144.)

2.4.3. Not applicable.

2.4.4. Not each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions or have five years of practical experience in accordance with the Law on Higher Education Institutions. According to the (SAR, II_2.4.4._1.pielikums_pasn_zin.d.kvantitat_ENG.docx) during the period for 2019-2022 elected staff in total produced 178 publications in different databases, wrote 13 scientific books/ monographs and 7 artistic creativity products (the same for Unelected teaching staff: 20, 3, 7). However, the SAR does not provide enough information about publications of teaching staff in particular study program as well as how it is used in the study process. Many teaching staff CVs (SAR, VISI_CV_ENG-1.pdf) do not contain information about their publications, or contain data that refer to 2014-2018. Additionally, LiepU provided an annex with the list of publications (SAR, II_2.4.4._2.pielikums_pasn_zin.d._ENG_23610.2022.docx). It can be deduced from the CVs and annex that not all academics are actively involved in scientific research and publish their results.

The academic staff periodically attend international conferences (both in Latvia and abroad), however, the level of conferences is hard to determine. Although, it is necessary to mention, that the increased research activity of full-time teachers has strengthened the links between LiepU and scientific trends as evidenced by the increasing comparing with the previous period number of publications by staff and presentations at international conferences.

2.4.5. There is a mechanism for mutual collaboration between the teaching staff members in place, - listed in the joint project in cooperation with Ventspils High Technology Park and Ventspils Institution, and Kurzeme Business Incubator - with innovation grants for students (KinGS), the implementation of SAM 1.1.1.3. "Innovation Grants for Liepaja Students; participation in the conferences (annual international managerial conference EBIT), seminars (Ideal CEO seminar, Entrepreneurs' Forum, etc.) and networking events (discussion event "Next Generation Innovations for Urban Job Creation", "Future Youth Conference"), as well as research development which contributes to the improvement of the study courses/ modules and their correlation (SAR, p.145).

As experts get to know from the meeting with Directors of Study Programmes, the collaboration between teaching staff for study course/module alignment is ensured through programme discussions in Council meetings, Department meetings and informal meetings with academic staff. It is, however, unclear, how guest lecturers are involved in this process. Also, during visit experts get to know that teacher observation does not occur. Overall, the mechanism for mutual cooperation of the teaching staff in the implementation of the study programme ensures the achievement of the aims of the study programme and the interconnection of study courses within the study programme.

Conclusions on this set of criteria, by indicating strengths and weaknesses

The number of teaching staff is stable every year, attracting specialists from the industry to join the study process, also, graduates.

The qualification of the teaching staff involved in the implementation of the study programme is relevant to the learning outcomes/aims of the study courses and in general complies with the requirements of the study programme and the requirements of regulatory enactments. However, not each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions or have five years of practical experience in accordance with the Law

on Higher Education Institutions.

Increased cooperation and knowledge exchange could be useful in delivering the programme and achievement of learning outcomes.

International activities need to be improved to ensure greater international influence for teaching staff and students.

Strengths:

- Motivated, professionally qualified teaching staff.
- The highest number of PhDs – 10 teachers with doctoral degrees and qualifications.
- Students-to-teacher ratio is an excellent one.
- Implemented SAM (Kurzeme Innovation grants, networking events, conferences).
- Practice-oriented study with the attraction of the sectoral professionals (Kurzeme Business Incubator, municipal representatives).
- The graduates of this study programme are invited for teaching.
- Different courses for improvement of qualification are provided.

Weaknesses:

- Low number of international activities.
- Not all academics are actively involved in scientific research and publish their results

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Partially compliant

As analysed in the chapter 2.4., the qualification of the teaching staff involved in the implementation of the study programme mostly complies with the requirements of the study programme and the requirements of regulatory enactments. There is a mechanism for mutual collaboration between the teaching staff members in place. The Teaching staff contributes to the achievement of the learning outcomes. However, not all academics are actively involved in scientific research and publish their results.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study program complies with the state professional higher education standard. Minimum requirements have been met, requirements such as professional specialization courses and internships in the field have been met even to a slightly greater extent than the minimum specified in the standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

The study program corresponds to the valid professional standard. Study courses cover the tasks specified in the professional standard. Several tasks defined in the professional standard are considered in several study courses, which could provide a multifaceted vision, but at the same time care must be taken not to overlap the information.

- 3 3 - 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 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

All study course descriptions are prepared in Latvian as it is the language of study programme. (Annex, 2022_akredit_10.pielikums_stud_k_apr_BOV_LV_01.2023.pdf).

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The attached sample of diploma (Annex, bov_lv-1.pdf) complies with the state regulations. As there is an attached English version of diploma it is reassuring that the diploma supplement is also added in English (Annex, bov_ENG.pdf).

- 5 5 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 6 6 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - 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 (if applicable).

Assessment of compliance: Not relevant

- 8 8 - 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

Based on the LiepU confirmation (Annex, 25.10.2022_1.-1.6._423.edoc) and analysis of Teaching staff CVs, all teaching staff involved in the implementation of the study program meet the state requirements for knowledge of the official language of the state.

- 9 9 - 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 (if applicable).

Assessment of compliance: Not relevant

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Attached sample of study agreement (Annex, Studiju līgumu tipveida_paraugi_stud_virz_Vadiba_LV.pdf) complies with the state regulations (Regulations of the Cabinet of Ministers No. 70 " Studiju līgumā obligāti ietveramie noteikumi").

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

Attached copy of LiepU agreement with "Ventspils augstskola" provides necessary confirmation of student opportunities to continue their education in case of study programme's termination (Annex, LiepU sadarbības līgumi ar citām augstskolām par programmu realizāciju.pdf).

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

Based on the LiepU confirmation (Annex, 19.10.2022_1.-1.6._413.edoc) university guarantees compensation for losses in case the study programme's license is revoked or study programme is not accredited and student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The code of the bachelour study programme 42345 complies with the Cabinet Regulation No. 322 (Riga, 13 June 2017) and No. 240, Riga, 13 May 2014 - only in Latvian). Based on the information provided by HEI, experts find that requirements specified in the regulations are met (Annex_III - Description of the Study Programme - 3.2. The Content of Studies and

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The Study Programme "Business and organization management" meets the requirements of the professional qualification. The programme is well designed and meets the State Education and Professional Standards.

Strengths:

- The aim of the study programme and the outcomes to be achieved are understandable and related to the title of the study programme.

Weaknesses:

- The number of Erasmus or other exchanges is very low and needs to be addressed.

Evaluation of the study programme "Business and organization management"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Business and organization management"

Short-term recommendations

- The reading lists for subjects should be reviewed and updated to ensure they reflect modern approaches to the various disciplines (currently some recommended textbooks are more than 20 years old).

- Lecturers should visit some students on internships so that they become acquainted with current practices in industry and also become aware of perceived weaknesses of students as seen by industry practitioners.

- LiepU should re-consider the duration of part-time completion of the programme.

Long-term recommendations

- LiepU should initiate a strategy to improve its image as a centre of excellence for Business Management programmes. This strategy should seek to involve graduates of its programmes via an Alumni Club or similar, and should use modern social media systems including facebook and Twitter.

- LiepU should create a system of more detailed involvement of employers in development of study programme.

- The teaching of selected courses in English should be introduced for the study programme to attract foreign students.

- LiepU should reconsider the access for students to study materials in Moodle for all times of studies (if possible). This is to avoid the danger that students would be left with out-of-date material where courses had been revised.

- LiepU should develop additional motivation system for the involvement of academic staff into research and publication activities.

- LiepU should develop a system to increase the number of Erasmus or other exchanges.

II - "Culture management" ASSESSMENT

II - "Culture management" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The study programme Culture Management relates well to the Study Field because the focus of the programme is on the management of institutions that are involved in providing cultural activities such as Art exhibitions and music concerts. In that context, marketing and facilities management and financial management are relevant to Culture Management as they are to Business Management. The province of Kurzeme, in which LiepU is situated, is noted for the large number of cultural facilities located in its region.

2.1.2. According to the SAR p. 147, the title of the study programme is "Culture management" in the study field of "Management, Administration and Management of Real Property" with education classification code 42345 with the last 3 numbers (345) standing for Management and administration according to the classification of Latvian education which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>.

According to the SAR p.147, the aim of the programme is to "train high qualification managers for culture field enterprises with higher professional education in culture field, who applying the competences appropriate for the modern changeable socioeconomic and cultural environment are able to manage and develop business in culture field, solve topical problems for Latvia culture environment and implement development of culture product offers for regional and inhabitants' quality of life promotion."

According to the information provided in the SAR p.148, the admission requirements of this programme is "secondary education". The programme is implemented in Latvian; thus, no proof of proficiency in the English language is necessary. It has been stated in the SAR p.148 that after successful completion of the studies, students are awarded a Professional Bachelor's Degree in Culture Management with a qualification "Business manager" (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>).

According to the SAR pp.148, there are two forms of the study programme: 1) a full-time study programme with 160 CP to be gathered during the study process of 4 year; 2) a part time extramural study programme with 160 CP to be gathered during the study process of 4 years and 4 months. Despite the fact, that LiepU part-time study program fulfill the criteria of Law on Higher Education Institutions for part-time studies, experts are concerned that part-time students can earn credits with much lower university attendance than full-time students. The admission requirements for the programme are reasonable for Latvian candidates (www.liepu.lv). The language of implementation should ideally be Latvian and English (the latter to accommodate international students). However, the experts have doubts that LiepU is ready to implement study programme in English and there are still work that needs to be done prior it.

