

APPLICATION

Study field "Hotel and Restaurant Service, Tourism and Recreation Organisation" for assessment

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| Study field | <i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i> |
| Title of the higher education institution | <i>Informācijas sistēmu menedžmenta augstskola</i> |
| Registration code | <i>3393800183</i> |
| Legal address | <i>VALĒRĪJAS SEILES IELA 1 k-6, RĪGA, LV-1019</i> |
| Phone number | <i>67100607</i> |
| E-mail | <i>isma@isma.lv</i> |

Self-evaluation report

Study field "Hotel and Restaurant Service, Tourism and
Recreation Organisation"

ISMA University College

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|--|----|
| Self-evaluation report | 2 |
| Study field | 4 |
| 1. Information on the Higher Education Institution/College | 4 |
| 2.1. Management of the Study Field | 15 |
| 2.2. Efficiency of the Internal Quality Assurance System | 24 |
| 2.3. Resources and Provision of the Study Field | 29 |
| 2.4. Scientific Research and Artistic Creation | 39 |
| 2.5. Cooperation and Internationalisation | 45 |
| 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures | 50 |
| Annexes | 52 |
| Other annexes | 54 |
| Entrepreneurship in Tourism Business (41812) | 55 |
| Study programme | 58 |
| 3.1. Indicators Describing the Study Programme | 58 |
| 3.2. The Content of Studies and Implementation Thereof | 62 |
| 3.3. Resources and Provision of the Study Programme | 69 |
| 3.4. Teaching Staff | 74 |
| Annexes | 79 |

1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

A brief description of ISMA University of Applied Sciences

ISMA University of Applied Sciences (hereinafter - ISMA) is an institution of higher education and science founded on February 9, 1994 by a legal entity, joint-stock company 'Izglītības Nams'. On January 25, 2000, ISMA was registered in the Register of Higher Education Institutions, Registration Certificate No. 3343800183. On November 15, 2002, based on the Decision No. 23 of November 14, 2002 of the Higher Education Council of the Republic of Latvia, ISMA was accredited for an indefinite period of time, granting the right to pursue accredited degree programs and to issue state recognized diplomas in higher education (Accreditation Certificate No 040 of November 15, 2002).

Mission and vision of ISMA

Mission of ISMA:

- Creating leaders and high qualification professionals who, with their knowledge, creative and innovative activities, and their developed sense of corporate social responsibility, are able to ensure the transformation and development of national economy;
- Offer their students global, integrating, and transformative learning experience that ensures reaching the heights of their personal and professional careers.

Vision of ISMA:

ISMA university of applied sciences is internationally recognized, multicultural and dynamic private university of applied sciences in Latvian and European higher education area, which is characterised by excellence in education, internationally recognised research and development focused innovation and culture.

ISMA Implemented study directions and the number of study programmes therein

1. Study direction: **Management, Administration and Real Estate Management:**

- First cycle higher education Bachelor's programme: Business administration (code 42345, ISCED code 0413);
- First cycle higher education Bachelor's programme: Tourism Business Management (code 42345, ISCED code 0413);
- Second cycle higher education Master's programme: Business Administration (code 47345, ISCED code 0413).

2. Study direction: **Hotel and restaurant service, tourism and recreation organization:**

- Short cycle professional higher education programme: Entrepreneurship in the restaurant business (code 41811, ISCED code 1013) is reorganised as Entrepreneurship in Tourism Business (Code 41812, ISCED code 1015).

3. Study direction: **Information Technology, Computer Science, Electronics, Telecommunications, Computer Control and Computer Science:**

- First cycle higher education Bachelor's programme: Information Systems (code 42483, ISCED code 0612);
- Second cycle higher education Master's programme: Computer Systems (code 47483, ISCED code 0612).

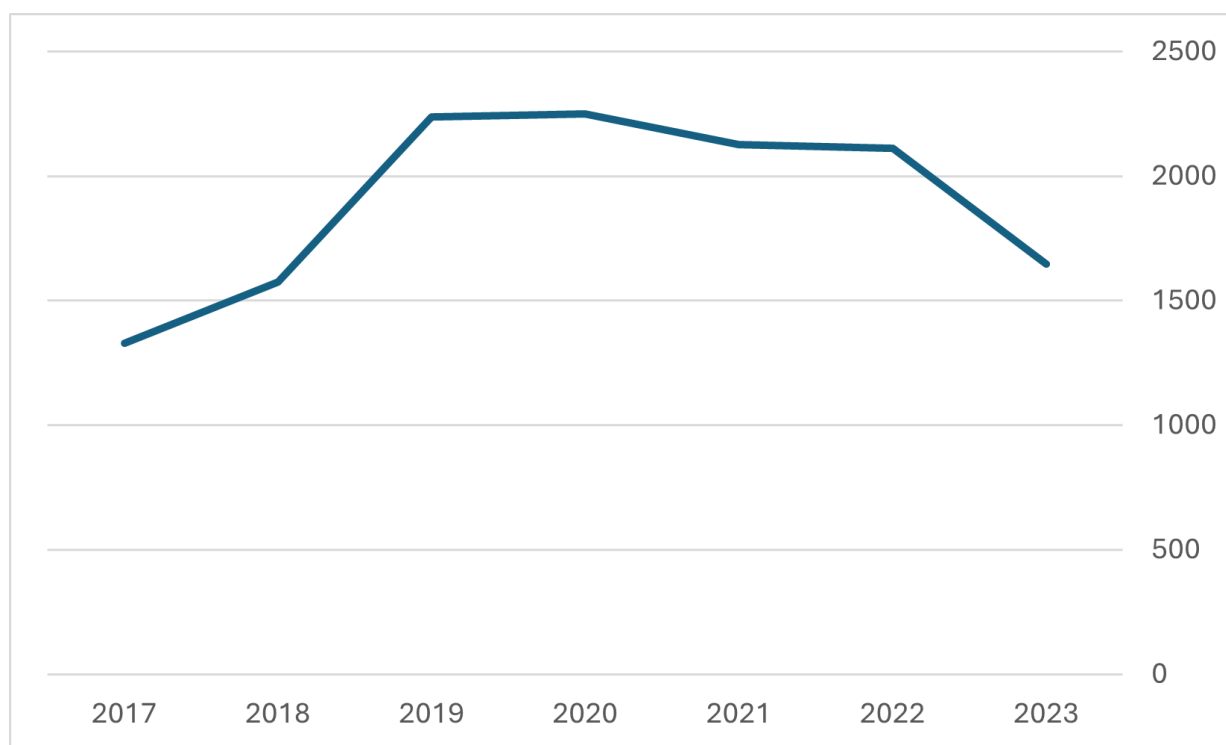
General information on the branches of ISMA

ISMA has two branches:

1. **Latgale Branch of the ISMA University of Applied Sciences** (registered in the Register of Educational Institutions on June 18, 2003, Registration Certificate No. 2744802395, issued October 25, 2011).
2. **ISMA University of Applied Sciences, Fergana (Uzbekistan) Branch** (the State Education Quality Service 2018 16 November Decision no. 2-26 / 744).

In both branches, so far only bachelor's programs in the direction "Management, administration and real estate management" are implemented, it is planned to start the implementation of the study program "Information systems" in the Fergana Branch.

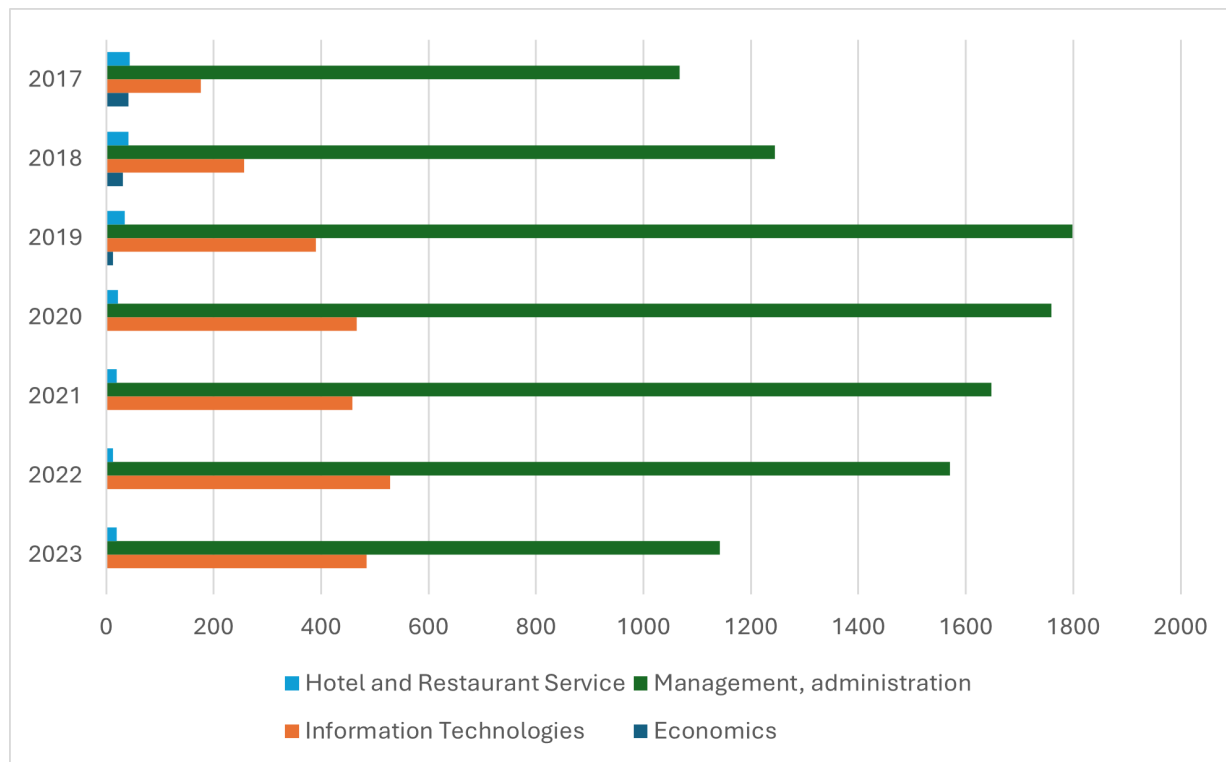
Dynamics of the number of students at ISMA during the evaluation period



Analysing the statistical data on the number of students at ISMA during the assessment period, i.e. from 2013 to 2023, a stable growth trend in the number of students can be observed (see Figure below) until 2020, which, taking into account the overall picture in the higher education space of Latvia is a very positive indicator. A particularly rapid increase in the number of students was observed in 2018 and 2019, which is related to ISMA's marketing activities in attracting foreign students, as well as the opening of ISMA's Fergana (Uzbekistan) branch. At the same time, it shows the quality of the education service offered by ISMA, which ensures the choice of foreign students to study directly in the study directions implemented by ISMA and in the corresponding study programmes. On the other hand, the small drop in 2021 and 2022 can be explained by the remote study process introduced during the Covid-19 period, which many interested parties, especially from Uzbekistan, do not find sufficiently attractive, as they especially appreciate the onsite lectures of Riga lecturers. During the pandemic, there were few graduates and few matriculated students,

so in 2023, when the number of graduates increased, a decrease in the total number of students can be observed.

Dynamics of the number of students by study directions at ISMA during the evaluation period



Analysing the dynamics of the number of ISMA students by the study directions implemented by ISMA, it can be seen that the largest number of students choose to study in the study direction "Management, administration and real estate management" implemented by ISMA, while in the study direction "Information technology, computer engineering, electronics, telecommunications, computer management and computer science" the fastest increase in the number of students can be observed even in the period when the total number of students fell (see Figure).

ISMA development strategy

Despite the significant changes expected in the higher education area in the near future, as well as the ever-increasing competition in the local and international higher education market, ISMA has defined its values that we believe will help us overcome all expected barriers and strengthen our position in the future higher education area.

Our values are as follows:

EXCELLENCE reflects our commitment to ensure qualitative academic environment which promotes our students' intelligence and development of modern, internationally recognised high quality study programmes being in demand. Excellence comprises the ISMA development, physical wellbeing and environment protection. Striving for excellence in learning and teaching, we create the environment our growth and entrepreneurial spirit development through the recognition and evaluation of our achievements.

DIVERSITY, reflects our commitment to create and sustain the inclusive environment which provides for our diverse needs through increasing everyone's opportunities to participate in various processes, which are important for ISMA and its culture, thus reducing the options of exclusion. The awareness of our diversity creates the favourable and friendly environment, where cultural differences, perspective and beliefs enrich academic discussion and our social life.

INTELLECTUAL FREEDOM, reflects our intellectual freedom, freedom of thought and expression regardless of ideological beliefs. We are looking for various approaches to the acquisition of new knowledge, which broadens our horizons and improves understanding of the society and ourselves.

COOPERATION, reflects our interdisciplinary approach and is focused on internal and external partner relationships.

CREATIVITY, reflects our openness to new ideas and forms of expression, our readiness to take risks as well as our entrepreneurial spirit. RESPECT (fellowship) reflects our mutual respect and our ability to recognise that each member of our community creates added value and deserves respect.

SUSTAINABILITY, reflects our commitment to preserve and protect the knowledge generated by our work, to create and protect our ecosystem, as well as to treat responsibly the resources, which are available to us.

ISMA development strategy is based on three strategic priorities:

EXCELLENCE IN EDUCATION

- ✓ scientific research based study programmes, which ensure our competitive advantages in the Latvian and international higher education market;
- ✓ the diversity of the study process, which can promote mutual respect and enable full and effective use of all human talents and abilities;
- ✓ attraction of the most talented young people for studies;
- ✓ excellent quality, as compliance with the aim and learning outcomes; ✓ excellent quality, as our responsibility to students, cooperation partners and society;
- ✓ continuous improvement.

INTERNATIONALLY RECOGNISED RESEARCH

- ✓ synergy of research and study process;
- ✓ development of new products and technologies with high added value to ensure the needs of the society and the development of the national economy;
- ✓ knowledge and technology transfer for the implementation of research results in production or service provision;
- ✓ inclusion in the international networks of scientific excellence and integration in the European science area through joint mobility projects;
- ✓ publication of the results of scientific work in the highest quality international scientific periodicals.

DEVELOPMENT FOCUSED INNOVATIONS AND CULTURE

- ✓ a new culture of relations between students, staff and ISMA administration, especially considering our multicultural environment;
- ✓ flexibility of the study programmes, both in terms of content and form, as well as time, sequence and environment;
- ✓ new organization of the study process, which includes teaching and learning, creation of flexible study design models, development of study materials and resources, application of information and communication technologies, use of alternative methods for knowledge acquisition;

✓ new relationships with our cooperation partners to expand the ecosystem.

The strategic goals and objectives of ISMA correspond to the established strategic priorities: https://www.isma.lv/images/2024/ISMA_strategija_2024_2030_ENG_new.pdf

1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.

According to Section 12, Paragraph one of the Law on Higher Education Institutions and Paragraph 16 of ISMA Satversme, the main decision-making bodies of ISMA are the ISMA Constitutional Assembly, ISMA Senate, ISMA Rector, ISMA Academic Court of Arbitration. In accordance with Article 16 of the Law on Higher Education Institutions and Article 45 of the ISMA Constitution, the ISMA Advisory Convention has been established and is operating. At the same time, the development and implementation of ISMA Study Directions is coordinated by the ISMA Study Directions Council.

The operation of **ISMA Constitutional Assembly** is regulated by Paragraphs 21, 22, 23, 24, 25, 26, and 27 of ISMA Satversme, as well as by-laws of the ISMA Constitutional Assembly (**approved at the Session of the Constitutional Assembly on December 20, 2012**),

The Constitutional Assembly of ISMA has 30 representatives who are elected in accordance with Section 13, Paragraph three of the Law on Higher Education Institutions:

- 18 representatives (60%) from the academic staff;
- 6 representatives (20%) from students;
- 6 representatives (20%) from the general staff.

The term of office of the representatives of the Constitutional Assembly of ISMA is four years. The competence of the Constitutional Assembly of ISMA is:

- Adopt the ISMA Constitution and make amendments thereto;
- Elect and dismiss the Rector of ISMA;
- Hear the report of the Rector of ISMA;
- Elect the ISMA Senate and dismiss Senators;
- Elect and dismiss representatives of the ISMA Academic Arbitration Court;
- Approve the by-laws of the ISMA Constitutional Assembly, Senate and Academic Arbitration;
- Elect the chairman, vice-chairman and secretary of the ISMA Constitutional Assembly;
- Consider and decide on other conceptual issues of the academic and scientific activities and development of the University.

Student representatives at the ISMA Constitutional Assembly have the right of veto on issues affecting students' interests. Following the application of the veto, the issue shall be examined by the Conciliation Commission that is established by the chairperson of the ISMA Constitutional Assembly on a parity basis. The decision of the Conciliation Commission shall be approved by the Constitutional Assembly of the ISMA by a two-thirds majority of the members present.

The ISMA Senate is a collegial management body and decision-making body for personnel, which approves the rules and regulations governing the scope of ISMA (reviews and approves study programs, establishes and dismantles units etc., sets study fees). The activities and competence of

the ISMA Senate are regulated by Articles 28, 29, 30, 31 and 32 of the ISMA Satversme and the ISMA Senate Statute (approved at the Session of the Constitutional Assembly on December 20, 2012, as amended at the Session of March 30, 2017).

The composition of the ISMA Senate consists of 20 senators who are elected according to Section 15, Paragraph three of the Law on Higher Education Institutions:

- 15 senators (75%) from the academic staff;
- 4 senators (20%) from students;
- 1 senator from the general staff.

The ISMA Senate is elected for a term not exceeding three years. The ISMA Senate is competent to the following:

- Decide on the academic and scientific issues of ISMA and its departments; approve the rules and regulations governing the scope of ISMA;
- Approve the regulations of the ISMA units;
- Approve the documents regulating the study process: study programs and descriptions of their content and implementation, self-evaluation reports, plans and timetables, etc.; determine the procedure for their development and approval;
- Approve the by-laws and composition of the ISMA Council of Advisers;
- Approve the regulations of the academic positions and the procedure for their election;
- approve the ISMA Internal Rules;
- In agreement with the Rector, decide on admission of visiting professors, visiting docents or visiting lecturers without announcing the competition for a term of up to two years;
- Examine the annual report on implementation of the budget and the report of the sworn auditor on the results of the financial verification of ISMA;
- Decide on other issues that are within the competence of the Senate in accordance with the Constitution of the ISMA and the Regulations of the ISMA Senate.

Student representatives at ISMA Senate meetings have veto rights over issues affecting students' interests. Following the application of the veto, the issue shall be examined by a Conciliation Commission set up by the President of the ISMA Senate on a parity basis. The decision of the Conciliation Commission shall be approved by a two-thirds majority vote of the Senate of the ISMA.

The ISMA Rector shall carry out the administrative management of ISMA and shall represent ISMA without specific authorization. The Rector submits an annual report on ISMA activities to the Founder and the ISMA Senate. The Rector shall ensure and be responsible for the compliance of the higher education documents issued by ISMA with the quality of education, as well as the compliance of ISMA activities with the applicable laws and regulations and the ISMA Satversme. The rights and duties of the Rector are determined by the employment contract, ISMA Satversme and other regulatory enactments.

The Rector:

- Represents ISMA without specific authorization;
- Implements the administrative management of ISMA, compliance of ISMA activities with the Education Law, the Law on Higher Education Institutions and other regulatory enactments, as well as ISMA Satversme;
- Prepares and submits an annual report on ISMA activities to the ISMA Senate and Founder;
- Ensures the implementation of the ISMA strategy;
- Ensure the quality of the provided education, scientific research and artistic creativity of ISMA;

- Promotes the development of the ISMA staff and ensures academic freedom of the academic staff and students;
- Determine and coordinates with the Senate of ISMA the number of professors, associate professors, lecturers and other academic staff; concludes agreements with representatives of the academic staff; decides on the replacement of the academic staff during a temporary absence, if it does not exceed two years;
- Removes a person from the list of students;
- Ensures the confidentiality of the information at the disposal of ISMA, as well as the requirements for the processing of personal data specified in regulatory enactments;
- Performs other duties of the Rector specified in regulatory enactments.