In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes, and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. However, experts are concerned that part-time students can earn credits with much

lower university attendance than full-time students.

Internships are an important part of the programme and students, graduates and employers all professed themselves to be happy with the current arrangements for internships.

The aims, objectives and learning outcomes of the study programme are appropriate. They are in line with LiepU's overall objective of providing opportunities for students to acquire a high-quality professional qualification in the management of Cultural venues.

2.1.3. Not applicable.

2.1.4. The number of students in full-time studies is stable during last 4 years, usually 11-12 students are admitted to the first course. Concerning part-time studies, the only 1 student in 2021 and 0 in 2022 were admitted. Besides, the total number of students on the programme has fallen from 52 in 2019/20 to 37 in 2022/23. (Annex, 2022_akredit_5.pielikums_KultVad_stud_statistika_EN.pdf). Student dropout is 25-35% annually. As a result, there are very few graduates of this programme acquiring the degree and qualification. The main reasons for dropping out are considered the family circumstances – decision to start employment, formation of new families, attempt to combine studies with an active sports career. In experts opinion these low numbers are scarcely viable and it is doubtful if the Professional Bachelor's Study Programme "Culture Management" can be deemed justified on economic or social grounds, based on current numbers. As a counter-argument, it can be noted that Liepaja has been selected as the European City of Culture for 2027 and the publicity associated with events in that year may well boost student numbers well above current numbers. And many international students may be attracted to LiepU for Cultural Management. I.e., the larger number of students would be better. It will help to make the programme more economic stable.

The final year thesis relates to specific cultural institutions in or near Liepaja, indicating their relevance to the aims of the programme.

The employment rate for graduates is reasonable in view of the fact that 75% are female and some opt to have children soon after graduation. 72% of graduates of this programme are currently in employment. This is reckoned to be a good performance in light of the fact that many female graduates choose to start a family soon after graduation, and on this programme, 75% of students are female.

2.1.5. Not applicable.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study Programme "Culture management" is implemented with strong connections with employers and with opportunities for students and graduates in nearby areas. The aim of the study programme and the outcomes to be achieved are understandable and related to the title of the study programme. Despite the fact, that LiepU part-time study program fulfill the criteria of Law on Higher Education Institutions for part-time studies, experts are concerned that part-time students can earn credits with much lower university attendance than full-time students.

Strengths:

- The programme is appropriate and relates well to other activities in the study field.
- The final year theses and other projects are closely related to the main theme of the programme and are based on cultural activities near LiepU.
- The selection of Liepaja as the European City of Culture for 2027 is a great tribute to the city and has the potential to boost student numbers in the Cultural Management programme.

Weaknesses:

- The low numbers of current students and graduates raise questions about the economic and social justification of the programme.
- Culture Management in Liepaja should be of interest to those managing cultural institutions elsewhere in Latvia and also internationally. But LiepU has no partners for this programme.
- The award of a degree for 4 years and 4 months of part-time study is not justified.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The content of the study programme has a clear logic (SAR Annex 2022_akredit_9.pielikums_KultVad_Studiju_plans_EN.pdf) and is developed according to the requirements of the labour market (SAR Part III, 3.2.1.), as well as, professional standard Company Manager (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>).

In order to promote the competitiveness and importance of the program "Cultural Management", a study course "Livonian language and Culture" was created (SAR, p.166). The Culture Management study programme complies with Cabinet of Ministers Regulations No. 240, Riga, 13 May 2014 (Minutes No. 28, §18), <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>; (only in Latvian), Total amount of CP in Study programme 160 CP length of implementation 4 years, CP are divided as follows: general educational study courses - 58 CP; professional specialization courses of the industry - 62 CP; Practice - 22 CP; Electives - 6 CP; State examination - 12 CP (Annex: 2022_akredit_9.pielikums_KultVad_Studiju_plans_EN.pdf).

The study programme is developed in a way that assures the implementation of the study programme objectives. For example, one of the study programme objectives is to 'develop skills in teamwork, critical thinking, organisation and responsibility, strategic and analytical formulation, and creative problem-solving in the cultural sector.' Such subjects as Management theories, Entrepreneurship, Strategic management and others cover this objective. The study programme's content provides all fundamental and professional knowledge about Culture management. There are such fundamental subjects as Cultural Studies and Cultural Identity, World Literature and Culture, Management Theory, Public Relations, and Management of Human Resources. In later years, the programme provides professional knowledge and competencies related to Copyright, Event Logistics, Record Keeping, Dance Art and Choreography, Creative industries and modern Management, Music management and many others. All the subjects of the programme have a clear interconnected logic (SAR Annex 2022_akredit_9.pielikums_KultVad_Studiju_plans_EN.pdf). They are developed according to the requirements of the labour market (SAR Part III, 3.2.1.), as well as professional standards Company Manager (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>). Also, the content of the subjects and their learning outcomes has a clear interconnectedness with study programmes' learning outcomes (SAR Annex 2022_akredit_8.pielikums_KultVad_kartejums_EN).

To promote the competitiveness and importance of the program "Cultural Management", a study course "Livonian Language and Culture", was created (SAR, p.166).

2.2.2. Not applicable.

2.2.3. Analysis of course descriptions (SAR Part III, Annex 2022_akredit_10.pielikums_stud_k_apr_KULTV_ENG) demonstrate that teaching methods are aligned with the course aims, as well as the evaluation form. Students are asked to analyse texts, participate in discussions, or conduct case analyses. It demonstrates that the programme applies

student-centred learning. However, references to old literature resources are noticeable in the descriptions. Some subjects, for example, Event Logistics, are taught in English, thereby helping the internationalisation of the programme.

2.2.4. The programme involves three internships for each student; these occur in Year 1 (6 weeks), Year 2 (8 weeks) and final year (22 CP). All internships are clearly described in course descriptions and are aligned with the programme's learning outcomes. Internships are organised according to the Regulations on Internship at Liepaja University. University provides some positions for internships; however, it is not a sufficient number for all the students (meeting with students). However, there is no connection between the supervising lecturer and the place of the internship; the lecturer does not visit students during the internship (meeting with academic staff). It is not foreseen in the Regulations on Internship at Liepaja University either.

2.2.5. Not applicable.

2.2.6. In the final year, each student must complete a thesis. The titles of these theses relate to specific cultural institutions in or near Liepaja, thus indicating their relevance to the overall aims of the programme to support Cultural Management in the region.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The professional bachelor Study Programme "Culture management". Employers should be invited to serve on a Programme Development Committee Guest lectures play an important role in this programme and should be timed to suit all. Erasmus exchanges should be encouraged and this involves more attention to languages. The programme is well-designed and highly relevant to Cultural Management in the region. The only major weakness is the low number of students, thereby undermining the economic basis of the programme.

Strengths:

- Culture Management is an appropriate specialisation for LiepU in view of the cultural activities in the area, the excellent facilities for Cultural activities and the selection of Liepaja as the European City of Culture.
- Employers are supportive of the programme.
- The emphasis in the programme on the management of cultural activities brings the programme very close to other programmes in the study field.
- The programme encourages final-year thesis projects which are based on cultural facilities in the region.
- Some subjects are taught in English, which encourages internationalisation.

Weaknesses:

- The student numbers are lower than the ideal and may make the programme uneconomic or not justified on social grounds.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

NA

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. LiepU has planned insufficient funding for study programme implementation by its own programme incomes. However the study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme by moving funds from other study fields programmes and keeping revenues and expenses in balance. The management of the programme have acknowledged that the library holdings of books on cultural issues are light but have argued that the excellent physical facilities for cultural activities provides excellent opportunities for internships. In that way, students can achieve a high level of knowledge in Cultural Management.

2.3.2. Not applicable.

2.3.3. The funding available to the study programme. The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by the means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state. Planned revenue for 2022-2023 is 18% less than in 2021-2022. The number of study places funded by the state budget in 2022 is 23, and the minimum number of full-time students required is 14 (SAR, p.165). The number of 1st-year students who started their studies in 2022/2023 - 12 (full time). Total number of students in the study programme in 2022-2023 - 37 students (SAR, p.154).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and conditions for the implementation of the study programme. The funding available to the study programme, funding sources and the use of funding ensure full implementation of the study process.

Strengths:

- LiepU has good facilities, including classrooms and a library, to provide this degree programme. It also has adequate staffing, and the students and graduates praised the staff for their helpful and supportive attitude.
- Using of information systems (Moodle, LAIS).
- The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state.

Weaknesses:

- LiepU has planned insufficient funding for study programme implementation (science provision, informative provision, material and technical provision) by its own programme income.
- Students requested continuing access to study materials in Moodle for all times of studies as they stated it would be helpful for the later stages of their studies, including their work on final-year theses.

- Library resources upgrade: There is a need for further investment in new library books as many of the existing stock is out of date

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

The study provision, informative provision (including library), material and technical provision comply with specific features and the conditions for the implementation of the study programme. However, for this study programme financial resources can not be assessed as a fully sufficient because the higher incomes come from the other programmes (information mentioned during study visit). Although, LiepU has an access to the electronic databases and literature sources, library resources should be upgraded to have more new books. To conclude, the resources in LiepU are in sufficient level and all above mentioned comments are for the further improvement.