The activities of the **ISMA Academic Arbitration Court** are regulated by Paragraphs 38, 39, 40 and 41 of ISMA Satversme and the Regulations of the ISMA Academic Arbitration Court (approved at the session of the Constitutional Assembly of 20 December 2012). The ISMA Academic Arbitration Court consists of 3 arbitrators, whose term of office is three years. In the composition of the ISMA Academic Arbitration Court, the Constitutional Assembly of the ISMA elects 2 representatives of the academic staff by secret ballot, while 1 student representative is elected by the ISMA Student Self-Government.

The ISMA Academic Arbitration Court shall consider the following issues:

- Applications of students and academic staff regarding restrictions or violations of academic freedom and rights established by ISMA Satversme;
- Disputes between ISMA officials and subordinate governing bodies;
- In the cases specified in the Law on Higher Education Institutions: applications for the contestation of an administrative act or actual action and take the relevant decisions thereon.

The Board is an executive body established by the Founder, the composition and formation of which shall be governed by the Statutes of the ISMA and the Commercial Law.

The activities and competence of the Board are determined by the Statutes of ISMA, the Commercial Law and Articles 42, 43 and 44 of ISMA Satversme. The Board is the governing body of ISMA for strategic and financial issues of ISMA and is responsible for the following:

- Propose the candidacy of the Rector for election to the Constitutional Assembly of the ISMA and the dismissal of the Rector;
- Make a proposal to the ISMA Senate to convene an extraordinary session of the Constitutional Assembly;
- Decide on issues of academic and scientific activities in cooperation with the ISMA Senate;
- Make proposals to the ISMA Senate for the establishment, reorganization or dissolution of ISMA units;
- Determine the salary of ISMA staff;
- Draft ISMA Satversme or its amendments;
- Perform any other duties assigned to it.

The Board shall adhere to the guidelines set by the Founder for the ISMA strategic long-term goals as well as the Strategic Action Plan approved by the Founder.

The ISMA Advisory Convention is an advisory body advising the Board, the ISMA Senate, and the Rector on ISMA Development Strategy.

Articles 45, 46, 47, 48 and 49 of ISMA Satversme, as well as by-laws of the ISMA Advisory Convention (approved by the ISMA Senate on March 21, 2013, Minutes No.38), regulate the

activities of the ISMA Advisory Convention.

As potential members of the ISMA Advisory Convention may be nominated scientific, educational, cultural or economic experts who, with their professionalism, work experience, competence and achievements, have demonstrated public confidence and are capable of contributing to the development of the University and are not staff or students.

Nominees for the composition of the ISMA Advisory Convention may be nominated by the Board, the Senate, or the Rector. The ISMA Advisory Convention shall be elected for a term of three years. The Senate may also decide to change the composition of the Convention, if necessary, by withdrawing its members and electing new members, even between elections to the ISMA Advisory Convention.

ISMA Study Direction Council is a collegial body of ISMA management, which coordinates the development and implementation of a particular study direction.

The activities of the ISMA Study Directions Council are governed by the ISMA Study Directions Regulations (approved by the ISMA Senate on December 29, 2016, Protocol No. 7-16, with amendments, see Annex No.2.1.6.).

The ISMA Study Directions Council consists of:

- Head of study direction;
- Directors of study programs included in the study direction;
- Managers of study program specialization included in the study direction;
- Student representatives studying in a particular field of study;
- Representatives of the companies (organizations) in the sector.

The functions of the ISMA Study Directions Council are as follows:

- to harmonize the aim, implementation concept and development strategy of the study direction presented by the director of the study direction;
- to harmonize aims, tasks, learning outcomes, study plans and their implementation of the study programs included in the study direction;
- to harmonize the content and requirements of the final examinations of the study programs included in the study direction;
- to coordinate changes in the content of the study programs included in the study direction;
- to harmonize the content of the new study programs presented by the director of the study direction;
- to coordinate the self-evaluation of the study direction;
- to review and approve the final thesis topic and traineeship assignments;
- to nominate and submit to the Vice-Rector for Studies vacancies for academic staff positions in the field of study direction;
- to analyze the results of surveys of students, graduates, employees and employers and recommendations of the students' self-government with the aim to improve the content and implementation of the study direction.

1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education. Description of the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

ISMA Quality Management System (hereinafter - QMS) is based on the basic principles and requirements of the European Foundation for Quality Management (EFQM) excellence model and the international excellence standard Investors in Excellence, which, combining the best approaches to excellence, form a unique framework to ensure continuous improvement of ISMA in all key areas of operation and help achieve a high level of performance. The EFQM excellence model (www.efqm.org/) is a tool created by the European Quality Management Foundation, a set of guidelines that can be used to characterize the activity of business organizations in order to create the appropriate conditions for them to achieve sustainable excellence. Taking this model as a reference point, the main aim is not to assess the current situation of the organization, but to identify specific areas for development. Taken together, these standards define the best practice towards excellence, ensuring continuous improvement in the areas most important to ISMA Staff, clients and stakeholders. The purpose of the ISMA Quality Management System (QMS) is to increase the efficiency of ISMA operations, to organize and systematize internal processes and procedures, to help staff and stakeholders understand their role and increase their motivation to engage in the development of ISMA activities. QMS focuses on setting and achieving balanced, positively measurable goals through effective and efficient leadership, provision of high quality education services, resource management and performance-oriented activities.

| Facilitators | Outcomes |
|---|--|
| <p>Synergy of leadership and management</p> <p>Policy and strategy</p> <p>Personnel (academic, general, students)</p> <p>Partnership and resources</p> | <p>Processes</p> <p>Academic and general personnel performance</p> <p>Achievements and evaluation of results</p> <p>Student outcomes and satisfaction</p> <p>Results for society</p> |

Innovation and learning

Leadership is about the most important things that ensure cohesion and a successful culture. The leadership component helps to anticipate change and trends and make smart plans. The component of provision of high quality education services enables to focus on the core policies of ISMA. All ISMA processes are reviewed and refined to support success, including highlighting what matters most. Understanding and managing the needs and expectations of customers, provision of high quality education and science products and services, and maintaining effective communication are the approaches that jointly support the sustainability of ISMA performance. In turn, the component of resource management ensures that all resources are managed and maximized for the efficiency and business growth, meanwhile, the achievement component is the cornerstone of success and help ensure that what is most important to ISMA is achieved. The developed ISMA Quality Assurance Policy, which is approved by ISMA Senate meeting of April 23, protocol No. 1.19, is available to any interested in ISMA webpage. ISMA staff and students have free access to ISMA QMS Handbook on ISMA Intranet, the same as cooperation partners (at the discretion of ISMA administration). The issuance of the Handbook is controlled; the publishing and distribution of its copies shall be made only by the approval of ISMA Quality Assurance executive.

ISMA Document Structure and Hierarchy.

- Level 1 - ISMA Management Documents:**
- ISMA Statutes
 - ISMA Regulations on Satversme Assembly;
 - ISMA Statute of Senate;
 - ISMA Regulations on Convention of Advisors;
 - ISMA Regulations on structural units;
 - ISMA Regulations on Study Directions Council;
 - ISMA Regulations on Students' Self-government Body.
- Level 2 - Strategic and planning documents, their implementation and control:**
- ISMA University of Applied Sciences Development Strategy;
 - Fergana Branch (Uzbekistan) ISMA (Latvia) - (ISMA Fergana Branch) - Development Strategy;
 - ISMA Quality Assurance Policy;
 - Orders of the Rector;
 - Risk management policy;
 - Personnel policy;
- Level 3 - Documents regulating the principal activity of ISMA:**
- ISMA internal regulatory enactments;
 - Documents describing primary activity processes (process descriptions, internal orders).
- Level 4 - Documents regulating supporting activity of ISMA:**
- Documents describing supporting activity processes (process descriptions, internal orders).
- Level 5 - Support elements:**
- Methodological materials;
 - Manuals;
 - Databases;
 - Forms;
 - Register of internal regulatory documents;
 - Register of external regulatory documents.

| Criteria | Procedures/documents | Responsibility |
|---|--|---|
| <p>1. Synergy of leadership and management</p> <p>1.1. Developed mission, vision, values, and strategic priorities.</p> <p>1.2. Leaders are personally involved in ensuring the continuous improvement and development of the management system of the university</p> <p>1.3. Leaders have close relationship with students, cooperation partners and society representatives.</p> <p>1.4. In synergy with management leaders inspire, motivate and support university personnel.</p> | <p>ISMA Strategy</p> <p>ISMA Fergana Branch strategy</p> <p>Organisational structure</p> <p>Regulations on Study Direction</p> <p>Cooperation agreement</p> <p>Student, graduates, employers surveys</p> <p>ISMA Human resource development strategy</p> | <p>Satversme Assembly Senate</p> <p>Rector</p> <p>Professors' Councils</p> <p>Career Centre</p> <p>Head of Study Direction</p> |
| <p>2. Policy and strategy</p> <p>2.1. based on present and future stakeholder needs and expectations</p> <p>2.2. developed and improved, based on the actions performed and the evaluation of achievements and results</p> <p>2.3. regularly reviewed, improved and updated</p> <p>2.4. implemented according to priority processes</p> <p>2.5. are brought to life and implemented</p> | <p>Satversme Quality Policy</p> <p>Regulations on Studies</p> <p>Study directions development plans</p> | <p>Senate</p> <p>Study Directions Council</p> |
| <p>3. Personnel (academic, general, students)</p> <p>3.1. Personnel resources are planned, managed and improved</p> <p>3.2. The knowledge, skills and competences of the personnel are regularly evaluated and developed</p> <p>3.3. is engaged and acting according to rights and obligations</p> <p>3.4. cooperates with management</p> <p>3.5. People feel valued and supported</p> | <p>Satversme ISMA Strategy</p> <p>Human resource development strategy</p> <p>Internationalisation strategy</p> <p>Surveys</p> | <p>Rector</p> <p>Departments</p> <p>Personnel Department</p> <p>Study Directions Council</p> <p>Student Council</p> |
| <p>4. Partnership and resources</p> <p>4.1. Cooperation with external partners is ongoing</p> <p>4.2. Finances are managed</p> <p>4.3. The material and technical base is provided</p> <p>4.4. Appropriate technologies are used</p> <p>4.5. Circulation of information is ensured</p> | <p>Internationalisation strategy</p> <p>Cooperation agreements with Latvian universities, employers and professional organizations</p> <p>Business plan</p> | <p>Rector</p> <p>Finance Department</p> <p>Vice-rector for international relations</p> <p>Vice-rector for administrative work</p> <p>Vice-rector for innovation and development</p> <p>Professors' Councils</p> |
| <p>5. Processes</p> <p>5.1. Processes are managed systemically</p> <p>5.2. If necessary, processes are improved to increase the satisfaction of all parties involved</p> <p>5.3. In accordance with the needs of the labour market, existing study programmes are improved and new ones are created</p> <p>5.4. Study programmes are implemented according to the plan, ensuring their availability and quality</p> <p>5.5. A system has been developed for providing feedback and improving the operation of the university</p> | <p>Quality Policy</p> <p>Quality Management System</p> <p>Regulations on Studies</p> <p>Internal regulations</p> <p>Regulations on Distance learning</p> <p>The Unified Anti-Plagiarism System</p> | <p>Quality Management Department</p> <p>Senate</p> <p>Vice-rector for Studies</p> <p>Study Directions Council</p> |

| Criteria | Indicators | Responsibility |
|---|---|---|
| <p>6. Academic and general staff performance</p> <p>6.1. Satisfaction surveys</p> <p>6.2. Evaluation of professional performance</p> | <p>Number of foreign guest lecturers.</p> <p>Number of projects led/participated by academic staff.</p> <p>Number of internationally recognized publications.</p> <p>Number of joint publications of lecturers and students at ISMA conferences.</p> <p>Personnel satisfaction</p> | <p>Vice-rector for Studies</p> <p>Vice-rector for Science</p> <p>Vice-rector for Academic Work</p> <p>Student Council</p> |
| <p>7. Student outcomes and satisfaction</p> <p>7.1. Satisfaction surveys</p> <p>7.2. Evaluation of student performance</p> | <p>Student and graduate satisfaction. Dropout</p> <p>Quality of final theses</p> <p>Graduate employment</p> <p>Discounts for the best</p> <p>Participation in Student Council</p> <p>Outbound mobility</p> <p>The number of graduates of Bachelor's programmes enrolled in the Master's programme</p> | <p>Vice-rector for Studies</p> <p>Vice-rector for Academic Work</p> <p>Student Council</p> |
| <p>8. Results for society</p> <p>8.1. Brand awareness and perception</p> <p>8.2. Society's readiness to cooperate</p> | <p>Number of contracts with merchants and other cooperation institutions per year.</p> <p>Assessment of employers.</p> <p>Number of matriculated</p> | <p>Vice-rector for International Relations</p> <p>Marketing Department</p> |
| <p>9. Achievements and evaluation of results</p> <p>9.1. Achievements</p> <p>9.2. Main results</p> | <p>Dynamics of the number of students</p> <p>Number of foreign students and the countries they represent</p> <p>Graduate employment</p> <p>University ranking</p> <p>Number of projects led/participated by academic staff.</p> <p>Number of internationally recognized publications</p> | <p>Vice-rector for Studies</p> <p>Vice-rector for International Relations</p> <p>Vice-rector for Science</p> |

Link to ISMA Quality Policy documents:
https://www.isma.lv/images/FILES/ISMA_Kvalitates_politika_2020_EN.pdf

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 2(1) of the Law on Higher Education Institutions by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as justification.

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| 1 | The higher education institution/ college has established a policy and procedures for assuring the quality of higher education. | QMS is implemented and operates. QMS manual, which can be consulted without restrictions by ISMA personnel as well as by cooperation partners (at the discretion of ISMA management) on the ISMA intranet (internal information network). ISMA Quality Assurance Policy is approved by the decision of ISMA Senate meeting of April 25, 2019, protocol no. 1-19. https://www.isma.lv/images/FILES/ISMA_Kvalitates_politika_2020_EN.pdf |
| 2. | A mechanism for the creation 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. | A process has been developed and included in the framework of the ISMA QMS: Ensuring the basic study process, as well as specific structural units/officials responsible for the process - ISMA Vice-rector for Studies, ISMA Vice-Rector of Academic Work, ISMA Department of Studies, ISMA Departments, and ISMA Training Centre. All documents that apply only to ISMA students and staff are located on the ISMA intranet "Internal documents" - https://beta.moodle.isma.lv/course/view.php?id=816 |
| 3 | The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public. | A process has been developed and included in the framework of the ISMA QMS: Ensuring the basic study process, as well as specific structural units/officials responsible for the process - ISMA Vice-rector for Studies, ISMA Vice-Rector of Academic Work, ISMA Department of Studies, ISMA Departments, and ISMA Training Centre. ISMA personnel, including students, have been introduced to ISMA's internal regulatory enactments, which regulate the criteria for evaluating student achievements, such as ISMA's Regulations on Studies, ISMA Procedures for the Organisation of Testing, the procedure for academic recognition of study courses at ISMA, ISMA Traineeship Regulations, etc. ISMA Regulations on Studies: https://www.isma.lv/images/FILES/ISMA_Studiju_nolikums_2020_EN.pdf |
| 4 | Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed. | A process has been developed and included in the ISMA QMS framework: Human resources management and development, as well as certain structural units / officials responsible for the process have been appointed - ISMA Vice-Rector for Administrative Work, ISMA Personnel Department, and ISMA Departments. The Human Resources Development Strategy has also been developed https://www.isma.lv/images/2024/documents_en/ISMA_Cilvkresursu_attstbas_ratija_lat_ENG.pdf |

| | | |
|---|---|--|
| 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. | ISMA has created a database in which aggregated information about students' progress is being placed. ISMA regularly conducts student surveys (https://beta.moodle.isma.lv/mod/feedback/view.php?id=19087&lang=en), in which the satisfaction of students with the study programme, the organization of the study process, and the performance of the academic staff engaged in the study program is ascertained. All information is regularly collected and entered into the database. ISMA regularly collects information on the employment of graduates, compiles and stores it in the database. |
| 6 | The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems. | A process has been developed and included in the framework of the ISMA QMS: Ensuring the basic study processes, as well as specific structural units/officials responsible for the process have been appointed - ISMA Vice-rector of Studies, ISMA Vice-rector for Academic Work, ISMA Study Department, ISMA Departments, and ISMA Training Centre. ISMA Study Directions Council is established and operates; its activity is regulated by the Regulations on ISMA Study Directions Council. https://beta.moodle.isma.lv/pluginfile.php/63927/mod_resource/content/0/St_virzienes_nolikums_2019_ENG.pdf |

2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

ISMA University of Applied Sciences Development Strategy (ISMA Strategy)

https://www.isma.lv/images/2024/ISMA_strategija_2024_2030_ENG_new.pdf

is worked out based on the evaluation of the results of ISMA work and development, as well as on the topical challenges of the educational and scientific environment of the EU and the Republic of Latvia. ISMA Strategy is founded on the recognition that in the 21st century higher education is one of the significant resources, which at the same time is subjected to radical change focused on the finding of relevant national and local solutions in the context of global challenges, ensuring the competitiveness of Latvia and human capital value factor.

The aims and objectives of the Study Direction and the programmes included in it are set in compliance with the priorities stated in the Sustainable Development Strategy of Latvia until 2030 (Latvia 2030):

1. Long-term investments in human capital - Elimination of social and economic inequality, availability of necessary resources, especially qualitative education, as an essential prerequisite for person's life and employment opportunities;
2. Change of paradigm in education - Qualitative and accessible lifelong education, improved general level of technological competence, integration of distance education elements in the learning process;
3. Innovative and eco-efficient economy - A business-friendly environment, support for the generation and commercialization of new ideas, knowledge transfer and participation of business in research;
4. Innovative government and public participation - The ability of the Latvian population to participate in public processes, envisaging strengthening the necessary knowledge and skills

within the framework of the acquired education;

and the National Development Plan of Latvia for 2021-2027

<https://www.mk.gov.lv/lv/media/15165/download?attachment> **priority Knowledge and Skills for Personal Development and Growth** direction *Science for the development of society, the economy and security and Quality, accessible and inclusive education*, **priority Business Competitiveness and Material Well-being** direction *Productivity, innovation, and export*, as well as **priority Quality Living Environment and Regional Development** direction *Technological environment and services*.

The aim of the study direction "Hotel and Restaurant Service, Tourism and Recreation Organisation" is to educate versatile and creative specialists who are able to compete in the global tourism industry and contribute to its sustainable development.

Taking into account the aforementioned strategic documents, as well as the nature of the professions defined in the Qualification Structure of the Tourism and beauty industry, the aims and learning outcomes of the study programme have been formulated.

The aim of the "Business Administration in Tourism" short cycle study programme is to prepare competent and socially responsible tourism service organizers for work in tourism and hospitality companies, who are able to prepare and offer attractive and sustainable tourism service programmes, are involved in their implementation, promotion and updating.

Objectives of the study programme:

1. To provide students with comprehensive knowledge and build skills in the organization of tourism services, ensuring the development of professional and social competences necessary for future work in accordance with the requirements defined in the Occupational Standard of tourism services organiser.
2. To ensure a modern, open organization of the study process focused on the interests and values of students, respecting the principles of mutual tolerance, interaction and democracy, to motivate students for further professional education and self-improvement.
3. To organize and develop cooperation with other educational institutions and professional organizations, as well as employers for organizing training based in the professional environment and improvement of the quality of study programmes.

Outcomes of the study programme:

1. Knows the creation of tourism service offer, the methodology of evaluation of operation and its efficiency.
2. Knows the terminology of the tourism industry, entrepreneurship and regulatory acts regulating the tourism industry, as well as information and data security and protection requirements.
3. Able to prepare a programme of tourism services according to the order and available resources, choosing suppliers responsibly and in compliance with the principles of "green thinking".
4. Able to work effectively in a multicultural environment, observing the principles of intercultural communication and ethics.
5. Able to develop and place a description of a tourism service with attractive visual material in the digital environment, including professional reservation systems.

2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/ improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

Strengths of the study direction:

- The study direction programme is modern and up-to-date.
- Close cooperation with employers in conducting classes, providing traineeships and developing of final works.
- Qualified and professional academic staff with extensive experience in practical and pedagogical work are involved in the implementation of the study direction programmes.
- Clear and detailed evaluation system has been developed and implemented.
- Conducting and analysing regular and systematic surveys of students, graduates and employers, collecting feedback and implementing proposals.
- Procedure for corrective and preventive actions has been created for a clear and transparent conflict prevention and problem solving process.

Weaknesses:

- A small number of students in the group limits the use of teaching methods.
- Students are not interested in mobility in the Erasmus+ programme.
- Insufficient number of guest lecturers from foreign universities.
- Students are insufficiently motivated to engage in scientific research work outside the mandatory requirements of the study programme.
- Limited resources for the professional development of lecturers and the recruitment of new teaching staff.

Opportunities:

- Recovery of the tourism industry after the pandemic.
- There are few educational institutions in Latvia that offer similar education.
- Applicants from third countries want to obtain European-level higher education.
- Industry specialists are in demand on the labour market.
- Employers are interested in cooperation with educational institutions which prepare specialists in the field of tourism.

Threats:

- Political instability in international markets.
- Political instability of higher education.
- Complicated demographic situation in the country.
- Industry changes, development of mechatronics and artificial intelligence.

All parties, which are involved in the management of the study direction, participated in the elaboration of the plan for the development of the study direction. The plan has been analysed and

accepted by the Study Direction Council in 1st September 2023. The detailed plan of the elimination of weaknesses is included in the plan for the development of the study direction and is attached in the Annex 2.1.1. The plan emphasises the improvement of electronic environment and digitisation of study courses, as well as the organisation of lectures by foreign guest lecturers at least once a semester by attracting the existing foreign cooperation partners within the study direction and lecturers of future joint study programmes, as well as by attracting new cooperation partners. One of the most important development opportunities of the study direction is the popularity of the European-level higher education diploma in Kazakhstan, Uzbekistan, and in other post-Soviet countries.

Pillars of the study direction development plan:

- updating of the existing study programme and creating a new, first-cycle programme;
- improving the study environment and providing studies based on the work environment;
- promoting of partnership and internationalisation of study direction;
- determining and observing of the basic principles of sustainable development.

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.

Study direction management is considered effective due to the simplicity of the management structure. At least once a semester the Head of Study direction organizes a meeting with the constant participation of the Heads of departments and the Directors of the study programmes. Other stakeholders, such as Heads of the Study Department and Career Centre, Vice-Rector for Studies, Vice-Rector for Research, students, employers, IT manager, etc., are invited to discuss specific issues. The work done in the previous period, challenges and intentions are discussed and tasks for the next month or longer are defined at these meetings.

Main responsibilities of the Head of the Study Direction:

- to analyse the efficiency of the study programmes, to initiate the optimisation of study programmes and the development of new study programmes;
- to organise the cooperation of the Directors of the study programmes of the study direction and assess the efficiency of the work of the Directors of study programmes;
- to manage and plan the work of the Study Direction Council;
- to organise the development and improvement of new study courses at the meeting of Study Direction Council;
- to organise the development and updating of traineeship assignments with the Directors of study programmes and traineeship placement companies, and their approval at the meetings of Study Direction Council;
- to develop the Self-Assessment Report of the Study Direction and represent the study direction within the process of assessment of the study direction;

- to coordinate the work of the academic staff involved in the study direction;
- to recommend the members of the State examination commission;
- to promote cooperation with graduates and employers;
- to promote cooperation with Latvian and foreign higher education institutions to improve the study direction.

Main responsibilities of the Directors of study programmes:

- to ensure the preparation, implementation and development of the study programme;
- to ensure the implementation of changes in the study programme, their coordination with employers, and preparation for the approval by ISMA Senate;
- to ensure the preparation of the necessary documentation for the licencing and accreditation of the study programme preparing annual self-evaluation reports;
- to cooperate with employers and, together with the Career Centre, to ensure the traineeship placements necessary for the implementation of the study programme;
- to review applications for entry into later stages of studies, to compare previously mastered study courses and the amount of credit points with the relevant part of the study programme and to specify which of the previously mastered study courses can be recognised and which of the study courses require additional examinations; to prepare recommendations on the opportunities to continue studies in a particular semester;
- to plan, organise and control the implementation of the study programme following the organisational plan complying with the learning outcomes, aims and objectives of the study programme; to process the performance indicators of the study programme.

Co-operation with other Directors of study programmes is realized by developing a joint request to departments for the development, processing and implementation of similar study courses under the supervision of the Head of study direction.

The meeting of the Study Direction Council takes place not less than twice an academic year. At the meetings the topical issues of the study direction and study programmes are discussed, students and employers' viewpoints are listened to, the prospective challenges are assessed, as well as various documents are discussed and approved, such as the introduction of new study courses, traineeship assignments, etc.

Management of the study direction is directly linked to cooperation not only with academic staff but also with administrative, support and technical staff. The decisions of the meeting of the Study Direction management, which require financial support and/or technical solutions, are coordinated with the Vice-Rector for Studies and approved by the Rector. If the Rector or Vice-rector for Studies does not support any of the decisions of the Study Direction management meetings, then these decisions are reviewed and postponed or modified at the next meeting of the Study Direction management. The IT department ensures the improvement of the Moodle environment and other information systems, installation and maintenance of computer equipment, installation of the necessary software and technical support.

Duties of the study and teaching staff support teams include organisation and maintenance of record-keeping of organisational units, support in the process of enrolment of students, preparation of timetables of classes, informing of students on changes in the study process, as well as serving of visitors and students and resolution of problems. Team members may provide consultations and information on matters related to the study process, study opportunities and continuing education.

These specialists summarise necessary data, analyse them, as well as prepare necessary reports, they perform other duties at the assignment of the head of the organisational unit.

2.1.4. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of options for the students to have their study period, professional experience, and the previously acquired formal and non-formal education recognised within the study field by providing specific examples of the application of these procedures.

The right to study at ISMA University of Applied Sciences has each citizen of Latvia, non-citizen of Latvia, a citizen of the European Union, a citizen of the European Economic Area, or a citizen of the Swiss Confederation and a permanent resident of the European Community as well as a person who has a valid residence permit.

Foreign citizens who do not have a permanent residence permit have the right to study at ISMA in compliance with section 83 of the Law on Higher Education Institutions.

To study at ISMA a person who is applying for submission to a study programme shall present a document certifying a previously acquired education which is recognised in Latvia and meets the requirements of the study programme, as well as a document certifying the knowledge of the English language.

Applications from foreigners (especially from the non-EU countries) are carefully considered by ISMA. A mechanism for the admission of foreign students has been developed.

The requirements for the admission in study programmes for next academic are developed by the Vice-Rector for Studies and approved by the Senate by November 1st of current academic year in compliance with the Cabinet Regulation No. 846, adopted 10 October, 2006 *Noteikumi par prasībām, kritērijiem un kārtību uzņemšanai studiju programmās un valsts atbalstu pilsoņiem, kas brīvprātīgi pieteikušies valsts aizsardzības dienestā un pabeiguši to* (“Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes and State Support for Citizens Who Voluntarily Applied for and Completed the National Defence Service”).

Admission requirements are published on ISMA web-page

https://www.isma.lv/images/2024/ISMA_Uznemšanas_noteikumi_2024_2025_ENG_final.pdf

Starting studies at subsequent stages of studies is possible according to Regulations on Studies (https://www.isma.lv/images/2024/ISMA_Studiju_nolikums_ENG.pdf)

if the mandatory examinations on the previous stages of studies are passed at another higher education institution.

In this case the Director of study programme examines the application for admission to subsequent stages of studies, compares the previously acquired study courses and the amount of CPs with the corresponding part of the respective study programme and states which study courses from the previously acquired ones can be recognised and which study courses shall be passed in addition.

Director of study programme also prepares recommendations on the opportunities of continuing studies in a specific semester. The protocol of comparison is approved by the Vice-Rector for Studies, after which the Study Department in cooperation with the student develops an individual

study plan.

Studying at subsequent stages of studies is also possible if an applicant's previously acquired knowledge, skills and competences are recognised in compliance with the procedures set in the Law on Higher Education Institutions p.p. 59² and 59³ and Cabinet Regulations Nr. 505 *Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas noteikumi (Rules for the recognition of competences acquired outside formal education or professional experience and of learning outcomes achieved in prior education)*, from August 14, 2018:

https://www.isma.lv/images/2024/documents_en/Nolikums_par_rpus_formls_izglitbas_rezulttu_atzanu_2023_lat_ENG.pdf

The admission of foreigners to ISMA in Riga and ISMA Fergana Branch takes place in accordance with Article 83 of the Law on Higher Education Institutions. The admission of foreigners to ISMA is organized by ISMA International Relations Department and ISMA Admission Board.

Foreigners are admitted based on the following criteria:

- ISMA IRD has received the expert recognition of the Academic Information Centre in compliance with Section 85 of the Law on Higher Education Institutions, and all the requirements of ISMA University of Applied Sciences Admission Regulations in relation to the particular study programme are met.
- Foreign applicants shall submit a document certifying their knowledge of English. Language skills shall be not lower than B2 level according to ECP. The foreign applicants who acquired secondary education in English do not have to submit the documents certifying their knowledge of the study programme language.

Registering for studies an applicant shall fill in and send to ISMA the application form for foreign students, copy of passport, copies of the education documents which confirm the required previous education. To finalise the admission process IRD submits a foreign applicant's documents to ISMA Admission Board for matriculation.

2.1.5. Assessment of the methods and procedures for the evaluation of students' achievements, as well as the principles of their selection and the analysis of the compliance of the evaluation methods and procedures with the aims of the study programmes and the needs of the students.

The implementation of the study process is based on the principles of student-centred education. For example, the study process ensures a variety of student needs through the development of different learning forms and pathways. The academic staff are encouraged to regularly evaluate and improve teaching methods and forms, and receive support from the university to develop their skills in this area. Studies are based on student autonomy, while providing the guidance and support of the academic staff - the description of each study course includes the amount and content of student's self-study work, as well as the methods for its evaluation. Students receive explanation of the assessment and, if necessary, advice on how to improve their work. If a student is dissatisfied with the assessment, they may appeal.

The basic principles of the assessment of the study programmes comply with the requirements of the Education Law, which defines the State education standard as the document which, according

to the degree and type of education, defines the main aims and objectives of education programmes. The State education standards are defined by the Cabinet of Ministers.

The assessment of students' achievements is performed in compliance with the ISMA *Procedures for the organisation of testing* approved by ISMA Senate on December 19, 2019

https://beta.moodle.isma.lv/pluginfile.php/63930/mod_resource/content/0/Studiju_p%C4%81rbaud%C4%ABjumi_un_to_organiz%C4%93%C5%A1anas_k%C4%81rt%C4%ABba_2019_redAS_final_ENG.pdf

The kinds of testing are set as mid-term tests and study courses final testing.

The kinds of mid-term tests are the following:

- control test;
- test;
- self-study work;
- practical work;
- report;
- seminar work
- discussions;
- group work;
- project;
- case study;
- presentation;
- other kind of work according to the specific study course.

The number and kind of mid-term tests is set in the study course description, it is determined by the lecturer of the study course and approved at the meeting of the corresponding Department.

Study course final testing forms are the following:

- examination - the form of testing knowledge, skills and competences which is passed after having mastered a study course or its significant stage. Examination is evaluated on a 10-point grading system.
- test with evaluation - the form of testing knowledge, skills and competences; test is passed after having mastered a study course or its significant stage. Test is organised in the same way as examination and is evaluated on a 10-point grading system.
- test - the form of testing knowledge, skills and competences; test is passed after having mastered a study course or its significant stage. Test is organised in the same way as examination. The evaluation of test is - "passed" or "failed", which is recorded in the electronic records as "i" (passed) or "ni" (failed).

Examinations and tests may be organised in various ways - in written, oral, computerised, or combined forms (e.g. - written and oral). The evaluation of mastering a study course is formed of the examination/test results and on the base of the results demonstrated during the study course mastering.

Study course testing, its form and ways are set in the descriptions of study courses. Lecturer informs students about the study course testing form and ways in the beginning of the study course mastering. Students shall be informed about the supplementary learning aids which are allowed to use.

The procedure of State examinations is approved by the meeting of Study Direction Council based

on the recommendations of the Director of the study programme, who ensures the availability of the information about the aforementioned procedure to students.

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for compliance with these principles, and the way in which the stakeholders are informed. Specify the plagiarism detection tools used by providing examples of the use of these tools and mechanisms.

Students have access to the document of ISMA internal regulations - *ISMA University of Applied Sciences Procedures for the organisation of testing*, which defines the kinds of violation of students' academic integrity and punitive measures.

On the Moodle system

<https://beta.moodle.isma.lv/course/view.php?id=816> students can get acquainted with this document and other documents regulating the study process.

Lecturers also pay increased attention to the observance of the principles of academic honesty and, when starting their work, inform students about the principles of study course assessment, including the consequences of plagiarism.

For example, in case of a student's dishonesty during testing or examination, incompliance with the examination regulations, the use of unauthorized aids or assistance of other persons, lecturer has the right to expel the student from the examination. Before expelling a student from the auditorium where testing takes place the lecturer shall draw up an act in free form stating the fact of unauthorised activity. The act should contain at least two parts: date, student's name and surname, year of studies, the description of the incident, lecturer's signature and full name. The act should be also signed by the student and other representatives of ISMA personnel, who are the witnesses of the incident. The lecturer informs the Study Department about the incident and submits the act to be included in the student's personal file. In this case, the examination/test can be retaken not earlier than after the examination session for a fee (the fee is determined by the order of the Rector).

ISMA has joined the UL Unified Computerized Plagiarism Control Systems in order to compare ISMA students' papers to the thematic collections of the works of other universities / colleges.

The lecturer to whom the research paper is submitted within the framework of the study course and the supervisor of the final paper (Qualification paper, Bachelor's paper, Master's thesis, or doctoral thesis) are obliged to perform electronic examination of the submitted material. If the electronic examination for academic integrity is found to contain signs of plagiarism, the supervisor shall report to the Director of the study programme on the same day.

The cases are presented below:

1. If the principles of academic integrity are violated by a student in the research work within the study course, the student has to choose another topic and work on it. For example, such cases took place mastering the study course "Project Management". Assoc.prof. Ivars Linde regularly makes students choose new topics and submit another works.

If the principles of academic integrity are violated in the final paper/thesis, the Director of the study programme together with the supervisor of the final paper/thesis shall, within two days, make a

written statement that the work contains plagiarism, which shall be submitted to the Vice-Rector for Studies. Upon receiving of the statement, the Vice-Rector for Studies invites the student, whose work violates the principles of academic integrity, to be familiarised with the statement and to provide a written explanation. Upon receipt of the student's explanation, the Vice-Rector for Studies shall convene a commission and jointly decide on the admission or dismissal of the student from the defence of the final thesis. Such cases have not happened so far, as students submit their theses to supervisors in chapters and the potential risk of plagiarism is thereby reduced

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field by specifying the measures undertaken to achieve the aims and outcomes of the study programmes and to ensure continuous improvement, development, and efficient performance of the study field and the relevant study programmes.

Internal quality on the level of Study Direction is ensured:

- conducting a survey of the students of the study programme on the quality of work of the academic staff and evaluation of the realization of the study programme. Each participant receives the results of the survey individually, the summarized results are discussed at the meeting of the respective Study Direction Council;
- analysing the annual surveys of employers after students' defending traineeships, as well as finding out the opinion on the fulfilment of traineeship tasks from the employers who participated in the traineeship defence;
- study course programmes, methodological materials, study literature and proposed study paper (research and final paper) topics are reviewed and updated once in an academic year;
- courses and seminars on the latest teaching and pedagogical methods are organized and offered to the academic staff, and attending further education courses is encouraged. For example, such courses and seminars took place:
 - Intercultural communication in the modern educational environment - tools and goals (28.01.2022)
 - Scientific research (28.01.2022)
 - Working with bibliography in academic research (21.04.2022)
 - Publication of a scientific article (22.04.2022)
 - Academic staff professional competence improvement seminar (26.01.2023.)
 - Bullying among young people and how to resist it (16.11.2023)
 - Artificial Intelligence in education – challenges, opportunities, problems and tasks (26.01.2024)
 - Artificial intelligence and educational perspectives (16.02.2024)
 - Peculiarities of the study process when working with students with functional disorders (27.03.2024)
 - Interdisciplinary links in the modern school. Opportunities, innovations, challenges. (26.04.2024)

The utility department and IT department staff continuously monitor the compliance of the

premises and technical equipment to the quality requirements.

During the academic year, the internal self-evaluation and quality improvement system operate continuously; at the end of the academic year, the Study Direction, study programmes and the weaknesses and strengths, changes, development opportunities and plans of the university are discussed at the general meeting.

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

The process of development and preparation of new study programmes for licensing, the implementation and monitoring of the study programme, as well as its updating is regulated by ISMA Quality Management System (QMS) procedure “Study Programmes”

<https://beta.moodle.isma.lv/course/view.php?id=815>. During the discussions between Study Direction Council and employers, the current events in the industry and the labour market, and market niches are analysed and opportunities for expanding the study direction are sought.

The study programme has been elaborated and updated based on the laws and regulations (the Law on Higher Education Institutions, State education standard and Occupational Standard), instructions made by the accreditation experts during the previous assessment of the study direction, results of student and graduate surveys, results of final theses, topical scientific research, including the research conducted by ISMA academic staff, recommendations of employers expressed in the references from traineeship placements, meetings at conferences, consulting on the development of final theses, reviewing of theses, and participation in the State examination commissions (Bachelor’s Papers or Master’s Theses defence). Such a comprehensive and diverse approach to the improvement of the study content and process ensures that the content of the study programme corresponds to the requirements of the labour market and the development trends of the industry.

In the development and implementation of the study programme, a logical sequence is followed: in compliance with the requirements defined in the Occupational Standard, labour market demand and the overall aim of the study direction, the aim of the programme and the objectives resulting from it are formulated. The content of the programme (distribution of the study courses) is based on the achievement of the aim and learning outcomes, and the criteria defined in the State education standard; accordingly, the content of study courses is developed to implement the acquisition of knowledge, skills, and competences defined in the Occupational Standard, thus ensuring the implementation of the aim of the study programme.

The content of the study courses is discussed and approved cooperatively by the teaching staff involved in the study programme and the members of the Study Direction Council, thus ensuring cross-curricular coherence and harmonisation of common requirements for the achievement of learning outcomes, as well as eliminating unnecessary duplication of content.

According to ISMA internal regulations, a Council of respective study direction supervises the topicality of the study programme by making corrections to the study plan, the content of the study

courses, traineeship assignments, etc. when necessary. The descriptions of the study courses are updated and reviewed in the respective departments at least once a year, usually before the beginning of academic year or more frequently if necessary. ISMA Senate approves the study plan at least once a year.

Changes in the study programmes and their parameters are made based on the experts' instructions during the previous accreditation of the study direction, changes in the national regulatory enactments, the results of student and graduate surveys, the results of final theses, current scientific research, as well as the recommendations of employers.