2.4. Teaching Staff

Analysis

2.4.1. The academic staff includes 34 educators from different sectors (SAR, p.165; SAR, II_2.3.7._1.pielikums_pasniedzeji_stud_k_26.10.2022._Eng.docx). The composition of the current sectoral professionals includes Music, Media, Event management, Project management, Economics, Language and other staff.

In most cases, industry professionals and experts are involved in the study process on an occasional basis, either by giving a few guest lectures or sharing their experience in a course, or by providing internships and serving on the final national exam board (SAR, p.165).

LiepU faculty staff are mostly employed on a part-time basis, which does not prevent them from taking additional positions (SAR, p.68).

62% of teaching staff are elected, with the ratio is 1,09 students/per teacher (SAR, 2022_akredit_5.pielikums_KultVad_stud_statistika_EN.pdf).

Qualification of the teaching staff is relevant to the learning outcomes/aims of the study courses. The qualification of the teaching staff members involved in the implementation of the study programme enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses, for example, a lecture of the study courses "Event Scenario and Directing", "Theatre History of World and Baltics" etc. (SAR, p.165). Regarding the compliance of qualifications, LiepU provides the data related to 34 lecturers, where 21 are elected in LiepU, including 12 - with doctoral degrees (SAR p. 165). Five doctoral students were recruited and taught courses in the study programme (SAR, p.68).

Based on the LiepU confirmation (Annex, 25.10.2022_1.-1.6._423.edoc) and the analysis of Teaching staff CVs, all teaching staff involved in the implementation of the study program meet the state requirements for knowledge of the official language of the state. The CVs of the lecturers confirm the information provided in the programme description about their qualifications (SAR, VISI_CV_ENG-1.pdf). The workload of teaching staff (in relation - students per lecturer) is reasonable.

2.4.2. In academic year 2016/2017 the study programme underwent significant changes, where several teaching staff were already replaced by more professional and more relevant to the trends

in demand in the sector. In the reporting period, the composition of teaching personnel did not change significantly (SAR, p.166). Two international guest lecturers were attracted to LiepU within the framework of various SAM projects for the study courses: Event Logistics and Livonian Language Culture (SAR, II_2.3.7._1.pielikums_pasniedzeji_stud_k_26.10.2022._Eng).

2.4.3. Not applicable.

2.4.4. Not each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions or have five years of practical experience in accordance with the Law on Higher Education Institutions.

According to the (SAR, II_2.4.4._1.pielikums_pasn_zin.d.kvantitat_ENG.docx) during the period for 2019-2022 elected staff in total produced 178 publications in different databases, wrote 13 scientific books/ monographs and 7 artistic creativity products (the same for Unelected teaching staff: 20, 3, 7). However, the SAR does not provide enough information about publications of teaching staff in particular study program as well as how it is used in the study process. LiepU provided an annex with the list of publications (SAR, II_2.4.4._2.pielikums_pasn_zin.d._ENG_23610.2022.docx). It can be deduced from it that not all academics are actively involved in scientific research and publish their results. However, the revealed high number of publications for 2019-2023 for this particular study programme, the highest one compared with other study programme in this study direction in LiepU. The teaching staff periodically attends international conferences (both in Latvia and abroad), however, the level of conferences is hard to determine.

2.4.5. In terms of collaboration and cooperation, this is the speciality which should be naturally connected with cooperation. There is a mechanism for mutual collaboration between the teaching staff members in place - listed in various exhibitions within the field, events (Latvian Century, LOC), conferences (Language and its Research Aspects), seminars and other networking events (SAR, p.167), as well as research development which contributes to the improvement of the study courses/modules and their correlation. The mechanism for mutual cooperation of the teaching staff in the implementation of the study programme ensures the achievement of the aims of the study programme and the interconnection of study courses within the study programme. However, no dates or additional information listed, which makes this chapter on Culture Management not only the shortest, but lacking in detail.

As experts get to know from the meeting with Directors of Study Programmes, the collaboration between teaching staff for study course/module alignment is ensured through programme discussions in Council meetings, Department meetings and informal meetings with academic staff. It is, however, unclear, how guest lecturers are involved in this process. Also during visit experts get to know that teacher observation does not occur.

Conclusions on this set of criteria, by indicating strengths and weaknesses

In the reporting period, the composition of teaching personnel did not change significantly. The study programme has a high number of teachers with doctoral degrees and qualification (12 from 34). The report refers to sectoral professionals and guest lectures, but in a very limited manner. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements of the study programme and the requirements of regulatory enactments and contributes to the achievement of the learning outcomes. During the Covid-19 pandemic teaching staff obtained the training for online digital skills, technological support and additional opportunities and operations provided by Moodle. And they use this knowledge on an everyday basis. However, the teaching staff certainly needs the training for didactic skills (at least for new teaching staff).

Despite the fact that some members of academic staff involved in the delivery of the programme

are involved in scientific research at the international and national levels, and their research mostly relates to the goal and objectives of the programme more effort is needed in this area. Increased cooperation and knowledge exchange could be useful in delivering the programme and achievement of learning outcomes. International activities need to be improved to ensure greater international influence for staff and students.

Strengths:

- The ratio of students/per teacher - 1.09 students/per teacher is excellent one.
- The highest number of PhDs - 12 teachers with doctoral degrees and qualification.
- The revealed high number of publications for 2019-2023 for this particular study programme, the highest one.
- The teaching staff obtained the training for online digital skills and Moodle operations, and they use this knowledge on an everyday basis.
- Very unique study course "Livonian language and culture" was created.

Weaknesses:

- The SAR makes reference to only 2 names in the association with one personal exhibition and monograph and without any listed dates, which makes this chapter on Culture Management not only the shortest, but very scanty.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

As analysed in the chapter 2.4., the qualification of the teaching staff involved in the implementation of the study programme mostly complies with the requirements of the study programme and the requirements of regulatory enactments. There is a mechanism for mutual collaboration between the teaching staff members in place. The Teaching staff contributes to the achievement of the learning outcomes. All academics are actively involved in scientific research and publish their results or participate in different events and exhibitions.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study program complies with the state professional higher education standard. Minimum requirements have been met, requirements such as professional specialization courses and internships in the field have been met even to a slightly greater extent than the minimum specified in the standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

The study program corresponds to the valid professional standard. Study courses cover the tasks specified in the professional standard. Several tasks defined in the professional standard are considered in several study courses, which could provide a multifaceted vision, but at the same time care must be taken not to overlap the information.

- 3 3 - 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 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

All study course descriptions are prepared in Latvian as it is the language of study programme (Annex, 2022_akredit_9.pielikums_KultVad_Studiju_plans.pdf.pdf)

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The attached sample of diploma (Annex, kult_vad_lv.pdf) complies with the state regulations. As there is an attached English version of diploma it is reassuring that the diploma supplement is also added in English (Annex, kult_vad_eng.pdf).

- 5 5 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 6 6 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - 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 (if applicable).

Assessment of compliance: Not relevant

- 8 8 - 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

Based on the LiepU confirmation (Annex, 25.10.2022_1.-1.6._423.edoc) and the analysis of Teaching staff CVs, all teaching staff involved in the implementation of the study program meet the state requirements for knowledge of the official language of the state.

- 9 9 - 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 (if applicable).

Assessment of compliance: Not relevant

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Attached sample of study agreement (Annex, Studiju līgumu tipveida_paraugi_stud_virz_Vadiba_LV.pdf) complies with the state regulations (Regulations of the Cabinet of Ministers No. 70 " Studiju līgumā obligāti ietveramie noteikumi").

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

Attached copy of LiepU agreement with "Ekonomikas un kultūras augstskola" provides necessary confirmation of student opportunities to continue their education in case of study programme's termination (Annex, LiepU sadarbības līgumi ar citām augstskolām par programmu realizāciju.pdf).

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

Based on the LiepU confirmation (Annex, 19.10.2022_1.-1.6._413.edoc) university guarantees compensation for losses in case the study programme's license is revoked or study programme is not accredited and student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The code of the bachelour study programme 42345 complies with the Cabinet Regulation No. 322 (Riga, 13 June 2017) and No. 240, Riga, 13 May 2014 - only in Latvian). Based on the information provided by HEI, experts find that requirements specified in the regulations are met

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The name of the professional bachelor study programme "Culture management" goes in line with the admission and legislative requirements and ends with the award of a professional bachelor's degree in business administration and a fifth level professional qualification and the award of the professional qualification of Company Manager. The Study Programme "Culture management" meets the requirements of the professional qualification. The programme is well designed and meets the State Education and Professional Standards.

Descriptions of study courses correspond to the requirements settled in the regulatory enactments. The content of the courses covers a range of related issues, and that corresponds to the goals of the study programme, ensures the achievement of study results, and meet the needs and scientific trends of the industry concerned. Course descriptions are appropriate, content does not overlap. Teachers communicate with each other and are familiar with the content of lectures in other courses. Methods used, including evaluation methods, promote learning of study courses and the achievement of study results. The programme doesn't have sufficient resource base by its own programme income, including financial, material, technical, study, and information provision, including libraries, as well as scientific support, which could indicates the possibility to ensure a high-quality study process and achieve learning outcomes. International activities need to be improved to ensure greater international influence on staff and students. Study resources and provision comply with the requirements for the implementation of the Bachelor study programme, create the prerequisites for the achievement of learning and research outcomes, can ensure a high-quality study process. However, taking into account covering of the expenses of this programme from other study programme it is possible to continue it implementation.

Strengths:

- The aim of the study programme and the outcomes to be achieved are understandable and related to the title of the study programme.
- Very unique study course "Livonian language and culture" was created.

Weaknesses:

- The SAR makes reference to only 2 names in the association with one personal exhibition and monograph and without any listed dates.

Evaluation of the study programme "Culture management"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Culture management"

Short-term recommendations

- The reading lists for subjects should be reviewed and updated to ensure they reflect modern approaches to the various disciplines (currently, some recommended textbooks are more than 20 years old)

- Lecturers should visit some students on internships so that they become acquainted with current practices in the industry and also become aware of the perceived weaknesses of students as seen by industry practitioners.

Long-term recommendations

-Initiatives should be undertaken to try to increase the number of students enrolled on both the full-time and part-time versions of the programme.

-LiepU management should seek suitable partners for this programme in Latvia and internationally.

- To assure feedback about teaching staff and efficiency of learning methods of Culture Management.

- LiepU have to develop strategy of development and financing of the programme, because this study programme incomes do not cover the costs.

- LiepU should reconsider the access for students to study materials in Moodle for all times of studies (if possible).

- LiepU should develop cooperation with the industry by signing more cooperation and internship agreements.

- This study programme teaching staff should improve scientific activities.

II - "Tourism and recreation management" ASSESSMENT

II - "Tourism and recreation management" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The professional bachelor Study Programme "Tourism and Recreation Management" (Code of the study programme in accordance with the Latvian Education Classification 42345) meets the requirements of the 6th level of Latvian Qualification Framework and the 5th level of the professional qualification. The study programme fits well with the aims and objectives of the Study Field. The programme aims to produce professionals who are able to develop new and innovative products throughout Latvia. It also aims to increase internationalisation. These aims are compatible with the Study Field.

2.1.2. According to the SAR p. 94, the title of the study programme is "Tourism and recreation management" in the study field of "Management, Administration and Management of Real Property" with education classification code 42345 with the last 3 numbers (345) standing for Management and administration according to the classification of Latvian education which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>.

According to the SAR p.94, the aim of the programme is to "train managers for tourism and recreation companies, who are able to demonstrate in the modern changeable social economic conditions appropriate management skills and competences in tourism and recreation company management and their offered service management and development; professionals who are able to develop and offer new and innovative tourism, recreation and relaxation products to improve human quality of life not only in Kurzeme Region, but also in Latvia; promote national economy ,

development of tourism and recreation sector, preparing high qualification professionals who are able to create tourism and recreation offers with a high added value."

It has been stated in the SAR p.96-97 that after successful completion of the studies, students are awarded a Professional bachelor's degree in tourism business management or professional bachelor's degree in recreation business management with a qualification "Business manager" (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>).

According to the information provided in the SAR p.96-97, the admission requirements of this programme in Latvian is "secondary education", and in English "secondary education and English language knowledge at B2 level".

According to the SAR pp.96-97, there are two forms of the study programme: 1) a full-time study programme with 160 CP (240 ECTS) to be gathered during the study process of 4 year in Latvian and English; 2) a part time extramural study programme with 160 CP (240 ECTS) to be gathered during the study process of 4 years and 4 months in Latvian. The admission requirements for the programme are reasonable.

In the opinion of the Expert Panel, the title, code, degree to be obtained, aims, objectives, learning outcomes and admission requirements of the study programme are interrelated. However, experts are concerned that part-time students can earn credits with much lower university attendance than full-time students. The experts are also satisfied that the duration and scope of the study programme implementation as well as the implementation language (Latvian) are reasonable and justified.

While the current implementation is reasonable, there is scope for improvement.

At the moment the programme is implemented in Latvian; thus, no proof of proficiency in the English language was necessary. However, as it stated in the SAR p.97 LiepU wants to start implementation of the study programme in English language: the experts have the greatest concern to this. These concerns will be explained further in the report.

The study programme includes modules on foreign languages, currently represented by English, German and Russian. Employers who met the panel said that a weakness of students and graduates is their lack of skill in foreign languages and named Lithuanian and Russian as languages they would like to see improved. One reason for the importance of the Lithuanian language is the agreement of Latvia and Lithuania to cooperate in the development and marketing of Baltic Tourism for their two countries.

2.1.3. In accordance with the recommendations of the experts of the previous evaluation, the overlapping of study courses has been prevented, the acquisition of knowledge corresponding to modern technologies has been introduced in the content of the study courses, the catering sector has been included in the study content, and study courses in English have also been included. (SAR part III, 3.1)

2.1.4. The number of students is stable during last 4 years, usually 10-11 students are admitted to first course (Annex, 2022_akredit_5.pielikums_TurVad_stud_statistika_EN.pdf).

However, then only around half of students acquiring the degree and qualification. The main reasons for dropping out are considered the family circumstances – decision to start employment, formation of new families, attempt to combine studies with an active sports career. The student numbers recruited for the full-time Professional Bachelor's Study Programme "Tourism and recreation Management" show that the programme is justified on economic and social grounds. However, the larger number of students would be better. It will help to make the programme more economic stable. The programme is situated in a region which has clear objectives to develop its tourism industry and to do so in conjunction with its neighbouring country, Lithuania. So, there are strong social justifications for the programme. Employers who met the panel indicated that graduates of this programme show that they understand tourism/hospitality issues, they are ready to do different

kinds of work or projects and are not afraid to ask questions. They learn from their mistakes.

2.1.5. Not applicable.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The professional bachelor Study Programme "Tourism and Recreation Management" implemented in Latvian meets the requirements of the professional qualification. Study Programme is implemented with strong connections with employers and with opportunities for students and graduates in nearby areas.

Strengths:

- A well-designed programme that fits very well into the study field.
- The region is heavily involved in tourism activity, both nationally and also in a partnership with Lithuania for Baltic Tourism.
- Employers praised the students.

Weaknesses:

- Not enough focus on foreign languages, especially English, Lithuanian etc which are required by tourism businesses which cater for tourists in the region who speak those languages.
- Need more international placement of students on internships.
- The current programme is not attracting foreign students even though LiepU has ambitions to become more international.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The Tourism and Recreation management study programme complies with Cabinet of Ministers Regulations No. 240, Riga, 13 May 2014 (Minutes No. 28, §18), <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitiba-standartu>; (only in Latvian), Total amount of CP in Study programme 160 CP length of implementation 4 years, CP are divided as follows: general educational study courses - 56 CP; professional specialization courses of the industry - 42 CP; Practice - 26 CP; Electives - 6 CP; State examination - 12 CP (Annex: 230120-TurVad_P9_ENG.pdf). The modules are interconnected and correspond to the objectives of the programme. It corresponds with the professional standard Company Manager (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>); for example, the modules of "Tourism Business Processes", "Hospitality Tourism Business Management", "Recreational offer in tourism" educates how to assess the internal environmental factors and their impact on business start-up and development. Also, many other modules contribute to the implementation of the mentioned professional standard.

One change that could improve the programme would be the addition of some practical hotel/tourism activities in year 1, such as food preparation, food service or housekeeping. The acquisition of basic skills in one of these areas would assist the students on their first internship and would assist the employers.

One question which arises is the status of languages in the programme. There are some degree programmes at LiepU which are available in the English language, but this programme is not one of them, but LiepU wants in the future to implement it in English.

Employers would like to see more emphasis on languages, presumably because Latvian hotels and other tourism enterprises have to be able to deal with visitors from several countries.

Employers are generally happy with the internships though they would prefer some longer

internships. The model favoured by employers would be a short first visit to an employer, and then the student returns for a second, longer internship. But students prefer to have their internships with different employers each time.

The study programme is developed in a way that assures the implementation of the study programme objectives. For example, one of the study programme objectives is to 'develop students' communicative and foreign language skills, skills to work in team, ability to think critically and take responsibility, strategically and analytically formulate, solve critically the problems of the tourism sector and recreation field.' Such subjects as Foreign languages, Entrepreneurship, Strategic management, Sustainable development, Public Speech and Modern Technologies, Research Methodology cover this objective. The study programme's content provides all fundamental and professional knowledge about tourism and recreation management. There are such subjects as Management theory, International Business Environment, Financial management, Project Development and Management form fundamental knowledge of the field. Professional knowledge and competencies are covered by such subjects as Basics of Tourism, Cultural Tourism, World Tourism Objects, Tourism Marketing and many others. So, all the programme subjects have a clear interconnected logic and correspond to the programme's learning outcome (SAR Annex 2022_akredit_8.pielikums_TurVad_kartejums_EN (1).pdf.) Also, it corresponds with the professional standard [Company Manager](https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf) (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>); for example, the modules of "Tourism Business Processes", "Hospitality Tourism Business Management", "Recreational offer in tourism" educates how to assess the internal environmental factors and their impact on business start-up and development. Also, many other modules contribute to the implementation of the mentioned professional standard.

Latvia and Lithuania have agreed to cooperate to develop Baltic Tourism and as the Kurzeme region borders Lithuania on the Baltic sea, it is appropriate that LiepU should play a key role in offering a degree programme in tourism. The designation of Liepaja as a European City of Culture is likely to result in many more tourists visiting the city and the region so it is useful that study programmes for Culture Management and Tourism are interconnected.

2.2.2. Not applicable.

2.2.3. Programme modules' learning results are aligned with the learning outcomes of the programme (Annex: 2022_akredit_8.pielikums_TurVad_kartejums_EN.pdf). Descriptors of the courses demonstrate that learning methods correspond with the evaluation form. For example, the course Strategic Management and Innovations aims to develop student's knowledge and understanding of strategic planning processes; for this, students have to read texts and analyse them. Knowledge is evaluated by using test examination, while the level of understanding is evaluated by using text analysis assignments. This demonstrates students' centrality.