2.2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes of the examination of the complaints and proposals and the improvements of the study field and the relevant study programmes are communicated by providing the respective examples.

The submission of complaints and proposals from students and employees, as well as the observed errors, undesirable situations and/or imperfections that are found, are regulated by ISMA QMS procedure "Nonconformance Management", which also includes the scheme of corrective/preventive measures from the moment of obtaining information to the analysis of the reasons.

Information on how to submit complaints and proposals to a structural unit of ISMA according to its area of activity is provided to the students by the Director of the study programme during the introductory lecture; and it is available to all ISMA students and employees in writing in the internal e-environment.

If the complainant has provided their e-mail address, then regardless of how the complaint is submitted (electronically or in paper form), the complainant will be notified electronically within one day of the corrective/preventive measures being taken.

If the complainant wishes to remain anonymous, they leave their information in the Student Council, in which case the reply is also sent to the Student Council. For example, a complaint from the student Student Council is received by the Study Department that a lecturer regularly delays the start of the lecture by 5-10 minutes. On the same day, the Head of the responsible department meets with the lecturer and discusses the situation. An attendant comes at the next lecture and finds out that, although the lecturer has arrived on time, they have not established contact with the group. After the semester, almost all students express a negative opinion about the study course as a whole. The lecturer is offered to attend communication psychology seminars, but they refuse. ISMA does not continue working with this guest docent in the next semester.

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with

regard to the work with the students, graduates, and employers.

The university regularly obtains, processes and analyses the following data which apply to the study programmes:

- data on students (including matriculation, exmatriculation, results of the study programme acquisition, mobility);
- data on teaching staff (number of hours, number and evaluation of supervised works, scientific and practical activity, mobility);
- survey results (opinions of students, staff, graduates, employers);
- expenditure on the improvement of the material and technical base.

Following the recommendations “Mandatory questions to be included in the survey for students, employers and graduates” of the Study Accreditation Commission from April 27, 2016, in 2016 ISMA developed uniform surveys for students, employers and graduates for all study programmes, which allow to assess not just the specific study programme, but the overall activity of the university. The survey takes place every year, so it is possible to track and evaluate the dynamics of the opinions of the involved parties and determine where and what changes should be introduced in the study process.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

Website: www.isma.lv

Responsible: Antoņina Djakona - Vice-Rector for Development and Innovation

Main goals:

1. Content management: posting, editing and deleting content on the site, including articles, images and videos.

Types of content: information from the Directors of study programmes, Vice-rectors, departments, international cooperation partners, academic staff, Student Council, information from ISMA Fergana Branch.

Internal documents, information about the study programmes, and the procedure for admission to ISMA are posted in Latvian and English.

The website contains information about ongoing conferences, publications, and traineeships. For Latvian and foreign students information is posted on the procedure for completing traineeships, receiving scholarships, as well as the work of the Business Incubator, library, and Student Council.

The website contains information about ISMA partners and graduates.

The current news section is active.

2. Update and support:

Regular update of software, plugins and site themes to ensure security and functionality.

3. Security:

Monitoring and prevention of attacks, regular data backups, setting up security systems.

4. Technical support:

Solving technical problems of the staff, answering queries related to the functionality of the site.

5. Analytics and monitoring:

Monitoring website traffic, analysing user behaviour, using analytics tools.

6. Performance optimisation:

Improvement of the site loading speed, optimisation of resources to ensure efficient operation.

7. Development of a growth strategy:

Planning and implementation of activities to improve the site, attracting of new users and increasing of the satisfaction of current ones.

8. Work with advertising and marketing companies:

Advertising placement, monitoring of the effectiveness of marketing strategies.

9. Compliance with laws:

Content management in compliance with the laws and regulations related to the Internet resources.

E-platform (MOODLE)

Responsible: Dmitrijs Skorodihins - IT Engineer

Adapts the platform to the needs of the university, monitors the quality of the platform. Places materials on the study courses and monitors their use by students. From the educational part, he receives information about students who need to be connected to the MOODLE system and connects them to specific groups and to certain study courses. Since November 2023 the BigBlueButton platform has been connected to MOODLE for conducting lectures and online consultations, which replaced ZOOM.

He also conducts seminars for lecturers on the work on MOODLE platform.

VIIS State Education Information System

Responsible:

Mihails Kovaļevskis - Data protection officer

Data import into VIIS (State Education Information System) student and graduate register

Jevfrosija Kovaļenko - Head of personnel department

Data import into VIIS (State Education Information System) academic personnel register

Oksana Miņailo - Head of student service

Darja Kuzina- International Relations Coordinator

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

ISMA is a private higher education institution founded by a legal entity; therefore the tuition fee paid by students is the main source of financing for the study process.

Permanent sources of own income at the university are the following:

- income from tuition fee (75%);
- income from training courses (6%);
- income from contract research (5%);
- income from other research activities (11%);
- income from rent, utilities and other services (3%).

In its turn, the tuition fee is covered from the resources of natural and / or legal persons, it consists of: personal resources of a student, funds of a student's employer, study loan with state guarantee, commercial credit, and funds of sponsors.

ISMA is a private university and does not receive state funding for its activities. Funding for ISMA study programmes is based on the obtained tuition fee. The additional promotional assets include project funding, including transnational and mobility funding under the Erasmus + programme. Similarly, ISMA academic staff and students perform research in the field of business and tourism and hospitality, which is commissioned by the private business sector, and provide consultations, teach within non-formal education, including at the international level, ISMA Career Centre offers various study courses outside formal studies.

When planning the distribution of funding for a specific study direction and the study programmes included in it, ISMA Board considers certain parameters:

- Ensuring administrative-economic activity;
- Ensuring the functionality of the premises being used;
- Provision of the study process with teaching aids;
- Ensuring the social life of the university (student events, student involvement, freshman ball, traineeship conferences, ISMA festival, etc.);
- Social benefits for students (budget places, etc.);
- Renewal and supplementation of teaching equipment (computer software, etc.);

- Promotional activities (promotion of study programmes, including in social networks, organisation of Olympiads, laboratory days, etc.).

The necessary funds are planned by the Financial Department in accordance with the study directions and study programmes to ensure the operations of the university, and the financial support is allocated to the direction in accordance with the order of the Rector.

Analysing the distribution approach to calculations and planning, it can be said that a mixed approach is used when savings are planned based on the planned income according to the number of students and the predicted number of enrolled freshmen before enrolment. Later, these data are compared with the actual number of students in the study programme and the allocated funding for the study direction with the aim to introduce corrections. Taking into account the strategic development plans, provisions are made, which consist of 10% of the total revenue.

27-32% of the funding is allocated for salaries and research, including 5-6% for the purchase of library resources and databases.

In recent years, ISMA has financed the following projects:

| Project | EUR |
|---|------------|
| Implementation of the active marketing complex with the aim of increasing the competitiveness of Latvian private universities | 7560 |
| Development of remote sensing technology for modelling the climate impact of stratospheric and meteorite aerosols | 6010 |
| Analysis and evaluation of university rankings | 5010 |
| The bioeconomy model as a basis for the formation of sustainable development and improvement of the quality of life | 8500 |
| Electronic smart services and marketing platform: new values for the traditional market | 6160 |
| Information-analytical model of ecological risk management systems on the example of transport infrastructure | 6160 |
| Innovations as the main challenge in the field of health tourism in Latvia | 7500 |
| Integrated smart service platform for drone users | 6010 |
| Field emission cathode: perspectives and models for the development of new materials and structures | 8500 |
| Decision support system for generator placement optimization based on geospatial data | 8500 |
| MODX,RU portal development | 3600 |

| | |
|---|--------|
| Main directions of modern university development strategies | 6010 |
| Self-adjusting algorithms for evaluating of organization's operational capabilities | 6050 |
| Improving system security: improving self-adaptive algorithms | 6630 |
| Tourism for all: accessible tourism in Latvia | 6170 |
| Control algorithms maintenance | 5190 |
| Control system self-regulating algorithms | 15140 |
| Total: | 118700 |

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/college, available to the students, and the teaching staff.

Study programme is implemented in Riga.

The library resources are supplemented regularly, well-equipped spaces and technical means necessary for the organisation of the study process are ensured.

In 2021 ISMA has signed a cooperation agreement with ATTA Centre - the largest conference centre in Latvia. Due to the pandemic, the installation in the new premises had to be suspended. In Riga ISMA students started the 2023/2024 academic year in the new premises - building 5 at Valērijas Seiles Street, 1. It is also planned to continue to use laboratory "Gastro studio" and part of the existing auditoriums and administrative premises in the existing venue - buildings 6 and 7 at Valērijas Seiles Street, 1. In order to provide students with a suitable environment for achieving high learning outcomes, appropriate lecture rooms are used for different lectures, for example, in several auditoriums there are easily movable chairs with attached small tables for notes, thus, if necessary, it is easy to organize pair work, larger or smaller groups.

Gastro studio ISMA has been created and equipped as a laboratory to give students the opportunity to learn the specifics of the restaurant business.

As part of the study process, students are provided with work environment-based training in restaurants, hotels and SIA "UCS", which issues students a certificate for working with R-Keeper cash register systems after passing the test.

In 2021 isma.lv website was renewed <https://www.isma.lv/en> providing more convenient and faster communication with students and those who want to enrol in ISMA. ISMA students also have the opportunity to receive internal information, such as the staff contacts or the lecture schedule for their group by logging in to the portal my.isma.lv.

2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of

the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether the opening times of the library are appropriate for the students, as well as the number/area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

The total area of ISMA Library is 286m², of which 160m² - for readers, 118m² - for storage and 8m² - for other rooms. The total number of seats in the reading room is 37.

The library is open daily from 9am to 10pm.

Services of the library are the following:

- providing of text books for reading at home;
- providing of books from scientific collections for on-site work;
- reading-room and e-reading services, including access to the electronic resources of EBSCOhost platform;
- 7 computers for independent work;
- copying/printing/scanning self-service (paid service);
- interlibrary subscription services;
- consultations on the use of electronic resources;
- consultations on the search of specific information in electronic resources;
- ISBN/ISSN numbers allocations;
- ISMA publishing services.

ISMA teaching staff regularly publishes scientific articles in free access scientific collections such as ResearchGate.net and Academia.edu. ISMA students are also encouraged to register for resources and use free access information for scientific purposes.

Steps for the procedure for the library resources replenishment and database subscription:

1. At the beginning of the academic year, funds for the technical development of the library and the renewal of the book stock shall be allocated within ISMA budget;
2. Subscription orders for the latest literature / database are developed in cooperation with the Directors of study programmes and Heads of Departments within the Study Direction implemented by ISMA;
3. Search and selection of scientific literature supplier is performed.
4. The librarian compares order lists and prepares the overall order, indicating prices, for ISMA;
5. If the total sum of the orders exceeds the budget (15 000 EUR per year), they are analysed at the meetings of ISMA administration and the final decision is approved by ISMA Rector;
6. Purchase and documentation of books in the library fund is performed;
7. Lecturers and students are informed about the supply of new literature;
8. Exhibition of new literature is organised in the library.

Online resources available to ISMA students and faculty:

- ISMA cloud service Moodle contains lecture materials, assignments, recorded video lectures.
- ISMA electronic library contains digital books.
- ISMA students have access to the collection of publications of the International Monetary Fund.
- ISMA students have access to EBSCO and Scopus databases. Students and teaching staff are encouraged to use online scientific publication resources, such as Academia.Edu, Research Gate and various other open access scientific databases and platforms, such as Google Scholar, Index Copernicus, Open Research Library, etc.
- ISMA students have the opportunity to familiarize themselves with the regular online editions of the ISMA scientific magazine "Economics and Education", as well as theses and abstracts of ISMA conferences "Information Technologies and Management" and "Open learning and education". Also, ISMA website provides links to publications and monographs of partner institutions where the works of ISMA faculty members and doctoral students are published, for example, a link to the international monograph "Intellectual Challenges to Economic Globalism" and others.
- ISMA is the official partner of the publishing house "Baltija Publishing" <http://www.baltijapublishing.lv/> 4 times a year ISMA publishes the International Scientific Journal "Economics&Education", which is indexed in Copernicus, as well as in other popular databases of scientific articles (see <http://www.baltijapublishing.lv/index.php/econedu/indexed>). One free publication per academic year is available to all ISMA faculty and students.

Summary of ISMA library fund resources for the study direction on 01.08.2024:

| Topics | Title | Number of units | Latvian | English | Other |
|-------------------------|-------|-----------------|---------|---------|-------|
| Tourism and Hospitality | 445 | 607 | 119 | 59 | 429 |
| Restaurant Business | 83 | 169 | 67 | 17 | 85 |
| Economics | 374 | 549 | 154 | 36 | 359 |
| Management | 549 | 699 | 136 | 105 | 458 |
| Marketing | 254 | 418 | 134 | 46 | 238 |
| Entrepreneurship | 308 | 410 | 190 | 32 | 188 |
| Law | 296 | 531 | 130 | 21 | 380 |
| Logistics | 45 | 77 | 9 | 1 | 67 |
| Social Sciences | 421 | 568 | 195 | 46 | 327 |
| Finances and Banking | 213 | 327 | 78 | 13 | 236 |

| | | | | | |
|---------------------|-------------|-------------|-------------|------------|-------------|
| Mathematics | 122 | 191 | 32 | 16 | 143 |
| Computer Sciences | 399 | 751 | 83 | 107 | 561 |
| Design | 77 | 81 | 25 | 4 | 52 |
| Scientific Research | 28 | 34 | 2 | 6 | 26 |
| Total in library: | 3614 | 5412 | 1354 | 509 | 3549 |

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

The available infrastructure and material and technical facilities for the implementation of the study direction and the related study programmes provide an opportunity to increase ISMA competitiveness, improve operational quality and efficiency, as well as to make information available by integrating IT solutions into administrative, academic and research processes and providing administrative and academic staff with modern, reliable, secure and unified IT infrastructure and quality IT services.

The Information Technology Department works in three areas:

1. Creation, development and maintenance of an integrated information system of ISMA providing support for administrative, academic and research work;
2. Provision of high-quality and uninterrupted data communication services, as well as maintenance of ISMA data centres and key network resources;
3. IT service support, including providing of information on new IT solutions, giving necessary consultation and organizing IT training.

To ensure easy and efficient identification of IT users, the IT user identity management system has been implemented; as a result, each IT user has a unique electronic identity.

To ensure the effective implementation of the study process, including distance learning, Moodle e-learning system is used, where all relevant information is compiled in an automated way (study courses, users, groups, access rights, etc.). This system ensures student-teacher communication. The academic staff members place various electronic materials, assessment tests, homework assignments, information on a particular study course, etc. in the system. Students can access electronic learning resources anytime and anywhere. The academic staff has options to use *Zoom* video conferencing platform for online distance learning.

Digitization of classrooms and schedules has been carried out to ensure efficient premises management and planning of studies. Each student and academic staff member can access their schedule, which provides information on the venue, time, instructor, room, title and type of lecture. In addition, for user's convenience, the system significantly facilitates lecture planning and scheduling, as well as optimizes the use and efficiency of premises.

In terms of quality assurance, a digital student survey system is used, with the help of which the quality control of the study courses and study programmes is implemented each semester. Based on the results of quality control, regular measures are taken to improve the study programmes and the study process.

To ensure a stable and secure operation of the information technology infrastructure, continuous monitoring of the IT infrastructure and systems is performed, resulting in proactive incident control. Data backup is also ensured.

2.3.5. Provide information on the procedures for attracting and/or employing the teaching staff (including the call for vacancies, employment, election procedure, etc.), and the assessment of their transparency.

In 2023, ISMA developed the Human Resources development Strategy https://www.isma.lv/images/2024/documents_en/ISMA_Cilvkresursu_attstbas_stratija_lat_ENG.pdf.

ISMA personnel policy is aimed at the realization of the goals of the university by ensuring the efficient management of employees and the consistent implementation of related processes. Therefore, the following policy of the academic staff formation is developed in the framework of quality management system:

- To ensure that all study courses are delivered by qualified, scientifically and methodologically trained lecturers, who use modern working methods and are familiar with business practice.
- To ensure that no less than 50% of the teaching staff are elected at ISMA;
- 50% of the elected teaching staff hold a doctoral degree;
- at least two of the lecturers involved in the implementation of the study programme shall have a scientific degree in the field;
- to attract commercial activity specialists from companies to the teaching of study courses in the field;
- to promote the development of the academic staff and motivate the improvement of their pedagogical, professional and scientific qualification both in Latvia and abroad, within the financial capacity of ISMA;

The teaching staff involved in the Study Direction regularly improve their qualification by taking part in various seminars and courses both as participants and instructors.

The performance of the teaching staff is assessed throughout the year both by analysing the self-evaluation of the academic staff and by conducting and summarizing the results of student surveys.

One of the most important aspects is transparency and openness in the recruitment of the teaching staff.

The recruitment of lecturers takes place by announcing the competition for vacancies on the website isma.lv. Applicants who have not worked at ISMA are invited to conduct a guest lecture hosted by the Head of the respective department or by a lecturer appointed by the Head of the Department, and the Director of the study programme. After the lecture, the Director of the study programme conducts a student survey and submits the summarized results of each candidate to

the Study Direction Council, where the submitted documents are analysed and discussions with the candidates take place. Students studying in a particular study direction have a veto right if their opinion about the lecturer is negative. If the Study Direction Council accepts the candidacy, the next Senate meeting holds open elections. After the election, the candidates are informed about the results of the vote and, in the event of a positive vote, the Rector concludes a contract with the elected lecturer.

2.3.6. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualifications (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.

The lecturers of study programmes regularly improve their qualification by taking part in various seminars and courses both as participants and instructors.

If a lecturer wishes to attend a particular seminar, one must submit an application to the Vice-rector for Studies in agreement with the Director of the study programme. ISMA administration considers the application and grants up to 100%. For example, several applications were received regarding the lecturers' desire to improve their English language by attending English language courses. ISMA administration, following these applications and the planned establishment of a branch in Uzbekistan, organized free courses for these lecturers.

The performance of the teaching staff is assessed throughout the year both by analysing the self-evaluation of the academic staff and by conducting and summarizing the results of student surveys. Lecturers who are highly regarded in scientific research and teaching have a priority in participating in the Erasmus + programme. In order to increase lecturers' scientific research activities, a decision was made to pay the conference fee and attendance expenses if the ISMA lecturer's publication is recognized as of good quality and placed in the SCOPUS or Web of Science database.

ISMA believes that the best academic staff qualification raise is achieved through their involvement in research, application of the research results, cooperation with business representatives and participation in the international exchange of knowledge and competences.

Respectively, the academic staff members of the study direction are actively stimulated to participate in the experience exchange trips organized within the framework of ERASMUS +, take part in international weeks, projects, and other events. At the same time, ISMA International Relations Department actively attracts foreign lecturers to read lectures at ISMA, ensuring the exchange of knowledge and skills of lecturers.

The application procedure for a mobility visit to a partner university (the total number of which exceeds 80 universities) is as follows - at the beginning of academic year, ISMA International Relations Department distributes a form to lecturers, indicating the desired activities and their implementation period. The International Relations Department, in cooperation with ISMA Board, the Head of the study direction and Directors of the study programmes reviews the compliance of the activity with the study process and, after approval, a lecturer may apply for funding.

In 2019 to promote the exchange of knowledge and competencies of ISMA academic staff with foreign academic staff, ISMA has launched a new initiative aiming at the promotion of the cooperation of academic staff in pedagogical-methodological work. On April 23-26, 2019, ISMA hosted the first *Erasmus + Staff Teaching and Training Week* at ISMA University of Applied Sciences. This week was attended by about 40 participants from Germany, Portugal, Lithuania, and other countries, thus fostering international cooperation. The participants highly appreciated this event, it was decided to continue this activity every year; unfortunately, these plans were temporarily interrupted by the Covid-19 pandemic.