The reading lists for many subjects are out-of-date. In a rapidly changing world, it is important that readings are as up-to-date as possible. In regard to Tourism in Latvia, the Covid-19 pandemic and the war in Ukraine both involved enormous changes for the Tourism industry, but this is not reflected in the books recommended.

Otherwise, the programme is well organised and delivered to the satisfaction of students and graduates.

2.2.4. The internships play a key role in the programme and account for one-sixth of the total credits. All internships are clearly described in course descriptions, and the requirements are aligned with the study programme learning outcomes. Internships are organised according to the Regulations on Internship at Liepaja University. They are generally well organised, and both students

and employers are reasonably content with current arrangements. In experts' opinion, the introduction of a practice-based subject in year 1 of the programme would benefit students and employers during the first stage of the internship. Employers of students of this programme met the panel of experts and were complimentary about the abilities of students on internships, stating that the students understand tourism/hospitality issues.

In experts' opinion, the programme would benefit from greater internationalisation, including more non-Latvian students attending in LiepU and more internships for Latvians outside their native country.

2.2.5. Not applicable.

2.2.6. The students choose the topics of students final theses but very often they receive guidance from both their teachers in Liepu and their employers on the student's internship. This was confirmed to the Expert Panel during the meetings by employers representatives and by students and graduates. The examples of student final theses seen by the panel showed that many of the theses related to a particular problem in the institution in which the student was doing his/her internship.

A previous assessment of the programme recommended that the student final year theses should be related to the research activities of staff members. There was no evidence that this has occurred.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The professional bachelor Study Programme "Tourism and recreation management" was designed and developed in accordance with the vision set by the previous LiepU Development Strategy. This is a well-organised programme which is seen to meet the needs of students and of employers and has sufficient number of students. Employers should be invited to serve on a Programme Development Committee. Guest lectures play an important role in this programme and should be timed to suit all. Erasmus exchanges should be encouraged and this involves more attention to languages.

Strengths:

- This is a well-organised programme which is seen to meet the needs of students and of employers.
- The study programme attracts a reasonable number of applicants each year and thus is economically justified.
- The city of Liepaja and the region of Kurzeme are both actively involved in the tourism industry and thus this is an appropriate programme for LiepU.
- Employers are supportive of the programme.

Weaknesses:

- The part-time version of the programme has almost the same duration as the full-time version even though student attendance is an average of one day per week.
- Lack of international activities.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. LiepU has planned insufficient funding for study programme implementation by its own programme incomes. However the study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme by moving funds from other study fields programmes and keeping revenues and expenses in balance. The study program is implemented in accordance with specific requirements, which include providing informative resources (library, Moodle), materials and technical resources, and financial resources. However, the methodological resources (presentations, study materials etc) are not fully suitable for the implementation of this study programme in English.

2.3.2. Not applicable.

2.3.3. In 2023, there are 25 students and 11 of them have just started their studies. Due to the pandemic period the number of students from 2020-2021 till 2022-2023 decreased and revenues dropped by 13% (SAR p. 114). Study programme incomes do not cover the costs. The programme is subsidised by profitable study programmes "Management Sciences" and "Business and organisation management (part time studies).

LiepU plans to implement a study program in English, utilizing existing resources. Its goal is to increase the number of students by attracting international students. According to experts, the LiepU has not yet made investments in developing and implementing a strategy to capture the international education market, which would provide an attractive learning content and environment for potential foreign students.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and conditions for the implementation of the study programme. The funding available to the study programme, funding sources and the use of funding ensure full implementation of the study process. Missing dormitories: students requested the addition of extra dormitories on or near the LiepU campus. This would facilitate Latvian and foreign students.

Strengths:

- LiepU has good facilities, including classrooms and a library to provide this degree programme.
- LiepU has a good information system (Moodle, LAIS).
- The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state.

Weaknesses:

- Study programme incomes do not cover the costs. The programme is subsidised by profitable study programmes "Management Sciences" and "Business and organisation management (part-time studies)
- Students requested continuing access to study materials in Moodle for all times of studies as they

stated it would be helpful for the later stages of their studies, including their work on final-year theses.

- Library resources upgrade: There is a need for further investment in new library books as many of the existing stock is out of date.

- The methodological resources (presentations, study materials etc) are not fully suitable for the implementation of this study programme in English.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

In general LiepU has sufficient material and technical resources, for further improvement LiepU should a way how to assure dormitories for students. Regarding to the funding available financial resources could be accessed as a sufficient considering that LiepU distributes funding among the study programmes (information mentioned during study visit). Although, LiepU has an access to the electronic databases and literature sources, library resources should be upgraded to have more new books. the methodological resources (presentations, study materials etc) are not fully suitable for the implementation of this study programme in English. To conclude, the resources in LiepU are in sufficient level for the study programme implemented in Latvian and all above mentioned comments are for the further improvement. Regarding study programme implementation in English the resources are not sufficient.

2.4. Teaching Staff

Analysis

2.4.1. The academic staff includes 31 educators from different sectors (SAR, p.115; SAR, II_2.3.7_1.pielikums_pasniedzeji_stud_k_26.10.2022_Eng.docx). In most cases, industry professionals and experts are involved in the study process on an occasional basis, either by giving a few guest lectures or sharing their experience in a course, or by providing internships and serving on the final national exam board (SAR, p.115).

LiepU faculty staff are mostly employed on a part-time basis, which does not prevent them from taking additional positions (SAR, p.68).

The student/teacher ratio is high 0,81, i.e. (25 students per 31 teachers), used as a proxy for class size (SAR, 2022_akredit_5.pielikums_TurVad_stud_statistika_EN.pdf).

Qualification of the teaching staff is relevant to the learning outcomes/aims of the study courses. Regarding the compliance of qualifications, LiepU provides the data related to 31 lecturers, where 16 (52%) are elected in LiepU, including 9 - with doctoral degrees (SAR p. 115). Four doctoral students were recruited and taught courses in the study programme (SAR, p.115). The core Teaching staff delivers the lectures on Tourism and recreation Management, and the composition is provided through the diversity of skills, subjects and sectoral preferences. The study programme attract professionals from the industry, for example, for study courses "Nature and Active Tourism", "Types and Means of Recreation in Tourism", Legal Transaction of Tourism Industry" etc. (SAR, p.115).

The teaching staff is proficient in Latvian which is the official language, in accordance with regulations for performing professional and office duties (SAR, II - Description of the Study Field - 2.3. Resources and Provision of the Study Field, 25.10.2022_1.-1.6._422.edoc). The CVs of the

lecturers confirm the information provided in the programme description about their qualifications (SAR, VISI_CV_ENG-1.pdf). However, not all teaching staff is qualified enough to teach in English - 7 of 29 teaching staff members involved in the implementation of study programme "Tourism and recreation management" (Annex, 230120-TurVad_P9_ENG.pdf) has stated their English knowledge under B2 level (Annex, VISI_CV_LV.pdf). Therefore, teaching staff knowledge of one of the language (English) the study programme is planned to be implemented is insufficient.

2.4.2. In the reporting period, the composition of teaching personnel did not change significantly. LiepU purposefully takes measures so that changes in the composition of the teaching staff do not negatively affect the quality of the implementation of the study programme.

Within the framework of various SAM projects and long-standing cooperation this study programme attracted foreign professionals - 3 foreign academic staff have been attracted for subjects: Tourism Logistics, Geography of Tourism, Innovations in International Tourism, Digital Marketing. Guest lecturers are from NHTV Breda (Netherlands), Klaipeda University (Lithuania), Kolping University of Applied Sciences (Kaunas, Lithuania) (SAR, p.116).

2.4.3. Not applicable.

2.4.4. Not each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions or have five years of practical experience in accordance with the Law on Higher Education Institutions. The issue is about how the academic staff is involved in scientific research and/or artistic creation (in the fields related to the content of the study programme) both at national and international level, and how this information is used in the study process. There are only a few lecturers from the academic staff involved in scientific research, few graduates are engaged in the study course teaching, and 2 more graduates are active in the work of the State Examination Commission. The teaching staff periodically attends international conferences (both in Latvia and abroad), however, the level of conferences is hard to determine. According to the (SAR, II_2.4.4._1.pielikums_pasn_zin.d.kvantitat_ENG.docx) during the period for 2019-2022 elected staff in total produced 178 publications in different databases, wrote 13 scientific books/monographs and 7 artistic creativity products (the same for Unelected teaching staff: 20, 3, 7). However, the SAR does not provide enough information about publications of teaching staff in particular study program as well as how it is used in the study process. LiepU provided an annex with the list of publications (SAR, II_2.4.4._2.pielikums_pasn_zin.d._ENG_23610.2022.docx). It can be deduced from it that not all academics are actively involved in scientific research and publish their results.

2.4.5. In terms of collaboration and cooperation, this is the speciality which should be naturally connected with cooperation. There is a mechanism for mutual collaboration between the teaching staff members in place. The teaching staff have a cooperation with Liepāja Region Tourism Information Office, Kurzeme tourism association, business incubators, health and tourism cluster etc. Also, teaching staff participated in a couple of joint research, project development, and implementation, conferences etc. (SAR, p.117). The experts made sure of this during the visit meetings with program directors, students, alumni, teaching staff, and industry representatives.

As experts get to know from the meeting with Directors of Study Programmes, the collaboration between teaching staff for study course/module alignment is ensured through programme discussions in Council meetings, Department meetings and informal meetings with academic staff. It is, however, unclear, how guest lecturers are involved in this process. However, during the visit experts get to know that teacher observation does not occur.

Conclusions on this set of criteria, by indicating strengths and weaknesses

The practice-oriented study programme attracts those who are working in tourism. In the reporting period, the composition of teaching personnel did not change significantly. The stability and permanence of teaching personnel have a positive effect on the quality of studies, as the build-up knowledge, teaching experience, and skills of teaching personnel ensure continuous enhancement and updating of the content of courses in line with the current situation in industries and science.

The qualifications of the teaching staff involved in the implementation of the study programme complies with the requirements of the study programme and the requirements of regulatory enactments and contributes to the achievement of the learning outcomes. According to implementation of the study programme in English language: the only 7 of 29 teaching staff members involved in the implementation of study programme "Tourism and recreation management" (Annex, 230120-TurVad_P9_ENG.pdf) have stated their English knowledge under B2 (European Common Framework of Reference) level (Annex, VISI_CV_LV.pdf). Therefore, teaching staff knowledge of one of the language (English) study programme is planned to be implemented is insufficient.

Despite the fact that a part of the academic staff involved in the delivery of the programme are involved in scientific research at the international and national levels, and their research mostly relates to the goal and objectives of the programme, more effort is needed in this area. Increased cooperation and knowledge exchange could be useful in delivering the programme and achievement of learning outcomes. International activities need to be improved to ensure greater international influence for staff and students.

Strengths:

- Practice-oriented study with the attraction of the motivated, highly professionally qualified teaching staff.
- Attraction of the professionals from the industry.
- Involvement of graduates in teaching in study programme.

Weaknesses:

- Low number of international activities.
- The teaching staff knowledge of one of the language (English) study programme is planned to be implemented is insufficient.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The qualification of the teaching staff involved in the implementation of the study programme in Latvian complies with the requirements of the study programme and the requirements of regulatory enactments and contributes to the achievement of the learning outcomes.

According to implementation of the study programme in English language, the only 7 of 29 teaching staff members involved in the implementation of study programme "Tourism and recreation management" (Annex, 230120-TurVad_P9_ENG.pdf) has stated their English knowledge under B2 level (Annex, VISI_CV_LV.pdf). Therefore, teaching staff knowledge of one of the language (English) study programme is planned to be implemented is insufficient.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study program complies with the state professional higher education standard. Minimum requirements have been met, requirements such as professional specialization courses and internships in the field have been met even to a slightly greater extent than the minimum specified in the standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

The study program corresponds to the valid professional standard. Study courses cover the tasks specified in the professional standard. Several tasks defined in the professional standard are considered in several study courses, which could provide a multifaceted vision, but at the same time care must be taken not to overlap the information.

- 3 3 - 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 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

All study course descriptions are prepared in Latvian and English as those are the languages of the study programme (Annex, 2022_akredit_10.pielikums_stud_k_apr_TurVad_LV_01.2023.pdf) (Annex, 2022_akredit_10.pielikums_stud_k_apr_TurVad_Eng_01.2023.pdf).

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The attached samples of diploma (Annex, TurVad_LV.pdf)(Annex, TurVad_EN.pdf) complies with the state regulations.

- 5 5 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 6 6 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - 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 (if applicable).

Assessment of compliance: Not relevant

- 8 8 - 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

Based on the LiepU confirmation (Annex, 25.10.2022_1.-1.6._423.edoc), all teaching staff involved in the implementation of the study program meet the state requirements for knowledge of the official language of the state.

- 9 9 - 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 (if applicable).

Assessment of compliance: Partially compliant

7 of 29 teaching staff members involved in the implementation of study programme "Tourism and recreation management" (Annex, II_2.3.7._1.pielikums_pasniedzēji_stud_k_26.10.2022._Eng.docx) has stated their English knowledge under B2 level (Annex, VISI_CV_LV.pdf). Therefore teaching staff knowledge of one of the language (English) study programme is planned to be implemented is insufficient.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Attached sample of study agreement (Annex, Studiju līgumu tipveida_paraugi_stud_virz_Vadiba_LV.pdf) complies with the state regulations (Regulations of the Cabinet of Ministers No. 70 "Studiju līgumā obligāti ietveramie noteikumi").

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

Attached copy of LiepU agreement with "Vidzemes augstskola" provides necessary confirmation of student opportunities to continue their education in Latvian in case of study programme's termination (Annex, LiepU sadarbības līgumi ar citām augstskolām par programmu realizāciju.pdf).

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

Based on the LiepU confirmation (Annex, 19.10.2022_1.-1.6._413.edoc) university guarantees compensation for losses in case the study programme's license is revoked or study programme is not accredited and student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Partially compliant

The code of the bachelour study programme 42345 complies with the Cabinet Regulation No. 322 (Riga, 13 June 2017) and No. 240, Riga, 13 May 2014 - only in Latvian). Based on the information provided by HEI, experts find that requirements specified in the regulations are met (Annex_III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof_2022_akredit_TurVad_atbilst_valsts_standartam_6.pielikums_ENG_01.2023.pdf). Considering LiepU plans to implement this study programme in English experts concluded that teaching staff knowledge of English is insufficient.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The professional bachelor Study Programme "Tourism Management and Recreation" meets the requirements of the professional qualification. The programme is well designed and meets the State Education and Professional Standards. The programme is delivered in close cooperation with industry and practice placements are in industry is an important feature of the programme. Foreign languages should be strengthened and Erasmus exchanges should be developed. The arrangements for part-time version in 4 years and 4 months warrants further consideration.

if LiepU submits the curriculum for accreditation only in Latvian, then the experts believe that the program corresponds to the rating "good". But if LiepU submits the curriculum for accreditation in English as well, then experts believe that the program meets the "average" rating.

Strengths:

- The programme has been running successfully for more than 20 years and attracts a reasonable number of students.
- The programme meets the State Education Standard and the Professional Standard for "Company Manager".
- Graduates of the programme are happy to provide practice placements for students, to give guest lectures and to employ graduates.

Weaknesses:

- The number of Erasmus or other exchanges is very low and needs to be addressed.
- The part-time version of the programme has almost the same duration as the full-time version

even though student attendance is an average of one day per week.

Evaluation of the study programme "Tourism and recreation management"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Tourism and recreation management"

Short-term recommendations

- | |
|---|
| - The reading lists for students should be reviewed and updated |
| - LiepU has to develop and implement a strategy to capture the international education market, which would provide an attractive learning content and environment for potential foreign students. |
| - LiepU should estimate introducing a practice-based subject in year 1 which would help students for their first internship. |

Long-term recommendations

- | |
|--|
| - There should be greater emphasis on language training for students, for example, Lithuanian. These languages may be provided on an optional basis; for example, a student who intends undertaking an internship in Lithuania could choose to study Lithuanian. |
| - There should be increased emphasis on internationalisation in research, in student mobility and on recruitment of students. To facilitate the latter, it will be necessary to offer more modules in subjects other than Latvian, to facilitate students from abroad attending LiepU. |
| - LiepU should re-consider the duration of part-time completion of the programme to avoid the situation that the part-time version of the programme has almost the same duration as the full-time version even though student attendance is an average of one day per week. |
| - LiepU have to develop strategy of development and financing of the programme, because this study programme incomes do not cover the costs. The programme is subsidised by profitable study programmes "Management Sciences" and "Business and organisation management (part-time studies)" |
| - The plan of teaching staff, their development plans, etc. should be prepared with the targets/KPIs/indicated measures. |

II - "Management Sciences" ASSESSMENT

II - "Management Sciences" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The professional Master Study Programme "Management Sciences" (Code of the study programme in accordance with the Latvian Education Classification 47345) meets the requirements of the 7th level of Latvian Qualification Framework and the 5th level of the professional qualification. The Master's degree programme sits well in the Study Field and links with the Bachelor's degree programmes that are offered in this study field. Programme ensures the

acquisition of relevant professional competences in a particular field and develops abilities to plan and perform research and scientific work in the field.

2.1.2. According to the SAR p. 169, the title of the study programme is "Management Sciences" in the study field of "Management, Administration and Management of Real Property" with education classification code 47345 with the last 3 numbers (345) standing for Management and administration according to the classification of Latvian education which can be accessed here: <https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitiba-klasifikaciju>.

According to the SAR p.169, the aim of the programme is to train higher level professionals in organizations management "on the basis of economic, management, social and organizational psychology, information technologies, pedagogy, sociology etc. communication science cognitions and the needs of national economy, providing a multidisciplinary approach to management science studies and promoting development of a creative personality with the competencies necessary for a modern manager in their professional work." According to the information provided in the SAR p.171, the admission requirements of this programme is "second-level professional higher education and fifth-level professional qualification (from 01.08.2022 - sixth-level vocational qualification acquired in the first-cycle higher education) in economic and in business subsectors" or "second-level professional higher education and fifth-level professional qualification (from 01.08.2022 -sixth-level vocational qualification acquired in the first-cycle higher education) in other social sciences sub-sectors, including military science, and at least 2 years of professional experience in a managerial position". The programme is implemented in Latvian; thus, no proof of proficiency in the English language is necessary. It has been stated in the SAR p.169 that after successful completion of the studies, students are awarded a Professional master's degree in business management or professional master's degree in society management, or a professional master's degree in education management as it is a Professional master study programme. According to the SAR pp.170-171, there are two forms of the study programme: 1) a full-time study programme with 40 CP (60 ECTS) to be gathered during the study process of 1 year; 2) a full-time study programme with 80 CP (120 ECTS) to be gathered during the study process of 2 years. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes, and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified.