There are positive examples of the promotion of ISMA academic staff training. During the pandemic, ISMA began to actively cooperate with representatives of non-formal education, offering online qualification raising events (lectures, remote meetings for exchange of experience, seminars, etc.) for the university representatives from Ukraine, Lithuania, Spain etc This experience is being continued by attracting more and more new teaching staff.

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

19 lecturers are involved in the implementation of the Study Direction. 14 of the lecturers are elected at ISMA; others are invited to share their professional experience. 8 (57,1%) lecturers of the elected academic staff have a doctoral degree, 6 (42,9%) lecturers have a Master's degree.

The workload of the teaching staff is calculated taking into account the three aspects - work in auditoriums and consultations (academic aspect), organizational activity (organizational aspect) and work outside ISMA study process (research aspect).

Remuneration of the teaching staff for the organisational work

- **Vice-rector - 300 ac.h./year**
- **Study direction/study programme management** - (Head of Study Direction/Director of study programme) - **150 ac.h./year**
- **New study programme preparation for licencing** (Director of study programme) - **300 ac.h./year.**
- **Study Direction preparation for accreditation** (Head of Study Direction) - **300 ac.h./year.**
- **Study programme preparation for accreditation** (Director of study programme) - **200 ac.h./year.**
- **Department management** (Head of Department) - **150 ac.h./year.**
- **Organisation of record-keeping of a Department and other structural units** - **60 h./year**
- **Curator of a students' group** - **60 h./year**
- **Development of a methodological complex of a study course, including electronic materials according to the approved form** **150 ac.h./year**

Research work

- Preparation of study methodological materials (guidelines, lectures, etc.) for publishing - **1 ac.h./1** (1800 characters) page (A4).
- Preparation of a scientific article for publishing - **3 ac.h./1** (1800 characters) page (A4).
- Scientific or methodological materials editing before publishing - **1 ac.h./5** (1800 characters) pages (A4).
- Preparation of theses for a scientific conference - **2 ac.h./1** (1800 characters) page (A4).
- Organisation of a conference (conference moderator) - **50 ac.h./year**

2.3.8. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).

ISMA study process is student centred because:

- ISMA respects the multicultural student contingent and the diversity of their needs. Each group of foreign students has a tutor who not only deals with the study process, but also welcomes a student at the airport, accompanies them to their place of residence, introduces the places of purchase of household goods, rules of transport use, etc.
- Taking care of the accessibility of auditoriums for students with wheelchairs, an additional contract was concluded for the lease of premises at 1 Valērijas Seiles Street, building 5. Auditoriums are located on the 1st floor and are easily accessible.
- ISMA uses different ways of study programmes' implementation.
- Depending on the circumstances, ISMA applies a variety of pedagogical methods for teaching both full-time and part-time students, organizing group work, discussions; and other teaching methods;
- Stimulates the students' independence while at the same time providing guidance and support from the teaching staff - each lecturer has consultation hours and paid academic hours for the supervision of final works;
- Promotes mutual respect in student-teacher relationships, establishes appropriate procedures for resolving student complaints - students take part in the development of curricula and study environment through their involvement in Student Council and participation in various ISMA decision-making bodies (see the section on ISMA decision making bodies), in surveys and the use of "complaints and suggestions box ";
- Students are ensured individual approach to organizing the study process: those students who, for objective reasons, have not attended lectures, are provided access to a study course description which reflects the topics that were covered during the week and the literature and study materials available to master the topics;
- Student work evaluation is consistent, fair, and applicable to all students. The assessment

criteria are described in the course descriptions and explained; the extent to which students have achieved the expected learning outcomes and the explanation of the assessment are provided. In order to provide students with a record of their studies, an e-platform has been created where students can keep track of their progress and study documentation;

- The admission procedures and criteria are transparent; admission terms are available on ISMA web-page https://www.isma.lv/images/2024/ISMA_Uznemsanas_noteikumi_2024-2025_ENG_final.pdf

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education institution/ college and the study field, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).

The main scientific research areas of ISMA within the study direction are:

- Sustainable tourism
- Artificial Intelligence
- Educational management

The following publications were published as part of research during the reporting period:

- Ravil I. Mukhamediev, Yelena Popova, Viktors Gopejenko (2022) Review of Artificial Intelligence and Machine Learning Technologies: Classification, Restrictions, Opportunities and Challenges, Mathematics 2022, 10, 2552 <https://doi.org/10.3390/math10152552> Licensee MDPI, Basel, Switzerland
- Dehtjare J., Mironova J., Balode I. (2002) "Innovative strategy development for supporting sustainable tourism in Latvia" , Innovative Instruments For Procurement of Investment and Infrastructural Development of the Territories and Communities, Educational and Research Institute Public Administration; Dnipro, Ukraine https://web.archive.org/web/20220524003652id_/https://palsg.nmu.org.ua/ua/Sci/konf/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA_%D0%94%D0%A3%D0%9C%D0%A1_2022_170522.pdf
- Djakona, V., Lapaine, T., Riaschenko, V. (2022). Changing Approach to the Development of Higher Education in Latvia: Key Drivers. Management Theory and Studies for Rural Business and Infrastructure Development, 44(1) 13-19. <https://sciendo.com/article/10.15544/mts.2022.02> SCIENDO Volume 44 (2022): Issue 1 (March 2022)
- Mironova, J. (2019). Latvian Hotel Industry Challenges and Trends, University of Latvia, <https://doi.org/10.22364/hssl.26.1.6>
- Riaschenko, V., Mironova J. Juraboev R. Promoting Sustainable Entrepreneurship Through

Business Incubators. Матеріали II Міжнародної науково-практичної конференції «стійкість освіти і науки в умовах трансформації», May 21-22, 2024. Kyiv, Ukraine, УДК 001.1; 378.1.

- Mironova J., Riaschenko, V., Juraboev R. Analysis of Factors for the Implementation of Sustainable Tourism in Latvia. Journal Busines & Law N1.2024, p.7, ISSN 2690-9801 (Online). Journal DOI: <https://doi.org/10.52340/bal>
- Riaschenko, V., Mironova J., Dikhaminjia I., Korjuhina J. Promoting Sustainable Entrepreneurship Through Business Incubator and Accelerator. International Scientific-Practical Conference “The Role of Universities in Innovative Entrepreneurial Ecosystems: Academic Entrepreneurship and Innovations”, 19-20 April, 2024, Tbilisi, Georgia, p.43. ISBN 978-9941-33-763-5. DOI 10.52340/9789941337635.

Research results and insights gained from the preparation of studies and publications are incorporated into the relevant study courses, for example by using them in situation analysis, offering tools and technologies for research or decision-making or as examples of good practice.

2.4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.

ISMA research activities are an integral part of the study process. All leading lecturers of the study direction, who actively participate in scientific research, widely apply the obtained scientific results in the study process when preparing for lectures and developing practical examples and teaching methods, seminars, independent and project work, as well as the topics of graduation papers. The four lecturers involved in the implementation of the study programme are experts of the Latvian Council of Science:

| Professor | Field | Date |
|--------------------------|---|--------------------------|
| Viktors Gopejenko | Social sciences- Economics and business Natural sciences- Computer science and informatics | 01.12.2024 07.06.2026 |
| Viktoriia Riashchenko | Social sciences- Economics and business | 02.02.2025 |

Other lecturers of the study direction also participate in research, projects, conferences and seminars. The publications of the teaching staff are included in the descriptions of the study courses, and they also improve the content of the study courses.

Most lecturers also have practical business experience, which they introduce to ISMA study process,

providing practical examples, thus strengthening students' theoretical knowledge and developing their skills and competences.

2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.

ISMA successfully cooperates with foreign and Latvian researchers. For instance,

Joint research on artificial intelligence has been launched with the Klaipeda University of Applied Sciences (Lithuania) and the Military University of Veliko Terno (Bulgaria). Within the framework of the research an international working group will be created for the research on the use of artificial intelligence in education, as a result of which guidelines for the use of artificial intelligence will be developed.

Research was conducted in cooperation with scientists from Latvia, Lithuania and Bulgaria, the results of which are reflected in the publications of 2024:

Generative tools of ai in education. J.Mironova, V.Riashchenko, A.Bondarenko, R.Kinderis, O.Verdenhofa. Proceedings of 14th International Scientific Conference "Business and Management 2024" May 16-17, 2024, Vilnius, LITHUANIA, accepted for publishing, conference in May 2024

Exploring student's view on the of chat gpt in the studies in higher education institution. Julija Mironova, Viktorija Riashchenko, Marina Celika, Valentina Djakona. International Multidisciplinary Conference "Challenges of Contemporary Higher Education" - CCHE 20224 conference in March 2024, publication in conference proceedings

Ethical concerns in using of Generative Tools in Higher Education: Cross - Country Study. J.Mironova, V.Djakona, V.Riashchenko, R.Kinderis, S.Dimitrova. Environment. Technology. Resources. Rezekne, **Environment, Technology, Resources** Volume 2, Pages 444 - 447, <https://www.scopus.com/record/display.uri?eid=2-s2.0-85200220458&origin=resultslist>

Artificial Intelligence in Higher Education - Challenges and Opportunities. Jūlija Mironova, Viktoriia Riashchenko, Olga Verdenhofa, Valentina Djakona
XX. International Balkan and Near Eastern Congresses Series on Economics, Business and Management- Ohrid/ Republic of North Macedonia October 14-15, 2023, conference proceedings

ISMA's annual International Scientific Conferences Information Technologies and Management and Open Learning and Distance Education provide the presentation of scientific research by lecturers and students in public and in virtual environment. Faculty publications are included in the descriptions of study courses and serve as a basis for students' further research.

2.4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study field by providing examples.

In order to gather information about the lecturers' achievements in scientific research and practical activities, which are necessary for the improvement of the quality of professional study programmes, lecturers are asked to fill in the table "Scientific and professional activities". Based on the information provided on research, participation in projects and practical activities outside ISMA, as well as the results of student surveys on the taught study course, the university management awards bonuses and / or increases the hourly rate.

If a lecturer plans to participate in a conference, they submit an application and the title of the report to the Rector. The application is considered, and a decision is made on the payment of the conference expenses in full or in part.

The main motivation for the scientific and creative activity of ISMA employees is the possibility of self-realization, interest in the subject taught and the opportunity to engage in scientific activities, including joint research with students.

Of great importance for motivating the scientific and creative activity of ISMA employees are the awards to employees of higher education who have devoted their whole lives to the development of science and education. As a moral incentive, ISMA uses various forms of internal encouragement of employees, for example, the Certificate of Merit and gratitude of the Rector, cash awards to academic staff and employees who have achieved significant success in teaching, research, and methodological activities. Active scientific activity is an opportunity to be elected to the position of associate professor or professor, which also affects the size of the salary.

The development of motivation of ISMA academic staff for the scientific activity is based on:

-Collaboration with scientific research institutions in Latvia - such as the Institute of Economics of Latvian Academy of Sciences.

-Researchers and scientists of high professional competence - both scientific and business experience, Scopus and WoS publications etc.

-Interdisciplinary and student-centred approach in education - with specializations according to the market needs modern case studies, constant students' surveys, etc.

Research results and insights gained through the preparation of studies and publications are worked on according to study courses, for example in situation analysis, offering tools and technologies for research or decision-making or as examples of good practice.

Examples of the scientific activity of the teaching staff used in the improvement of the study process

**Involved
academic staff**

Research

**Relevant study
courses**

| | | |
|-----------------------|---|--|
| Riashchenko V. | The Development of the innovative capacity of Latvia. 11th International Technology, Education and Development Conference, March 6-8, Valencia (Spain). Pages 10071-10074. ISBN: 978-84-617-8491-2 Strategic management of territorial development theoretical fundamentals. Public Administration and Law Review, (3), 13-23. https://doi.org/10.36690/2674-5216-2022-3-13 , 30.09.2022. | Business Management |
| Linde I. | Linde I. Projektu sagatavošana un vadīšana (Project preparation and management). Learning material – Rīga: SIA „Latvijas Uzņēmējdarbības un menedžmenta akadēmija”, 2017. – 245 lpp. ISBN 9984-708-20-900 | Basics of Project Management |
| Oborenko Z. | Zivitere M., Riashchenko V., Oborenko Z. (2019) Tourism for all: accessible tourism in Latvia. In: Development and transformation processes in the tourism industry under the conditions of globalization.. Klaipeda State University of Applied Sciences, Lithuania: Klaipeda, p. 23-30. ISBN: 9786094543845. (Indeksēta EBSCOhost). Pieejams: Google Scholar datu bāzē | Marketing in Tourism Business Introduction to Specialization and Research |
| Odinokova T. | Odinokova T., Akhmedyarov Y. Development of innovation activity research model and its implementation. ACCESS Journal: Access to Science, Business, Innovation in Digital Economy. ISSN 2683-1007 (Online) 2022, 3(1), 29-42, https://doi.org/10.46656/access.2022.3.1(3) Odinokova T. (2019) Tourism Cluster as a Form of Innovation Activity. Economics. Ecology. Socium. Scientific journal 3 (2) 2019. ISSN: 2616-7107.11 | Logistics |
| Mironova J. | Analysis of Factors for the Implementation of Sustainable Tourism in Latvia. Mironova J., Riaschenko, V., Juraboev R. Analysis of Factors for the Implementation of Sustainable Tourism in Latvia. 27 Journal Busines & Law N1.2024, p.7, ISSN 2690-9801 (Online). Journal DOI: https://doi.org/10.52340/bal Mironova, J. (2019). Latvian Hotel Industry Challenges and Trends, University of Latvia, https://doi.org/10.22364/hssl.26.1.6 | Basics of Tourism Guest Service Standards |

2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the

relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

The research work of ISMA students is carried out both in and outside the auditoriums. Scientific research is performed as part of the educational process in accordance with the approved curricula. At the same time, the elements of research work can be applied in all forms of learning activity: in study course design, at workshops and seminars, when performing practical work, in the process of traineeship.

The activity and effectiveness of students' participation in scientific events (competitions and conferences), their publication activity is largely intensified by timely provided information about the upcoming events on the website isma.lv.

An indicator of student scientific activity is their publications, as well as presentations at ISMA annual conferences, which are: International Scientific Conference Information Technologies and Management (<https://www.isma.lv/zinatne/konferences-un-petijumi/international-scientific-conference-information-technologies-and-management>), Open Learning and Distance Education (<https://www.isma.lv/en/science/conferences-and-research/open-learning-and-distance-education>), Internship & Employment (<https://www.isma.lv/zinatne/konferences-un-petijumi/internship-employment>).

In May 2024, students participated in the Student Conference organized by LBTU (Latvian University of Life Sciences and Technologies), where they presented their research on the most current topics in tourism.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

Innovations in the study process can be divided into several blocks:

- Innovations for attracting students

ISMA's vision is fulfilled by cooperating with the secondary school "ISMA Premjers", organizing the integration of university lecturers in the implementation of school study courses;

The annual Festival "ISMA Invites Talents" is organized to support talent development by offering free studies.

ISMA invites children from boarding schools and low-income families to the laboratory - Gastro studio ISMA, where experienced professionals organise master classes, tastings, and presentations.

There are also other laboratories, which organise creative meetings with pupils, thus achieving the greatest interest of prospective students in studying at ISMA.

- Innovations related to the improvement of material and technical base:

During the reporting period, ISMA has opened representative offices in Uzbekistan, Ukraine,

Kazakhstan and plans to open in one Switzerland; all representative offices are provided with modern office equipment and high-speed Internet.

ISMA is the only Latvian higher education institution that has opened a branch abroad.

Both in Latvia and in ISMA Fergana Branch in Uzbekistan, ISMA auditoriums are equipped with projectors or televisions, computers with Internet connection, and comfortable workplaces. To control student attendance, as well as employee discipline, a door opening system was purchased and installed to read information from an individualized card chip.

TV screens are used to visualise advertisements and current information. A special department has been established to control the stay of foreign students in Latvia and their location in Europe during Erasmus + mobility, including the use of GPS coordinates.

- Innovations related to the promotion of creativity and international cooperation:

At the initiative of the Student Council, student internationalisation evenings are held with the aim of achieving greater tolerance and integration of students from abroad, such as the NAVRUZ festival, the Spanish evening, etc. There are also various ISMA student life events that introduce students from different cultures (Erasmus + mobility participants, local students, students from India, Uzbekistan, etc.), such as making and enjoying pilaf.

- Innovations related to students' professional development:

Regular visits of lecturers from the EU partner universities, cooperation within the framework of the Erasmus + programme, participation of ISMA lecturers in the events organised by other EU universities and receiving of feedback to increase the experience of ISMA students.

- Innovations for the society:

During the reporting period, ISMA Business Incubator hosted a professional knowledge assembly, where pupils could discuss the aspects of business development in such areas as digital technologies, marketing, tourism, languages, restaurant service, etc., through regular meetings with entrepreneurs and ISMA faculty.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

ISMA University of Applied Sciences has many cooperation partners, which are other higher education institutions, associations, secondary education institutions, and employers both in Latvia and abroad.

- As part of successful cooperation with Ventspils University of Applied Sciences, ISMA

established a Nanotechnology Laboratory, as a result of which the following projects were implemented:

- 2017 – 2020 ERAF Project Methods and Tools for the Design in Reconfigurable Environment No. 1.1.1.1/16/A/234
- 2021 – 2023 ERAF Project Research and Application Methodology Development of a New Preventive Eye Muscle Training and Strengthening Device EYE ROLL No.1.1.1.1/20/A/038

Research cooperation with LBTU (Latvia University of Life Sciences and Technologies) professor Baiba Rivža is continued by conducting a joint study on the use of artificial intelligence in studies, the results of which will be presented at the LBTU international scientific conference "Economic Science for Rural Development 2024" and published in the conference collection, which is indexed in WoS.

Employers from several organizations were brought in to discuss the organisation of the study process. For example, the necessary student skills and industry expectations were discussed with the Board member of the Hanza Hotel and the Director of the Unimarine SPA Hotel.

The number of field trips to companies was raised, during which students have the opportunity to view potential workplaces, as well as participate in seminars on various current topics, such as the seminar on sustainable tourism practices at the Kempinski Hotel.

There are several criteria according to which cooperation partners are selected. The main ones are the relation of cooperation partners to the study direction and the curriculum of the study programmes, the efficiency of cooperation partners' activities, as well as their reputation, which plays a major role among partners today. Mostly, ISMA builds long-term partnerships through which it can work on a number of issues.

To gain new contacts and new cooperation partners, the Directors of ISMA study programmes, the representatives of ISMA Career Centre, as well as the management of ISMA participate in the national and international conferences, seminars, as well as take advantage of international mobility opportunities.

In addition, in order to attract new employers, ISMA organizes the annual Internship and Employment conference, in which the existing ISMA partners take part; and new partners are invited.

The main criteria for finding partners and organizing effective cooperation with them:

1. General educational programmes and services;
2. Key success factors (compliance of educational products and services with the requirements of consumers and the market, continuity of education and science);
3. Composition and structure of the academic staff;
4. Competitive position of a HEI - the number of students, programmes, specializations;
5. The importance of partner activities for the intra-university community of ISMA (students, staff, administration);
6. Relevance for the non-university community (parents, employers, associations, etc.);
7. Application of modern educational technologies, students' training in additional educational programmes (additional special courses and cycles of study disciplines, courses of in-depth study of subjects).
8. Curriculum and study plan. This criterion helps us to determine the possibility of cooperation for the creation of joint training programmes or conducting scientific work, or organizing a process for the implementation of double degrees. Therefore, in this case, we need to find general parameters for the following questions: What is the vision of curricula, study

programmes, specific study courses in relation to the scientific and professional components? What is the role of science skills development in a curriculum? To what extent can students participate in research projects during their studies?

9. Teaching methods. It is important to find answers to the following questions: What teaching methods does the teaching staff use? What kind of technologies are used? Are there opportunities for distance learning, Internet-based learning, etc.? Can students receive credit points by participating in research projects of the study programme? How is the maximum student participation in learning ensured? What means are used to motivate students?
10. Provision and teaching processes. The implementation of this criterion also affects the quality of joint study programmes, as well as the possibility of student exchange. Therefore, it is important to clarify the following questions: How is the quality of learning improved? How is the development of information technology skills among teachers supported? How do new students get to know the learning system? How is assistance provided to students in the learning process when choosing study courses and disciplines? How is thesis management organised?
11. Quality assurance. For this criterion, the following questions are important: How is student progress being monitored? How is the functionality and quality of the educational programme assessed? Are the proposed study programmes nationally or internationally accredited?
12. International activity. How are the internationalization of teaching and the internationalization of research related? How much do teachers welcome international learning (teaching in a foreign language)? Are the study programmes open to local and foreign students? Do exchange students have study programmes tailor-made for them? What language are these programmes implemented in?

For working with employers, scientific institutions, and associations the most important criteria are the following: key success factors, the importance of the partner's activities for the ISMA intra-university community, significance for the non-university community, the use of modern educational technologies, and students' training in additional educational programmes.

For working with educational institutions, the most important criteria are the following: basic educational programmes and services, key success factors, composition and structure of the academic staff, competitive position of higher education, the importance of the partner's activities for ISMA intra-university community, the use of modern educational technologies, training in additional educational student programmes, curriculum, teaching methods, provision and teaching processes, quality assurance, international activities.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

ISMA actively uses Erasmus+ mobility opportunities to establish contacts with various foreign institutions. So, for example

- BIP (Blended Intensive Mobility week-long mobility) was implemented, within the framework of which students and teaching staff from Poland, Lithuania and Portugal came for a week. ISMA teaching staff also participated in the BIP programme organized by Kaunas University of Applied Sciences. The BIP programme is planned to be held in the spring semester of each academic year, which will increase the visibility of ISMA among the European Union students, as well as strengthen cooperation with foreign universities and their teaching staff.
- In December 2022, Julia Mironova - the Director of the study programme - participated in the project organized by the National Education Directorate of Edirne Province (Turkey), where she shared various teaching methods with the teaching staff of technical schools in Edirne Province, as well as led seminars on burnout (a total of 5 educational institutions were visited and seminars were conducted for more than 150 teaching staff members). Vocational education institutions (VET) were visited, where ISMA and its programmes were presented.
- Mironova and V. Riashchenko visited Edirne province and technical schools in the spring of 2024, also with seminars for teaching staff and ISMA presentation to the students of these technical schools.
- In the autumn of 2023, J. Mironova was invited to Klaipeda University of Applied Sciences to present ISMA University of Applied Sciences and share her experience in cross-cultural management. Cooperation with Klaipeda University of Applied Sciences is being strengthened every year.

When entering into inter-university international cooperation agreements, ISMA International Relations Department usually prepares standard agreements that provide for cooperation within all ISMA study programmes, that is, multi-programme agreements that do not have a specific definition of operation within each programme. This is mainly due to the institutional structure of ISMA, a relatively small private university with no structural division into faculties. Accordingly, all the departments, as well as other units, are in a single matrix structure of study direction and support, and the lecturers and administrative staff involved in the study programmes operate on a consolidated basis. Consequently, inter-institutional cooperation agreements providing for the development of joint projects, mutual visits of guest lecturers, conferences, etc. are not differentiated and signed for each programme separately, unless otherwise provided, such as non-accreditation agreements or student mobility for a particular programme.

In recent years the cooperation with the EU and its partner countries has mainly been carried out through the opportunities and funding of the Erasmus and Erasmus + programmes. Accordingly, Erasmus + agreements largely reflect the aforementioned cooperation (guest lecturers' visits, administrative staff visits, working on joint projects, etc.), so in the case of an Erasmus + bilateral agreement we do not conclude a normal cooperation agreement as it would be the overlap of similar functions. It should be noted that, when concluding an Erasmus + bilateral agreement, the division by programmes is a mandatory article of the Erasmus + agreement and it is also mentioned accordingly.

The main criteria for finding partners and organizing effective cooperation with them:

1. General educational programmes and services
2. Key success factors (Compliance of educational products and services with the requirements of consumers and the market, continuity of education and science).
3. Composition and structure of the academic staff.
4. Competitive position of a HEI - the number of students, programmes, specializations.
5. The importance of partner activities for the intra-HEI community of ISMA (students, staff, administration).
6. Relevance for the non-university community (parents, employers, associations, etc.).

7. Application of modern educational technologies, training in additional educational programmes for students (additional special courses and cycles of study disciplines, courses of in-depth study of subjects).
8. Curriculum and study plan. This criterion helps us to determine the possibility of cooperation for the creation of joint training programmes or conducting scientific work, or organizing a process for the implementation of double degrees. Therefore, in this case, we need to find general parameters for the following questions: What is the vision of curricula, study programmes, specific study courses in relation to the scientific and professional components? What is the role of science skills development in a curriculum? To what extent can students participate in research projects during their studies?
9. Teaching methods. It is important to find answers on the following questions: What teaching methods does the teaching staff use? What kind of technologies are used? Are there opportunities for distance learning, Internet-based learning, etc.? Can students receive credit points by participating in research projects of the study programme? How is the maximum student participation in learning ensured? What means are used to motivate students?
10. Provision and teaching processes. The implementation of this criterion also affects the quality of joint study programmes, as well as the possibility of student exchange. Therefore, it is important to clarify the following questions: How is the quality of learning improved? How is the development of information technology skills among teachers supported? How do new students get to know the learning system? How is assistance provided to students in the learning process when choosing study courses and disciplines? How is thesis management organised?
11. Quality assurance. For this criterion, the following questions are important: How is student progress being monitored? How is the functionality and quality of the educational programme assessed? Are the proposed study programmes nationally or internationally accredited?
12. International activity. How are the internationalization of teaching and the internationalization of research related? How much do teachers welcome international learning (teaching in a foreign language)? Are the study programmes open to local and foreign students? Do exchange students have study programmes tailor-made for them? What language are these programmes implemented in?

For working with employers, scientific institutions, and associations the most important criteria are the following: key success factors, the importance of the partner's activities for the ISMA intra-university community, significance for the non-university community, the use of modern educational technologies, and students' training in additional educational programmes.

For working with educational institutions, the most important criteria are the following: basic educational programmes and services, key success factors, composition and structure of the academic staff, competitive position of higher education, the importance of the partner's activities for the ISMA intra-university community, the use of modern educational technologies, training in additional educational student programs, curriculum, teaching methods, provision and teaching processes, quality assurance, international engagement.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

ISMA attracts teaching staff by organising multiple annual conferences <https://www.isma.lv/en/science/conferences-and-research>. Discussions on possible cooperation are held with the most promising lecturers.

The ISMA's participation in the Erasmus+ programme is of great importance for promoting mobility.

The biggest difficulty ISMA faces is the need to reschedule the list of lectures for the duration of the mobility, but the Study Department copes with it easily.

To attract foreign students, ISMA:

- organizes advertising campaign trips, including participation in educational exhibitions;
- establishes its representative offices (such as in Belarus, Uzbekistan, Ukraine, Kazakhstan, Switzerland);
- supports and attracts agents who offer their mediation services (India, Azerbaijan);
- uses students as "ISMA messengers" who, through their positive experience in studying at ISMA, attract their relatives, friends and acquaintances. ISMA provides a family discount on tuition fees.

The key student selection criteria for participation in traineeship or studies within the Erasmus+ Programme in accordance with ISMA Regulations on Student Mobility Erasmus+ Programme are the following:

- Students are transferred to the second year of studies;
- Students have successful progress;
- Students have sufficient knowledge of the relevant foreign language.

The selection of students is coordinated by ISMA Council of Erasmus+ Programme, which consists of:

- Head of the Study Department,
- Vice-Rector for International Relations (Erasmus Coordinator),
- Representatives of the International Relations Department,
- Responsible for International Relations in Student Council,
- Head of the Study Sector in Student Council,
- Representative of International Business Communication Department,
- Head of Career Centre.

After receiving all applications from the students, ISMA Erasmus coordinator proposes to convene the Council meeting to evaluate each student's application and decide who is nominated for participating in the Erasmus+ Programme.

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

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study field and the relevant

study programmes.

The impact of the recommendations on the quality of studies was high, because the study programmes were improved in the way they comply with the development trends of the industry.

The recommendations given in the previous (2012) accreditation decision of the Study Quality Commission were fulfilled - the admission requirements for the Master's study program "Business Administration" were corrected.

Improvements made by ISMA according to expert recommendations (for more details, see Annex 2.6.1):

- ISMA's Human Resources Development Strategy has been developed;
- New cooperation agreements have been concluded;
- The academic staff participates in the evaluation of the quality of other universities, including in the final theses defence commissions at all levels;
- New elective study courses have been introduced in all programmes in accordance with industry requirements and market needs;
- Students are informed about the results of the surveys and the decisions made; their involvement in the development of the self-assessment report is more active;
- Lecturers have improved their pedagogical skills and are applying modern teaching methods;
- Within the framework of ISMA Business Institute and the Computer Technology Institute, research activities are carried out, which contribute to the advanced level of study courses teaching;
- Study programmes have been improved according to survey recommendations;
- The programme of cooperation with secondary schools and professional technical schools has been updated;
- The students' involvement in conferences, seminars, etc. is becoming wider – each Master's student must participate in at least one conference organised by ISMA;
- Applications to new projects have been prepared and student involvement in them is planned.

2.6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the study programmes in the respective study field or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme on the accreditation form of the study field (if applicable).

(Not applicable)

Annexes

| I - Information on the Higher Education Institution/ College | | |
|--|---|---|
| Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable) | | |
| List of the governing regulatory enactments and regulations of the higher education institution/ college | 1.2.List_internal_regulatory_documents_ISMA.xlsx | 1.2.leksejo_normativo_dokumentu_saraksts_ISMA.xlsx |
| The management structure of the higher education institution/ college | 1.3_Schematic_Management_Structure_ISMA .pdf | 1.3_Parvaldibas_strukturas_shema_ISMA.pdf |
| II - Description of the Study Field - 2.1. Management of the Study Field | | |
| Plan for the development of the study field (if applicable) | 2.1.1.Development_plan_direction.docx | 2.1.1.Virziena_attistibas_plans.docx |
| The management structure of the study field | 2.1.2. Structure-direction.pdf | 2.1.2.pielikums.St.virz.struktura.pdf |
| A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated. | BA_Turiba_ISMA_sadarbiba.docx | BA_Turiba_ISMA_sadarbiba.docx |
| A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme. | 2.1.4.Apliecinajums_zaudejumu_kompensacija_lv_eng.edoc | 2.1.4.Apliecinajums_zaudejumu_kompensacija_lv_eng.edoc |
| Standard sample of study agreement | 2.1.5.pielikums_ Studiju_ligums.docx | 2.1.5.pielikums_ Studiju_ligums.docx |
| II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System | | |
| Analysis of the results of surveys of students, graduates and employers | 2.2.1.Surveys.docx | 2.2.1.Aptauju_rezultatu_analize_LV.docx |
| II - Description of the Study Field - 2.3. Resources and Provision of the Study Field | | |
| Basic information on the teaching staff involved in the implementation of the study field | 2.3.1.Info_Teaching_staff_TUR.xlsx | 2.3.1.Pamatinformacija_par_studiju_virziena_istenošanā_iesaistītajiem_mācībspēkiem_TUR.xlsx |
| Biographies of the teaching staff members (Curriculum Vitae in Europass format) | 2.3.2.Teaching_staff_CV.pdf | 2.3.2.Mācībspēku_CV.pdf |
| A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. | 2.3.3.Acknowledgment_language.edoc | 2.3.3.Apliecinajums_valsts_valoda.edoc |
| A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented) | 2.3.4.Acknowledgment_English.edoc | 2.3.4.Apliecinajums_svesvaloda.edoc |
| II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation | | |
| Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period. | 2.4.1.Quantitative_data_research.xlsx | 2.4.1.Kvantitatīvo_datu_apkopojums_par_pētniecību.xlsx |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period. | 2.4.2.ScientificWork_ENG_TUR.pdf | 2.4.2.Mācībspēku_publicāciju_saraksts_TUR.pdf |
| II - Description of the Study Field - 2.5. Cooperation and Internationalisation | | |
| List of cooperation agreements, including the agreements for providing internship | 2.5.1.List_of_cooperation_agreements.docx | 2.5.1.Sadarbības_līgumu_saraksts_TUR.docx |
| Statistical data on the teaching staff and the students from abroad | 2.5.2.Statistics_from_abroad_Tour.xlsx | 2.5.2.Statistika_arvalstu_Tur.xlsx |
| Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes) | 2.5.3.Statistics_students_mobility_Tur.xlsx | 2.5.3.Statistika_studejoso_mobilitate_Tur.xlsx |
| Statistical data on the incoming and outgoing mobility of the teaching staff | 2.5.4.Incoming-Outgoing_Staff_Tur.xlsx | 2.5.4.Incoming-Outgoing_Staff_Tur.xlsx |
| II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures | | |
| Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field. | Rekomendaciju_izpildes_parskats_Tur_2024_+ENG_tabula.docx | Rekomendaciju_izpildes_parskats_Tur_2024.docx |
| An application for the evaluation of the study field signed with a secure electronic signature | 2.6.2.Iesniegums_programmu_saraksts_TUR_ENG.edoc | 2.6.2.Iesniegums_programmu_saraksts_TUR.edoc |
| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
| Sample of the diploma and its supplement to be issued for completing the study programme | | |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | | |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | | |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | | |

| | | |
|---|--|--|
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | | |
| Descriptions of the study courses/ modules | | |
| Description of the organisation of the internship of the students (if applicable) | | |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |

Other annexes

| Name of document | Document |
|---|--|
| Ārvalstu studentu uzņemšanas process | 1.4.Ārzemju studentu uzņemšanas process.pdf |
| Admission process of International Students | 1.4.Admission process International Students.pdf |

Entrepreneurship in Tourism Business (41812)

| | |
|--|--|
| Study field | <i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i> |
| ProcedureStudyProgram.Name | <i>Entrepreneurship in Tourism Business</i> |
| Education classification code | <i>41812</i> |
| Type of the study programme | <i>Short-cycle professional higher education study programme</i> |
| Name of the study programme director | <i>Jūlija</i> |
| Surname of the study programme director | <i>Mironova</i> |
| E-mail of the study programme director | <i>julija.mironova@isma.lv</i> |
| Title of the study programme director | <i>Mg.soc.</i> |
| Phone of the study programme director | <i>29341791</i> |
| Goal of the study programme | <i>To prepare competent and socially responsible tourism service organizers for work in tourism and hospitality companies, who are able to prepare and offer attractive and sustainable tourism service programmes, are involved in their implementation, promotion and updating.</i> |
| Tasks of the study programme | <ol style="list-style-type: none"> <i>1. To provide students with comprehensive knowledge and build skills in the organization of tourism services, ensuring the development of professional and social competences necessary for future work in accordance with the requirements defined in the Occupational Standard of tourism services organiser.</i> <i>2. To ensure a modern, open organization of the study process focused on the interests and values of students, respecting the principles of mutual tolerance, interaction and democracy, to motivate students for further professional education and self-improvement.</i> <i>3. To organize and develop cooperation with other educational institutions and professional organizations, as well as employers for organizing training based in the professional environment and improvement of the quality of study programmes.</i> |
| Results of the study programme | <ol style="list-style-type: none"> <i>1. Knows the creation of tourism service offer, the methodology of evaluation of operation and its efficiency.</i> <i>2. Knows the terminology of the tourism industry, entrepreneurship and regulatory acts regulating the tourism industry, as well as information and data security and protection requirements.</i> <i>3. Able to prepare a programme of tourism services according to the order and available resources, choosing suppliers responsibly and in compliance with the principles of "green thinking".</i> <i>4. Able to work effectively in a multicultural environment, observing the principles of intercultural communication and ethics.</i> <i>5. Able to develop and place a description of a tourism service with attractive visual material in the digital environment, including professional reservation systems.</i> |
| Final examination upon the completion of the study programme | <i>Qualification Thesis</i> |

Study programme forms

Full time studies - 2 years - latvian

| | |
|---|-----------------------------------|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 2 |
| Duration in month | 0 |
| Language | <i>latvian</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Secondary education</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | <i>Tourism services organiser</i> |

Places of implementation

| Place name | City | Address |
|-------------------------|------|--|
| ISMA University College | RĪGA | VALĒRIJAS SEILES IELA 1 k-6, RĪGA, LV-1019 |

Full time studies - 2 years - english

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 2 |
| Duration in month | 0 |
| Language | <i>english</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Secondary education and at least level B2 of the English language proficiency</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | <i>Tourism services organiser</i> |

Places of implementation

| Place name | City | Address |
|-------------------------|------|--|
| ISMA University College | RĪGA | VALĒRIJAS SEILES IELA 1 k-6, RĪGA, LV-1019 |

Part time extramural studies - 2 years, 5 months - latvian

| | |
|---|-------------------------------------|
| Study type and form | <i>Part time extramural studies</i> |
| Duration in full years | 2 |
| Duration in month | 5 |
| Language | <i>latvian</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Secondary education</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | <i>Tourism services organiser</i> |

Places of implementation

| Place name | City | Address |
|-------------------------|------|--|
| ISMA University College | RĪGA | VALĒRIJAS SEILES IELA 1 k-6, RĪGA, LV-1019 |

Part time extramural studies - 2 years, 5 months - english

| | |
|---|--|
| Study type and form | <i>Part time extramural studies</i> |
| Duration in full years | 2 |
| Duration in month | 5 |
| Language | <i>english</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Secondary education and at least level B2 of the English language proficiency</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | - |
| Qualification to be obtained (in english) | <i>Tourism services organiser</i> |

Places of implementation

| Place name | City | Address |
|-------------------------|-------------|--|
| ISMA University College | RĪGA | VALĒRIJAS SEILES IELA 1 k-6, RĪGA, LV-1019 |

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

The following changes in the indicators describing the study programme have occurred since the issuance of the previous accreditation in the study programme "Entrepreneurship in Tourism Business", taking into account the comments and recommendations provided by the accreditation experts during the previous accreditation of the study direction, changes in the demand structure, by updating the study programme according to the needs of the labour market and trends of scientific development, namely, the name, the aim and objectives of the study programme, the awarded qualification and the programme code are corrected. The amount and duration of the study programme, the forms and place of implementation, admission requirements and final examinations remain unchanged. Previously the amount of programme was 80 ECTS CP, now it is 120 ECTS CP, according to the Law on Higher Education Institutions. According to the ISMA Rector's order, 1 credit point (ECTS CP) corresponds to 25 academic hours.

Taking into account the demand for specialists and employees of various levels and profiles in the field of tourism, it was decided to change the qualification to Tourism Services Organiser, accordingly, expanding the name of the programme from "Entrepreneurship in the Restaurant Business" to "Entrepreneurship in Tourism Business", together with these corrections, the programme code has been also changed to 41812 (see also Chapter 3.2.1).

The aim, objectives and learning outcomes of the study programme have been adjusted according to the comments and recommendations of accreditation experts, the structure of qualifications developed by Tourism and beauty NEP (Councils of industry experts), the Latvian National Development Plan for 2021-2027 (LNAP 2021-2027), as well as the needs of the labour market and science development trends, harmonizing them with ISMA development strategy and the goal of the study direction.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The study programme "Entrepreneurship in Tourism Business" fully corresponds to the study direction " Hotel and Restaurant Service, Tourism and Recreation Organisation", preparing competent and socially responsible specialists who are able to prepare and offer attractive and

sustainable tourism service programmes, as well as promoting awareness of cooperation and lifelong learning importance in their profession, which fully corresponds to the goal of the study direction which is preparing versatile and creative specialists who will be able to compete in the global tourism industry and contribute to its sustainable development.