Graduates of the programme expressed the opinion that for many applicants the admission to the programme could be with a gap of some years after completion of a bachelor's degree programme, to allow applicants time to discover the needs of industry.

2.1.3. Not applicable.

2.1.4. The number of students is decreasing all the time. In the study year 2021/22, the program changed from a duration from 1 year and 6 months to a duration of 1 year. As a result, in 2021, no students were admitted to the 1-year and 6-month program, but 19 students were admitted to the 1-year program. Likewise, in 2022, 0 students were admitted to the 1-year and 6-month program, while 20 students were admitted to the 1-year program. (Annex, 2022_akredit_5.pielikums_Vz_stud_statistika_EN 130113.docx). The recruitment level for the 2 years full-time programme is very low (0 - 3 per annum) and, in experts' opinion, it may not be economically viable (SAR p.177).

The employment statistics for graduates of the programme are very impressive (in some years 100%) (SAR p. 176).

2.1.5. Not applicable.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The professional Master Study Programme "Management Sciences" meets the requirements of the professional qualification. The programme is well connected to the three Bachelor degree programmes with which it shares the study field. The number of students recruited for the 2 years full-time programme (3 students) is below expectations and is uneconomic. The student numbers enrolled in the Master's degree programme indicate that the programme is justified on economic grounds. The employment rate after graduation is very high. Unfortunately, the international links are not very good.

Strengths:

- The programme is well connected to the three Bachelor degree programmes with which it shares the study field.
- The programme offers a route to further, higher qualifications for graduates of any of the three Bachelor degree programmes.
- The employment statistics are very impressive.

Weaknesses:

- Graduates of LiepU state that the university does not do enough to enhance the reputation of the university in the field of Business degrees.
- Lack of the international links.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The content of the programme is interconnected with the objectives of the programme and with the objective of LiepU to provide opportunities for students to acquire high-quality professional qualifications. Learning outcomes included in the study courses of the "Management Science" study program and the achievable results are interconnected with the objectives of the study program and the achievable results defined in the professional standards (SAR p. 169 -170; SAR Appendix 8 230118_2022_akredit_VadZin_P8_Kartejums_ENG). This study programme plan contains Master's practice in the organisation and Master's thesis, which demonstrates its alignment with the industry and science trends (SAR Annex 230118-2022_akreditacija_VadZin_P9_studiju_plans_ENG)

The Management Science study programme complies with Cabinet of Ministers Regulations No 512 "Regulations on the State Standard of Second Level Professional Higher Education" (August 26, 2014) <https://likumi.lv/doc.php?id=268761> . It also corresponds with the requirements of the Professional Standard "Manager of an Organization" <https://visc.gov.lv/profizglitiba/docs/standards/2017/PS-114.pdf>

The total amount of CP in the Study programme 40 CP, length of implementation 2 years, CP is divided as follows: general educational study courses - 8 CP; professional specialization courses of the industry - 4 CP; Practice -6 CP; Electives - 2 CP; State examination - 20 CP (Annex: 230118-2022_akreditacija_VadZin_P9_studiju_plans_ENG (2)).

The content of the programme is interconnected with the objectives of the programme and with the objective of LiepU to provide opportunities for students to acquire high-quality professional qualifications. It covers all the management science-related topics such as Modern Management Theories, Process efficiency Methodology, Public Relations in Intercultural Communication, Financial Management and Controlling, Strategic Management of Innovations and others, which form a holistic view of management science in general.

Graduates believe that the Master's degree awarded by LiepU enjoys a high level of recognition in the industry. They proposed a new module for the programme, Macro Economics and Accountancy

and recommended more emphasis on Managing Buildings and People (meeting with the graduates). In experts' opinion, LiepU should discuss with graduates their recommendations.

2.2.2. The award of the Master's degree is based on the development and defence of the Master's thesis (SAR Annex 230118-2022_akreditacija_VadZin_P9_studiju_plans_ENG) Elaboration of which provides intellectual, professional and research-oriented growth according to the standards of the higher academic and professional education. The curriculum of the Master's thesis aims to help master students practically prepare for research of the chosen problem, to get familiar with scientific literature for the study direction in the corresponding science field and subfields thereof (SAR Appendix 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG).

2.2.3. Analysis of course descriptions (SAR Appendix 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG) demonstrate that teaching methods are aligned with the course aims, as well as evaluation form. For example, the course Research Methodology aims to raise awareness of the process of conducting scientific research and the main tasks of correctly conducting scientific research and to provide knowledge about the possibilities of using data processing and analysis methods in the MS Excel environment in business management research. Students' increase in knowledge is evaluated by using testing, while capacities to conduct correct research are evaluated by using individual assignments.

Graduates supported the idea of greater internationalisation and the need for modules in English (meeting with the graduates). Thus, the programme committee could consider giving opportunity for the students to attend some courses taught in English, but not compulsory. Current students of the Master's programme also favoured greater internationalisation (meeting with the students).

2.2.4. All the students of the programme have practice in organisation management, which aims to deepen students' understanding of corporate or institutional management and examine the practical application of the knowledge gained in theoretical courses, paying particular attention to the latest trends in organizational management. The organisation of practice are deemed very good by students, graduates and employers, and some students continue working with the employer who offered them practice (meeting with the students; meeting with the graduates).

2.2.5. Not applicable.

2.2.6. The topics of students' final theses are appropriate for the programme and relate to aspects of business management in Liepaja and its region. The study programme aligns with the objective of LiepU to support management activities in LiepU and the Kurzeme Region, as many of the theses are focusing on the region. For example, The Development of an e-service improvement plan for Kurzeme municipalities, Continuous Professional Development as a pre-condition of effectiveness to the educational institutions in Liepaja and Opportunities to improve the motivation of production workers in small and medium-sized sewing companies in Liepaja. Some theses relate specifically to LiepU bachelor programmes: such as Tourism Information Centres in Latvia's largest cities (Master thesis examples given during onsite visit).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The content of the study programme has a good internal alignment of programme results and courses' learning outcomes. It develops research as well as managerial practice-oriented competencies, and master's thesis topics correspond with market needs.

Strengths:

- The programme is well connected with the other programmes in the study field.
- The programme offers an upgrade to students who complete one of the Bachelor's degrees and wish to have a higher degree.
- The programme develops research as well as managerial practice-oriented competences.

Weaknesses:

- The lack of internationalisation in terms of the language of instruction.
- It is difficult for LiepU to gain international recognition if their teaching is in Latvian language only.
- Lack of promotion of LiepU as a centre of excellence for Business higher degrees (according to its own graduates).

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Fully compliant

The content of the study programme has a good internal alignment of programme results and courses' learning outcomes. It develops research as well as managerial practice-oriented competencies, and master's thesis topics correspond with market needs.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. LiepU has sufficient funding for study programme implementation (science provision, informative provision, material and technical provision) and financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process. LiepU has good facilities including classrooms, library, information system (Moodle, LAIS) to provide this degree programme. Following a recent interview with experts and students, it was found that the library staff were highly regarded for their helpfulness. Students have stated that it is difficult to get living accommodation near LiepU for students who do not live in Liepaja. They have suggested that LiepU should provide dormitories on its campus if possible. LiepU management should inform the students about the availability of dormitory accommodation.

2.3.2. Not applicable.

2.3.3. The study program is funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by the means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state. The planned revenue costs of the "Management Sciences" study program for 2022-23 in comparison with 2021-22 is less by 30% or less than 30%. The minimum number of full-time students: is 14 students. (SAR, p.144). Currently the total number of students - 20 (SAR, p.177).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study provision, informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme. The funding available to the study programme, funding sources and the use of

funding ensures full implementation of the study process. Students have stated that it is difficult to get living accommodation near LiepU for students who do not live in Liepaja. They have suggested that LiepU should provide dormitories on its campus if possible. LiepU management should inform the students about the availability of dormitory accommodation.

Strengths:

- LiepU has sufficient funding for information and materials provision. The financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process.
- LiepU has good facilities including classrooms and library to provide this degree programme.
- LiepU has good information system (Moodle, LAIS).
- The study program are funded in accordance with the education program costs set by the Cabinet of Ministers. The tuition fee is covered by the means of physical and/or legal persons, that is, the personal funds of the student, the personal funds of the student's parents and other relatives, the funds of the student's employer, and the study loan guaranteed by the state.

Weaknesses:

- Students requested continuing access to study materials in Moodle for all time of studies as they stated it would be helpful for the later stages of their studies including their work on final-year theses.
- Library resources upgrade: There is a need for further investment in new library books as many of the existing stock is out of date

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

LiepU has sufficient funding for information and materials provision. The financial provision comply with specific features and the conditions for the implementation of the study programme. LiepU has an access to the electronic databases and literature sources, however, the library resources should be upgraded to have more new books. To conclude, the resources in LiepU are in sufficient level and all above mentioned comments are for the further improvement.