The full name of the study programme is the short cycle study programme “Entrepreneurship in Tourism Business”, which is fully consistent to the qualification to be obtained – Tourism services organiser. The programme code is 41812, which corresponds to the educational programme group “Organisation of tourism and recreation”. The study programme is based on the requirements of the relevant Occupational Standard “Tourism services organiser”, which was agreed at the meeting of the tripartite cooperation sub-council of Professional education and employment on February 9, 2022, protocol No. 1.

Link: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-206.pdf> (Latvian only)

According to the Standard and the labour market situation, the aim of the study programme is formulated emphasizing competence, social responsibility and a sustainable approach to development and marketing of tourism services. The objectives are formulated to achieve the aim of the study programme and are oriented towards the coherence of such study process elements as the content of studies, acquisition of professional knowledge and skills, study environment, lifelong learning and cooperation.

Admission of students to the study programme “Entrepreneurship in Tourism Business” takes place in accordance with ISMA Admission Regulations, which are approved annually by ISMA Senate and published on ISMA website www.isma.lv. Every Latvian citizen and non-citizen of the European Union, a citizen of the European Economic Area or a citizen of the Swiss Confederation and a resident of the European Community holding a valid residence permit is entitled to study at ISMA study programme “Entrepreneurship in Tourism Business”. The right of foreigners who have not been issued a permanent residence permit to study at ISMA is determined by Section 83. of the Law on Higher Education Institutions. The procedure of the admission of foreigners to ISMA is provided as a scheme in Annex 1.4 (See Other Annexes).

To study at ISMA study programme “Entrepreneurship in Tourism Business”, one must present the document certifying recognized Latvian secondary education or secondary vocational education. For those studying in English it is necessary to prove that their knowledge of English enables them to obtain higher education in Latvia.

The duration of studies makes it possible to optimally acquire the programme in compliance with all the requirements. In accordance with the requirements of the Law in Higher Educational Institutions, the full-time programme, the volume of which is 120 ECTS, is realized within 2 years, or 4 full semesters, which provides for the acquisition of 30 ECTS in each study semester. On the other hand, in part-time studies, 2 years and 5 months, or 5 semesters, have been allocated for the implementation of the programme, with the number of credits to be acquired being distributed by semesters as equally as possible. The last semester both in full-time and part-time studies is allocated for traineeship and development of a Qualification Thesis.

The acquisition of the programme is offered in full-time intramural or part-time extramural studies in Latvian or in English. Full-time studies in Latvian are mainly chosen by local young people shortly after graduating from secondary school. Full-time studies in English are suitable for foreigners, as it is the only possibility for third-country students to obtain a residence permit in Latvia in order to get education here.

Part-time extramural studies are less in demand than full-time studies, but given that it is often the only option for students who start working during their studies to complete their studies, it was

decided to maintain and offer it in the future in both Latvian and English language streams.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The study programme "Entrepreneurship in Tourism Business" is relevant and important for the development of the Latvian economy. In accordance with the goals and directions of action defined in the Latvian National Development Plan for 2021-2027 (NAP2027), the study programme prepares specialists who understand the development of tourism as one of the priorities of economic and environmental development, are able to create and successfully sell attractive tourism products to increase exports, popularizing the image of Latvia and promoting the attraction of consumers and investments, as well as promoting the sustainable development of tourism and strengthening the development of the economically weaker regions (<https://www.mk.gov.lv/en/media/15165/download?attachment>).

The target audience of the study programme is very wide – professionals in the field of tourism, hospitality, catering, both private or public sector (such as tourism information centres and public bodies related to tourism dissemination and promotion), and anyone interested in starting a business or acquiring in-depth knowledge and competencies in tourism and hospitality fields, as well as foreign students (language of studies - English).

The study programme is developed so that after its graduation students are oriented towards independent lifelong learning and are able to continue their studies at further stages.

The short-cycle professional higher education study programme "Entrepreneurship in the Restaurant Business", reorganized as "Entrepreneurship in Tourism Business" has been in relative demand among young people for a long time. Unfortunately, with the onset of the pandemic, the tourism industry suffered great losses, as several companies were forced to suspend their operations temporarily or completely, which was reflected both in the number of ISMA students and also in the employment rates of students and graduates. However, currently the tourism industry is actively resuming its activity and, according to the data of the Latvian Hotel and Restaurant Association (LVRA), has almost completely recovered already, thus the demand for qualified labour is increasing.

ISMA graduates do traineeship during their studies, mostly in catering companies and hotels. Companies are satisfied with the students' preparation for the labour market. Many companies sign employment contracts with students after a successful traineeship. ISMA regularly conducts alumni surveys. A large part of the graduates, who responded to the request to participate in the survey, indicated that they continued to work at their traineeship placements; some indicated that they were employed within six months after graduation. The employment rate was around 85%. Some of the graduates, having gained experience in workplaces, realized that they are capable of managing their own company and continued their studies at ISMA's Professional Bachelor's study programmes "Business Administration" and "Business Administration in Tourism" in order to obtain the necessary education and become entrepreneurs. Most graduates continued their studies in Professional Bachelor's programmes right after the short-cycle professional higher education study programme "Entrepreneurship in the Restaurant Business".

The analysis of graduates' employment shows that the study programme provides not only the theoretical basis, but also the practical knowledge that is provided in the industry study courses,

such as *Organisation of Catering Operations, Catering Enterprise Management, Travel and Hotel Management Information Technology, Cooking Technology*, etc. The survey of employers shows that the knowledge acquired during studies is sufficient to be able to successfully start work in the tourism industry.

The following graduate workplaces can be mentioned as examples:

Z.K. SIA "Paviljons Ziedoņdārzs", senior waiter

R.J. SIA Lido, cook's assistant

G.P. SIA Lage, senior waiter

Ņ.P. SIA Justina (Forums Boutique Hotel) - guest service specialist

V.K. Grillbar "Muca" owner

J.L. "Vairāk Saules" restaurant, cook's assistant

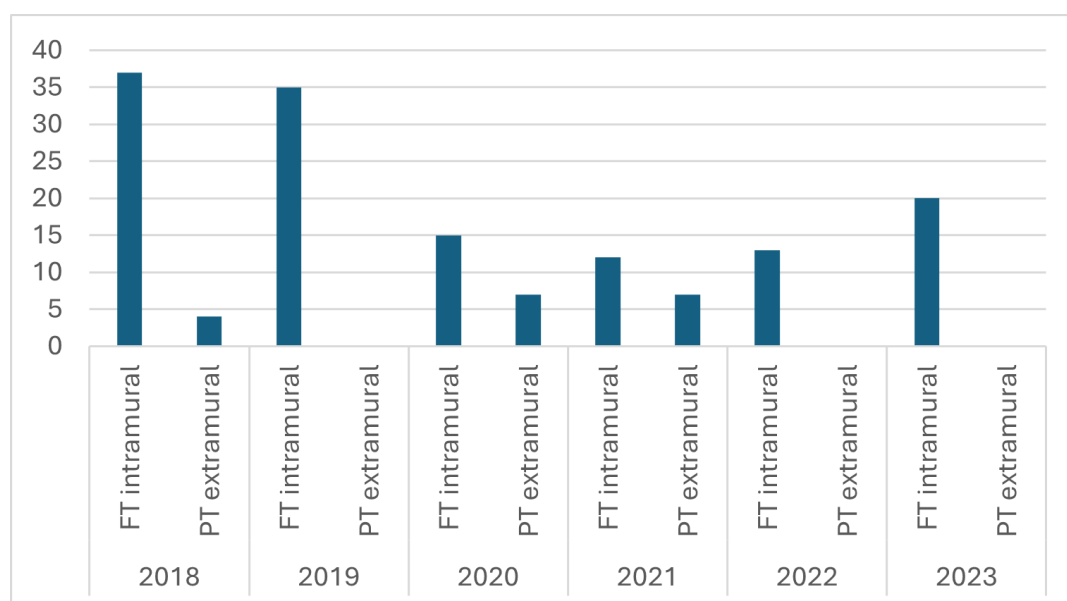
P.Š. SIA Steiku haoss, cook's assistant

N.B. -England- top manager of restaurant chain

A.M. Norway - Store Saftige Biffer AS (Steak house), cook.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

Analysing the statistical data on the number of students in the programme, it can be seen that the dynamics of the last years is downwards, but the impact of the Covid-19 pandemic must be taken into account, which undeniably affected both the study processes and the overall demand, and also left a strong negative impact on the tourism sector as a whole. Detailed data on student statistics are summarized in Annex 3.2.2.



The number of students by the years 2018-2023

Taking into account the impact of the pandemic and the fact that the Latvian tourism industry still has not fully recovered from the pandemic, as evidenced by CSB statistics, the following conclusions can be made:

- The suspension of tourism and hospitality companies for an indefinite period has caused concern among high school graduates; as a result, the number of students enrolled has decreased. According to CSB's statistical data, for example, the number of hotels is still not the same as in 2019, and based on the statistical data of Riga Airport, incoming tourism has not reached pre-pandemic levels yet.
- The war in Ukraine, together with the Covid-19 pandemic, creates greater uncertainty among society and high school graduates, as both young people and their parents are not sure whether they will be able to pay tuition fees in the future when they start their studies.
- Despite the fact that the pandemic caused by Covid-19 and the war in Ukraine still impact the Latvian tourism industry significantly, CSB statistical data show an upward trend, both in terms of accommodation facilities and in terms of incoming tourism. Obviously, thanks to these trends, as well as the increasing cooperation with tourism companies, the number of students in the programme has already increased in 2023.

The impact of the pandemic on the professional workforce has been significant, a large number of professionals from the tourism industry have retrained and are building careers in other industries. However, taking into account the tourism industry development forecasts, there is and will be a great need for young, strong and ambitious professionals in the industry.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme "Entrepreneurship in Tourism Business" is developed and updated based on regulatory enactments (June 13, 2023 MK regulations No. 305, "Noteikumi par valsts profesionālās augstākās izglītības standartu" ("Regulations on the state professional higher education standard"),

Occupational Standard "Tūrisma pakalpojumu organizators" ("Tourism services organiser"), approved by the Profesionālās izglītības un nodarbinātības trīspusējā sadarbības apakšpadome (Professional education and employment tripartite cooperation sub-council) on February 9, 2022, protocol No. 1), to the results of student and graduate surveys, final theses results, current scientific research, including research conducted by ISMA teaching staff, as well as employers' recommendations expressed in surveys, in reviews from traineeship placements, meetings at conferences, working groups, consulting in the development of Qualification papers, reviewing Qualification papers and participating in examination (students' defence) commissions. Such a complex and diverse approach to the improvement of the study content and process ensures compliance of the curriculum with the requirements of the labour market and development trends of the industry.

The development and implementation of the study programme follows a logical sequence – in accordance with the requirements defined in the Occupational Standard and the demand of the labour market, the aim of the programme and the objectives arising from it are formulated; the contents of the programme (mapping of the study courses) is based on the achievement of the aim and learning outcomes and by linking them with the criteria defined in the education standard, with the latest developments in the labour market and the latest scientific discoveries; accordingly, the content of the study courses is designed to implement the knowledge, skills and competences defined in the Occupational Standard and to ensure the realization of the study programme objectives.

According to the aim of the study programme the content of the study programme is designed to prepare professionals who are able to develop and market both consumer-attractive and sustainable tourism service programmes. Therefore the programme includes the courses which develop knowledge, skills and competences in tourism and hospitality (e.g. "Basics of Tourism", "Hospitality Industry", "Guest Service Standards"), in entrepreneurship planning and in the organisation of business processes ("Enterprise management", "Logistics", "Marketing in Tourism Business"), in the legislative framework ("Legal Regulation of Tourism Business, "Environment, Labour and Civil Protection"), and the use of modern technologies ("Digital Literacy", "Travel and Hotel Management Information Technology"), and for the development of general attitudes and competences ("Intercultural Business Communication", "Second and Third foreign language"). Besides that it should be mentioned that the academic staff involved in teaching the study courses are professionals with significant practical experience in their field, including tourism and hospitality, company managers and founders; therefore, when implementing the study courses, they introduce students to the industry's recent experience, discoveries and methods.

In accordance with the internal regulations of ISMA, the implementation and updating of the study programme is monitored by the relevant Study Direction Council, making corrections to the study plan, the content of study courses, traineeship assignments, etc. if necessary. The study programme plan is approved by ISMA Senate after updating it in the Study Direction Council. Descriptions of study courses are updated and examined in the corresponding departments at least once a year, usually before the beginning of the academic year or more often if necessary.

The content of the study courses is discussed and approved through the cooperation of the teaching staff involved in the study programme and the members of the Study Direction Council, thereby ensuring the interrelation between the study courses and the harmonization of common requirements in relation to the achievement of learning outcomes, as well as excluding unnecessary duplication of content (see also 3.4.5. section).

The content of the study courses of the "Entrepreneurship in Tourism Business" programme is created based on the strategic interests of ISMA, the needs of the internal and external market of

tourism and hospitality, macro and microeconomic indicators and forecasts, recommendations obtained from cooperation with Latvian and foreign employers, of taking into account the statistics of the tourism market, participating in the meetings and events of LVRA (Latvian Hotels and Restaurants Association) and ALTA (Latvian Tourism Agents and Tourism Association), considering the issues discussed in interaction with school students, students and graduates, as well as taking into account the opinions of other interested parties, programmes enhancing the experience, competence and professionalism of the teaching staff and the overall capacity of ISMA.

The most significant changes in the reporting period were made in accordance with the decision of the Study Direction Council in December 2023 to change the qualification to be obtained to Tourism Services Organiser (from Catering Service Organiser), and accordingly to change the programme title from "Entrepreneurship in the Restaurant Business" to "Entrepreneurship in Tourism Business". This decision was taken in the light of employers' and students' recommendations to broaden the profile of the programme and to offer more comprehensive knowledge, skills and competences in the field of tourism and hospitality. The previous emphasis on restaurant business and catering services seemed too unstable for potential students after the pandemic, while the sector is now in acute demand for specialists able to work in various departments of tourism businesses.

These decisions led to changes in the content of the study programme, replacing some study courses with more up-to-date and industry-relevant ones, based on the recommendations of employers, students' preferences and teaching staff.

For example, the course "Economics" was removed from Block A due to sufficient knowledge of economic processes after leaving secondary school. Similarly, the number of credits for the course "Quantitative Methods and Statistics" in Block A was reduced, leaving only the statistics block, which is sufficient to provide students with knowledge of the statistical methods that can be used in research and in the preparation of a qualification thesis.

The course "Applied Informatics" has been replaced by the course "Digital Literacy", which is more up-to-date and includes a core course in informatics.

Thanks to the updating of the study plan, it was possible to include courses such as "Basics of Tourism", "Hospitality Industry", "Guest Service Standards", which both from the point of view of the teaching staff and employers make the programme more valuable in terms of content for future professionals. The recommendation of industry professionals to develop the courses was based on their observation that Latvian students do not fully understand the basics of hotel and restaurant service when they start their internships or jobs. In this course, students both acquire theoretical knowledge and go to workplaces for seminars where they study the differences and specificities of all service standards.

Two foreign languages were also added to the elective courses, based on the globalisation of the industry and the opportunities for students to work abroad.

Two traineeships were combined into one to give students the opportunity to study and understand the company's operations in more depth and to write a qualification thesis based on the company.

Based on student and employer suggestions, seminars will be organised for students in courses such as "Basics of Tourism" and "Organisation of Catering Operations", which will show them the specificities and possibilities of these businesses.

The specifics of training in the Latvian and English streams are insignificant, the content is identical, and the training methods do not differ significantly.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The implementation process of the study programme "Entrepreneurship in Tourism Business" includes various, diverse study methods and forms – lectures, literature studies, seminars, analysis of practical situations (case studies), study excursions, discussions, presentations, independent works individually and in groups, online lectures, video lectures, online tests using various innovative tools and applications, such as *sli.do*, *Kahoot!*, *Socrative.com*, which helps both lecturers to assess students' knowledge and students themselves to keep track of their progress, *Miro* for students' collaboration also in a remote format, etc. In addition to contact hours, students perform independent work according to the plan of the study course.

Guest lectures within study courses diversify the study course itself, in addition, it gives students the opportunity to interact not only with the lecturer, but also with professionals from the work environment, which promotes innovative thinking, because it puts a student outside the usual lecture environment and requires them to cooperate in an unusual way.

Excursions give students the opportunity to experience the diversity of the professional environment in different companies. For example, tours of accommodation facilities within the "Basics of Tourism" study course give students the opportunity to critically evaluate facilities, starting from a hostel in Old Riga, ending with the five-star luxury hotel Kempinski Riga. Such an approach helps to learn the company's operating principles promotes critical thinking in students and simultaneously develops their social responsibility.

Using the Scopus database and searching for information within mastering various courses give students the opportunity to prepare for writing Qualification papers, where it is desirable to use the Scopus database to search for quality sources. It also provides an idea of the latest innovations in research in the tourism industry, which creates strong competitive entrepreneurs in students who will be accustomed to base their activities on research frameworks also.

According to ISMA Rector's order, 1 creditpoint (ECTS) is equivalent to 25 academic hours, of which in short cycle study programmes full-time intramural studies at least 10 are contact hours. There are no contact hours in part-time extramural studies – 1 consultation hour per week for each study course is provided, remote or face-to-face depending on a student's choice.

The specifics of training in the Latvian and English streams are insignificant, as the content is identical, and the training methods do not differ significantly.

Academic staff share their experience in using new and modern teaching methods, acquiring e-environment opportunities, development of creative thinking, and so on regularly, including the framework of annual conference “Open Learning and Distance Education” organised in January 2024 for the 22nd time already.

The academic staff chooses the study methods and forms according to the specifics of their study course and their role in the study programme, practical work in the study process, as well as the principles of student-centred education by observing which the university grants students additional powers and responsibilities. By supporting students’ opportunities to influence their own study process, ISMA academic staff takes on the challenge of creating a modern, open, and innovative idea-supporting learning process.

When starting teaching a particular group of students, a lecturer introduces the students with the planned learning outcomes and discusses the topicality of the study course. Then, having taken into account the interests and needs of the students, and the specifics of the study course, the lecturer agrees with the students on potential adjustments to the learning process and rating system. Before the study course is completed, students are informed about the conditions that must be met during the study course, how the knowledge is assessed, and how the final assessment is formed. This set of requirements is also included in the description of each study course.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The study programme “Entrepreneurship in Tourism Business” includes the traineeship of 24 ECTS. The objectives, course, and reporting requirements of the traineeship are reflected in the descriptions of traineeship (See Annex 3.1.7. “Descriptions of Study Courses”). In cooperation between the student and the chosen supervisor, the internship tasks may be supplemented or adjusted according to the topic of the qualification thesis, This procedure is also defined in the traineeship description.

When developing and updating traineeship objectives, one calls for ISMA administrative staff and academic staff (Directors of study programmes, leading lecturers, representatives of the Career Centre, representatives of the International Relations Department, etc.), and local and foreign employers to collaborate to ensure the training of the professionals ready to enter the labour market. Members of ISMA student self-government are also invited to cooperate, and they regularly conduct a survey about students' wishes and opportunities to participate in traineeships at various companies.

All traineeship objectives are related to the learning outcomes to be achieved within the study programme based on the knowledge, skills, and competences defined in the Occupational Standard

and acquired during the study courses. This interrelation and requirements are clearly defined in the descriptions of traineeship.