2.4. Teaching Staff

Analysis

2.4.1. The composition of teaching staff includes academic teachers, sectoral professionals and foreign professionals (SAR, II_2.3.7._1.pielikums_pasniedzeji_stud_k_26.10.2022._Eng.docx). There are 17 educators involved in the implementation of the study programme. Where 11 are elected in LiepU, including 9 - with doctoral degrees, 2 candidates for scientific degrees, and 2 are regularly engaged as guest lecturers. (SAR p. 190).

Qualification of the teaching staff is relevant to the learning outcomes/aims of the study courses. Several lecturers with qualifications in the field in which the study course is taught are attached to the study program. For example, for study courses "Macroeconomics: analysis and policy", "Public

administration", "Accounting and analysis", "Public Law" (SAR, p.191). The teaching staff is proficient in Latvian which is the official language, in accordance with regulations for performing professional and office duties (SAR, II - Description of the Study Field - 2.3. Resources and Provision of the Study Field, 25.10.2022_1.-1.6._422.edoc). The CVs of the lecturers confirm the information provided in the programme description about their qualifications (SAR, VISI_CV_ENG-1.pdf). The workload of teaching staff (in relation - students per lecturer) is reasonable. The programme involves 17 lecturers for 23 students (SAR, p.193.), so, the lecturer/students ratio is 1,35.

2.4.2. In the reporting period, the composition of teaching staff did not change significantly. The main reasons for changing the teaching staff are related to the workload of the teaching staff, feedback on the courses taught, taking up new professional challenges, and the death of a lecturer (SAR, p.192). In general, the changes in the teaching staff can be evaluated as positive - the study program has been supplemented with new and highly motivated specialists who will provide a contribution to the specific study content and additional energy in the study program.

2.4.3. Not applicable.

2.4.4. The academic staff periodically attend international conferences (both in Latvia and abroad), however, the level of conferences is hard to determine.

According to the Law on Higher Education Institutions during the period for 2019-2022 elected staff in total produced 178 publications in different databases, wrote 13 scientific books/ monographs and 7 artistic creativity products (the same for Unelected teaching staff: 20, 3, 7) (SAR, II_2.4.4._1.pielikums_pasn_zin.d.kvantitat_ENG.docx). It can be deduced from the CVs and annex that all academics of this study program are actively involved in scientific research and publish their results (SAR, VISI_CV_ENG-1.pdf).

2.4.5. There is a mechanism for mutual collaboration between the teaching staff members in place, - listed in the joint research and project, e.g. Informal Adults' Education for Cultural Tourism, at various exhibitions (School, Business Days in Kurzeme, etc.), events, international conferences, seminars and other networking events within the field (SAR, p.193).

As experts get to know from the meeting with Directors of Study Programmes, the collaboration between teaching staff for study course/module alignment is ensured through programme discussions in Council meetings, Department meetings and informal meetings with academic staff. It is, however, unclear, how guest lecturers are involved in this process.

The experts did not find in the SAR any information about the attraction of foreign professionals as guest lectures in this study programme. During the meetings with HEI management and Program directors experts get to know that LiepU attracts international lectures within various SAM projects, as well as within ERASMUS+ mobility, etc. However, it is not clear how many, how often and for how long period lecturers are coming and which subjects they are teaching in.

Conclusions on this set of criteria, by indicating strengths and weaknesses

In the reporting period, the composition of teaching personnel did not change significantly. The composition of teaching staff mostly includes academic teachers, and sectoral professionals on occasional basis. The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements of the study programme and the requirements of regulatory enactments and contributes to the achievement of the learning outcomes.

Teaching staff involved in the delivery of the programme are involved in scientific research at the international and national levels, and their research mostly relates to the goal and objectives of the

programme. Increased cooperation and knowledge exchange could be useful in delivering the programme and achievement of learning outcomes. International activities need to be improved to ensure greater international influence for staff and students.

Strengths:

- Motivated, professionally qualified teaching staff.
- Students-to-teacher ratio is an excellent one.
- Teaching staff are actively involved in scientific research and publish their results.

Weaknesses:

- The description, terms and criterias of qualification improvement for teaching staff is not provided.
- Lack of foreign lecturers.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The qualification of the teaching staff involved in the implementation of the study programme complies with the requirements of the study programme and the requirements of regulatory enactments and contributes to the achievement of the learning outcomes.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study program complies with the state professional higher education standard. Minimum requirements have been met, requirements such as professional specialization courses and internships in the field have been met even to a slightly greater extent than the minimum specified in the standard.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

The study program corresponds to the valid professional standard. Study courses cover the tasks specified in the professional standard. Several tasks defined in the professional standard are considered in several study courses, which could provide a multifaceted vision, but at the same time care must be taken not to overlap the information.

- 3 3 - 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 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

All study course descriptions are prepared in Latvian as it is the language of study programme (Annex, 230118-2022_akred_Studiju_kursu_apraksti_P10.piel_VADZ_ENG.pdf).

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The attached sample of diploma (Annex, bov_lv-1.pdf) complies with the state regulations (Annex, VadZin_LV.pdf).

- 5 5 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 6 6 - 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 Higher Education Institutions.

Assessment of compliance: Not relevant

- 7 7 - 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 (if applicable).

Assessment of compliance: Not relevant

- 8 8 - 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

Based on the LiepU confirmation (Annex, 25.10.2022_1.-1.6._423.edoc) and check of teaching staff CVs ((SAR, VISI_CV_ENG-1.pdf)), all teaching staff involved in the implementation of the study program meet the state requirements for knowledge of the official language of the state.

- 9 9 - 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 (if applicable).

Assessment of compliance: Not relevant

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Attached sample of study agreement (Annex, Studiju ligumu

tipveida_paraugi_stud_virz_Vadiba_LV.pdf) complies with the state regulations (Regulations of the Cabinet of Ministers No. 70 " Studiju līgumā obligāti ietveramie noteikumi").

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

Attached copy of LiepU agreement with "Ventspils augstskola" provides necessary confirmation of student opportunities to continue their education in case of study programme's termination (Annex, LiepU sadarbības līgumi ar citām augstskolām par programmu realizāciju.pdf).

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

Based on the LiepU confirmation (Annex, 19.10.2022_1.-1.6._413.edoc) university guarantees compensation for losses in case the study programme's license is revoked or study programme is not accredited and student does not wish to continue studies in another study programme.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The code of the master study programme 47345 complies with the Cabinet Regulation No. 322 (Riga, 13 June 2017) and No. 240, Riga, 13 May 2014 - only in Latvian). Based on the information provided by HEI, experts find that requirements specified in the regulations are met (Annex_III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof_230117-2022_akreditacija_VadZin_P6_lzgl_st_ENG.pdf).

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The professional Master Study Programme "Management Sciences" meets the requirements of the professional qualification. The content of the programme is relevant and complementary and it complied with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of industry and the scientific trends. 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.

Strengths:

- The program is important for the development of the country and the region and has good cooperation with employers and municipalities.
- The programme provides an opportunity for graduates of any of the three Bachelor degree programmes to progress to a Master's degree in LiepU.

Weaknesses:

- A small choice of subjects in English.
- Lack of guest lectures from Latvia and abroad.

Evaluation of the study programme "Management Sciences"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Management Sciences"

Short-term recommendations

Long-term recommendations

- LiepU should discuss with graduates of the Master's degree programme their recommendations for changes to the curriculum, including the introduction of some new subjects.

- LiepU should seek to enhance the reputation of the university as a centre of excellence for Business Management programmes (as well as for Educational Management).

- There should be increased emphasis on internationalisation in research, in student mobility and on recruitment of students.

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
<p>R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:</p>		<p>Partially compliant</p>	<p>LiepU has implemented a quality assurance system and described the necessary quality assurance processes. However, the experts have identified the following drawbacks, e.g. "*quality assurance handbook is not publicly available; *The handbook does not provide insight into which persons or units are responsible for carrying out specific processes and procedures. *there is no description of procedures, describing such procedures in detail. *None of the added documents describes the procedure after gathering data, which does not provide a complete insight into how effectively quality management is implemented in the university. *students are not informed about the procedure established by the university for submitting proposals and complaints.</p>
<p>R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)</p>	<p>Fully compliant</p>		<p>Despite the fact, that the experts have identified several weaknesses (for instance, not all academics are actively involved in scientific research and publish their results in the study programme "Business and organization management (42345) or necessity to increase international cooperation in scientific research), the progress has been made, but further progress in research activities development is needed. This progress must include internationalisation and partnership with universities from abroad.</p>

Requirements	Requirement Evaluation		Comment
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.		Partially compliant	Well-extended partnership with industry partners from Latvia for the improvement of the study programmes. There is progress with research internationalisation, but mainly in neighbour countries. However, the network of international cooperation still should be improved, that also can help to improve the teaching of foreign languages to the point that individual modules of many subjects are offered in the foreign language. To make study programmes more attractive to the international students LiepU study courses curriculum should be revised combining study courses to study modules or study courses with the higher credit points.
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.	Fully compliant		Most of the recommendations were implemented, except the recommendation for the establishment of the Alumni Club. In general, improvement is noticeable.

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	Business and organization management (42345)	Not relevant	Fully compliant	Partially compliant	Fully compliant	Good

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
2	Culture management (42345)	Not relevant	Partially compliant	Fully compliant	Fully compliant	Good
3	Tourism and recreation management (42345)	Not relevant	Partially compliant	Fully compliant	Partially compliant	Good
4	Management Sciences (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good

The Dissenting Opinions of the Experts

There were no cases of experts' disagreement during the evaluation of the study field "Management, Administration and Management of Real Property".