Before going to traineeship, traineeship workshops – meetings are organised for students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with the section in Moodle, where they can find the information they need about the traineeship, as well as the section on current vacancies.

Every year at the end of November, ISMA organises the international conference “Internship and Employment”, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in business administration, personnel management and marketing, development trends and demand on the Latvian and foreign labour market. At the end of the conference, each student has the opportunity to talk to company representatives, ask any questions they might have, and apply for traineeship. Experience has shown that this conference is very useful as many students gain traineeships in Latvia and in foreign companies.

Traineeship tasks are related to the acquisition of the knowledge, skills and competences necessary for the organizer of tourism services. During the traineeship, conducting a general analysis of the tourism and hospitality industry company, supplementing it with more specific questions according to the specifics of the traineeship placement, and obtaining information for the study of a specific problem and the development of a Qualification paper. Thus, during the traineeship, there is a part of general tasks to be performed regardless of the company in which the traineeship takes place, and sections of individual tasks during the internship in a catering company or a hotel. If a student has chosen to do traineeship at a tourism information centre or another tourism company, the specific part of the traineeship assignments is determined individually by the programme Director.

There is a wide range of traineeship opportunities offered to the students of the study programme “Entrepreneurship in Tourism Business”, for example Islande hotel, Mogotel Hotels, RadissonBlu, Tez Tour offer a variety of traineeships and positions in tourism service industry – customer service centres, administration, reception. Cooperation partners abroad include such companies as "Odeon Tours" (Spain), "Animafest Experience" (Spain), JobTrust (Greece) regularly offer positions in the customer service department and the HR department.

Most of these companies offer various traineeships and work positions, where students can do traineeships at different levels of studies and in connection with various traineeship objectives. Students' traineeship tasks are sent to the companies which the internship contracts are concluded with, so that they can understand what exactly the student has to do during the traineeship. A survey of companies is regularly conducted, as well as student' demand is determined and relevant connection is ensured at traineeship seminars. Companies also offer students permanent jobs if they are able to prove themselves during the traineeship, which proves that the students' theoretical and practical preparation for the labour market is sufficient.

ISMA is continuously developing career opportunities for its students and is looking for new traineeships to enable all students to enter the Latvian labour market. For example, new cooperation is started with SIA Sparina, the Unimars Hotel & SPA, SIA PH Invest, Bellevue Hotel, SIA Kaļķu 20, Hotel Relais le Chevalier in 2023-2024. The Head of the Career Centre meets with representatives of local and foreign employers regularly by encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Student Council are also involved in the dissemination of

information.

It should be noted that student has the right to find a traineeship placement themselves, therefore they independently agree on traineeship assignments with the employer, but the Career Centre is actively looking for new traineeship placements that can provide traineeship for both local and foreign students.

Identified difficulties in cooperation with employers:

- student is not allowed to do traineeship because of academic debts;
- difficulty in finding a traineeship placement for a foreign student due to insufficient knowledge of the state language;
- small companies do not have enough staff for the training of interns, therefore the employer requires more knowledge from the intern when starting the traineeship ;
- lack of student's practical knowledge.

When concluding agreements on the provision of traineeships for those studying in the English language stream, the place of traineeship is informed about the need to conduct traineeships in English, which mostly does not cause problems in international companies. During traineeship, the representatives of the Career Centre follow up, communicate with the representative of the traineeship placement, and the student solving the situations that arise. There have been cases when a new traineeship placement is being found during traineeship, which is fully capable of offering all the conditions for the successful completion of the traineeship tasks and to the full benefit of the student.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

At the end of the study programme, in order to obtain qualification, students develop and defend Qualification Thesis. The student, together with the supervisor, freely chooses the topic of the thesis.

When submitting their Papers for defence, students are also invited to submit a feedback from their employer stating whether the proposed innovations can be or are being used to improve the efficiency of the company if the Qualification thesis is developed based on the analysis of an existing company. In addition, it is also appreciated if the research results are published in a collection of scientific articles, such as the annual scientific theses published by ISMA International Conference IT & Management.

The following factors are taken into account when formulating topics and evaluating final works:

- Cooperation of a student with the traineeship placement company or meeting the requirements of the current employer for the necessary analysis / developed innovations;

- Understanding of the business processes of the researched company, its structure, financial performance, range of product / service offerings, communication and promotion policy, overall development strategy, HR, competitor and industry analysis, industry trends, etc.;
- Concluding a Qualification Paper it is a requirement to offer a set of recommendations that can significantly impact the efficiency of the business, such as increasing competitiveness and / or increasing profits.

When assessing the topics of the students' qualification papers over the last years and their relevance to the labour market, it should be noted that all defended papers are related to hospitality and catering business development and are therefore relevant to the qualification being obtained.

For example, Improvement of the Business Operations of the Catering Enterprise "X"; Development of the Offer of Wedding Catering Services for SIA "X"; Development of a concept for a new catering company; Development of the project of the new catering enterprise SIA "X".

The average marks for the qualification papers vary from year to year, ranging from around 7.1 to 8.2. Most of the research and proposals developed as part of the qualification papers are economically sound. Thus, one can state that when choosing the topic of their final theses and research subjects, ISMA students rely not only on theoretical knowledge acquired during their studies, but also on practical skills, and they are competent to determine development trends of the industry and labour market demand according to professional objectives.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

Implementation of the study programme "Entrepreneurship in Tourism Business" takes place in the modern, well-equipped premises in Valerijas Seiles Street 1, where the buildings has been completely renovated with comfortable, bright, heated and ventilated classrooms, a library and a café. The classrooms are equipped with state-of-the-art technology for conducting lectures and seminars - computers, projectors, televisions, interactive whiteboards - which are useful both as a lecture aid and as a tool for evaluating study results. For example, student presentation skills are trained and tested by presenting in many courses group and individual work using projectors and appropriate presentation software.

To provide students with an appropriate environment for high learning outcomes, appropriate facilities are used for different classes, such as multiple classrooms with easy-to-move chairs with attached desk notes, making it easy to organize work in pairs, larger or smaller groups, when needed. There are 4 auditoriums with a total of 73 computers, where each student has access to a computer during the lecture.

The implementation of the study programme does not require specially equipped laboratories or

other specific resources, except study courses, related to catering aspects (such as *Organisation of Catering Operations* and others), including also specialised optional study courses. For these purposes ISMA has equipped special premises next to ISMA café, where is possible to provide culinary master classes and table setting trainings, also R-keeper (catering business accounting system) terminal is set there.

The ISMA Gastro Studio acts as a laboratory for both students and ISMA faculty, who use the Gastro Studio equipment to learn the specifics of the catering business and learn how to use the equipment to prepare food. In the Gastro Studio bar, students learn the basics of bar equipment operation as well as table service. Students learn about kitchen equipment in the Gastro Studio kitchen. The studio is equipped with the latest gastronomy equipment, which acts as a technical base for learning and developing new skills in the gastronomy subjects included in the compulsory and elective courses of the programme. The equipment represents the majority of the real equipment of a restaurant and is equipped with distribution tables, cooker, storage areas, fridge, freezer, food preparation equipment, etc.

In the real working environment, students go to workshops and work with the equipment both in restaurants and at UCS Ltd, where they work with R-Keeper, understanding how to work with the cash register itself during order entry and execution (screens both in the hall and in the kitchen) and inputting data from the management side. UCS Ltd. provides students with a certificate to work with R-Keeper cash register systems.

In addition, students also learn the operation of the Storehouse system during the execution of the project, starting with the input of raw materials into the system, production and residue counting, as well as the nature of the system itself – warehouse accounting, costing, receipt and issue of delivery notes, etc.

Students are also trained to work with systems widely used in tourism and hospitality enterprises during the course of Travel and Hotel Management Information Technology. During this course students get introduced to Hotelinco (hotel management information system) and Amadeus (flight ticket booking system online). These courses, related to information systems are held at the specially equipped computer classes. However, Hotelinco, which is in English, can be used by every student to practice and complete assignments from anywhere with the assigned username and password.

Students and teaching staff have the right to the online resources available at ISMA, including:

- ISMA cloud service Moodle contains lecture materials, assignments, recorded video lectures;
- ISMA electronic library contains digital books;
- ISMA students have access to the collection of publications of the International Monetary Fund;
- ISMA students have access to Scopus database;
- Students and lecturers are encouraged to use online scientific publication resources such as Academia.Edu, Research Gate and various other open access scientific databases and platforms such as Google Scholar, Index Copernicus, Open Research Library, etc.;
- ISMA students have the opportunity to familiarize themselves with the regular online editions of the ISMA scientific magazine "Economics and Education", as well as theses and abstracts of ISMA conferences "Information Technologies and Management" and "Open learning and education". Also, ISMA website provides links to publications and monographs of partner institutions where the works of ISMA faculty members and doctoral students are published, for example, a link to the international monograph "Intellectual Challenges to Economic Globalism" and others.
- ISMA is the official partner of the publishing house "Baltija Publishing"

<http://www.baltijapublishing.lv/> 4 times a year ISMA publishes the International Scientific Journal "Economics&Education", which is indexed in Copernicus, as well as in other popular databases of scientific articles (see <http://www.baltijapublishing.lv/index.php/econedu/indexed>). One free publication per academic year is available to all ISMA faculty and students.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

ISMA is a private university founded by a legal entity; therefore the tuition fees paid by students are the main source of funding for the study process. As a private higher education institution, ISMA does not receive state funding for its activities, and study programmes are financed from the obtained tuition fees. Funding from projects, including international ones, and funding promoting mobility within the Erasmus+ programme can be mentioned as additional activity-promoting assets. Also, ISMA academic staff and students carry out research commissioned by the private business sector, provide consultations, organize trainings within the framework of informal education, including international ones, ISMA Career Centre offers various study courses outside of formal studies. The obtained savings are used to ensure the operation of the university, including the implementation of study programmes.

Permanent sources of own income at the university are the following:

- income from tuition fee (75%);
- income from training courses (6%);
- income from contract research (5%);
- income from other research activities (11%);
- income from rent, utilities and other services (3%).

In its turn, the tuition fee is covered from the resources of natural and / or legal persons, it consists of: personal resources of a student, funds of a student's employer, study loan with state guarantee, commercial credit, and funds of sponsors.

The annual tuition fee is 2500 EUR for applicants from the European Union and Ukraine and 3300 EUR for foreign applicants from other countries.

When planning the distribution of funding for study programmes, ISMA Board takes into account certain parameters: ensuring the administrative-economic activity, the functionality of the used premises fund; the study process with teaching aids; the social life of the university (student events, student involvement, Freshmen's party, practice conferences, ISMA Festival, etc.); social benefits for students (discounts, budget places, etc.), renewal and replenishment of teaching equipment (computer security, computer software, etc.), promotion measures (promotion of study programmes, including social networks, Olympiads, laboratory days, etc.). The necessary funds are planned in the Financial department in accordance with study directions, study programmes and ensuring the operation of the university in general. Financial support is distributed according to the order of the rector.

Analysing the distribution approach to calculations and planning, it can be said that a mixed approach is applied when savings are planned based on planned income, the number of students and the projected number of enrolled freshmen before the start of enrolment. Later, these data are compared with the actual number of students in the programme, and the distributed funding for the study directions and the programmes is adjusted. Taking into account the strategic development plans, savings are made, amounting to 10% of the total revenue.

Information about the costs in the study programme, indicating the items included in the cost calculation, is summarized in tables below.

Costs for a full-time student group (4 students) for the study programme "Entrepreneurship in Tourism Business"

| Type of costs | Units | Amount | Payment per unit | Total costs (EUR) | % |
|--|--------------|---------------|--|--------------------------|----------|
| Contact hours (84 ECTS) | ac.hour | 672 | 18 EUR/ac.h. | 12096 | 60,5 |
| Testing of study courses | piece | 24 | 0,25 ac.h.per 1 stud. | 432 | 2,2 |
| Traineeship defence | piece | 4 | 0,35 ac.h. per 1 stud., 2 commission members | 50,4 | 0,3 |
| Qualification thesis supervision, reviewing, defence | piece | 4 | 12 ac.h. per 1 stud. | 864 | 4,3 |

| | | | | | |
|--|-------|---|--|--------------|--------------|
| Administration and infrastructure costs | piece | 4 | Depending on the ISMA stud. number, based on the results of the previous academic year | 6545,6 | 32,7 |
| Total for a group of 4 students for the entire study period | | | | 19988 | 100,0 |
| Per 1 student, total study period | | | | 4997 | |

Costs for a part-time extramural student group (3 students) for the study programme "Entrepreneurship in Tourism Business"

| Type of costs | Units | Amount | Payment per unit | Total costs (EUR) | % |
|--|-------|--------|--|-------------------|------|
| Consultations | piece | 21 | 1 academic hour per week | 6048 | 41,0 |
| Regular testing of study courses (2 per 3 ECTS) | piece | 56 | 0,25 ac.h.per 1 stud. | 604,8 | 4,1 |
| Final testing of study courses | piece | 24 | 0,35 ac.h. per 1 stud. | 324 | 2,2 |
| Traineeship defence | piece | 3 | 0,35 ac.h. per 1 stud., 2 commission members | 37,8 | 0,3 |
| Qualification thesis supervision, reviewing, defence | piece | 3 | 25 ac.h. per 1 stud. | 648 | 4,4 |

| | | | | | |
|--|-------|---|--|----------------|-------|
| Administration and infrastructure costs | piece | 3 | Depending on the ISMA stud. number, based on the results of the previous academic year | 7072,5 | 48,0 |
| Total for a group of 3 students for the entire study period | | | | 14735,1 | 100,0 |
| Per 1 student, total study period | | | | 4911,7 | |

In order to ensure the programme's profitability the minimum number of students in the study programme, regardless of the language of studies, is 4 students in full-time studies, while in part-time extramural studies it is 3 students.

Additional information on the infrastructure and material and technical provision can be found in section 2.3. Study direction resources and provision.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

In accordance with Article 27 of the "Law on Higher Education Institutions", the academic staff of ISMA is composed of: professors, associate professors, docents, senior researchers, lecturers, researchers, assistants. ISMA academic positions are filled in accordance with the legislation of the Republic of Latvia, through the election procedure stipulated by ISMA's "Regulations on academic positions". The Regulations include the qualification and eligibility criteria for the teaching staff in accordance with Articles 28, 30, 32, 36, 37, 38, and 40 of the "Law on Higher Education Institutions".

19 teaching staff members are involved in the implementation of the "Entrepreneurship in Tourism Business" study programme, 14 or 74% of which are elected at ISMA and only 5 or 26% are guest lecturers. The distribution of the elected teaching staff is as follows:

- 3 professors;
- 3 associate professors;
- 3 assistant professors;
- 4 lecturers.

Of the total number of elected teaching staff, 8 or 57% have a doctor's degree, while 43% (6) have a Master's degree, and 2 of them are continuing their studies at the doctoral level. The non-elected staff currently involved in the implementation of the programme have a Master's degree.

As can be seen from the curriculum vitae (CV) of the teaching staff attached in Annex 2.3.2, the teaching staff members, who are involved in the study programme, implement those study courses in which their experience is the most significant. Yulia Mironova, who is the Director and lecturer of the programme, has worked both as a hotel director and currently leads an innovative company in the tourism industry, A/S "Nordic Marine Engineering". G.Berjozkina ("Complex Tourism Product Development") has valuable experience both in reading lectures abroad and working in tourism companies. I.Balode ("Travel and Hotel Management Information Technology", "Hospitality Industry") has significant experience working in Latvian hotels, I.Linde has significant experience in various areas of business, T.Lapaine ("Business English") is a translator with long-term experience.

Involving practitioners in the learning process is one of the priorities of the study programme, as it is a significant competitive advantage that ISMA students appreciate. Therefore, guest lecturers are regularly invited, not only for mastering a full study course, but also for discussing individual topics. Some of such lectures and seminars are organized for specific groups of students within the relevant study course, some are widely available to anyone interested in ISMA.

Some of the invited practitioners and specialists who were involved in the study process in 2022-2024:

J.Torrent - professional and entrepreneur in the tourism, hospitality, event and talent management industry, specialized in the human resources field, leadership and growth of tourism industry professionals, with more than 20 years of experience in the industry both in Spain and the Netherlands. Owner of ITEM Business Solutions.

Júlia Žagunova, director of the Chevalier Hotel Riga;

Alisa Ratkeviča, a member of the Board of the Hanza Hotel;

J.Kondurova - Corporate communications specialist with more than 10 years of experience (currently Evolution);

A.Pokrovskaja - digital content and communication strategist; PR and marketing specialist, founder of MATCH Agency communication agency (see also chapter 3.2.1.).

ISMA teaching staff actively participates in the improvement of the study programme, in the updating of study courses, methodological work, as well as in self-improvement through participating in continuous education courses, seminars, further studies, scientific research, conferences, and projects. The results of scientific activity are incorporated into study courses, introducing students to the latest trends in the industry (see section 2.4.2 and Annex 2.4.2)

Some of the teaching staff involved in the programme continue their doctoral studies, for example J. Mironova, Ž. Kleschevnikova. Their experience is significant and valuable in the study process, giving students a clear idea of the application of theoretical knowledge in practice and activities in the field of scientific research.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The composition of the leading teaching staff involved in the implementation of the study programme " Entrepreneurship in Tourism Business" is generally relatively stable, but since the previous accreditation of the study direction, of course there have been changes in both the composition of the teaching staff and in the numerical indicators. The proportion of unelected teaching staff involved in the programme has increased slightly, due to the increasing demand from students and employers for stable practical work skills and competences that can best be provided by industry professionals. However a large majority of the elected academic staff is still engaged in the program. The study programme also has a strong academic base, thanks to the fact that 8 of the 14 elected faculty members have PhDs, which can support students in their scientific research activities.

Several ISMA academic staff members continue to work in the study programme for many years, for example, Z.Oborenko, J.Korjuhina, V.Gopejenko, T.Lapaine. However, a number of teaching staff members with considerable experience in teaching and practical work including in tourism and hospitality industry have also been involved, such as J.Mironova, I.Balode, Z.Oborenko, G.Berjozkina, R.Ševelis.

The faculty members T.Odinokova, Z.Oborenko and I.Linde have obtained doctoral degrees during the reporting period. Despite the fact there are some academic staff representatives that still continue their studies at Doctoral program (J.Mironova, Ž.Kļeščevņikova), their practical working experience is significant and valuable for the study process due to their potential to provide students with theoretical knowledge implementation in practical area, besides all these staff representatives are actively participating in the scientific and research activities.

Overall, the changes in the composition of the teaching staff are positive and have been made in order to ensure the improvement of the quality and competitiveness of the study programme.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Understanding the importance of teaching staff cooperation, ISMA implements this collaboration in three blocks:

1. Cooperation of the teaching staff in the development and updating of study programmes and study course descriptions.
2. Cooperation of the teaching staff in the improvement of methodological work.
3. Collaboration of the teaching staff in scientific research creativity.

To ensure interdisciplinary relation and harmonisation of common requirements for the achievement of learning outcomes, and to eliminate an unnecessary overlapping of study content, the content of the study courses is regularly discussed and approved by the lecturers and the Study Direction Council members involved in the study programme. This is done at Council meetings, departmental meetings, and also in individual informal meetings of teaching staff where lecturers share information and coordinate their work and study courses.

Teaching staff regularly shares their experience with using new, modern teaching methods, developing e-environment opportunities, developing creative thinking, and similar issues during the annual "Open Learning and Distance Education" conference, which was held for the 22nd time in January 2024. During the conference one can learn about the latest research and discoveries from the presentations of the speakers, as well as meet in-person with colleagues from different Latvian and foreign educational institutions and other organizations.

Starting in April 2019, ISMA has launched a new initiative, which is also aimed at promoting the collaboration of lecturers in their pedagogical and methodological work. The first Erasmus+ Staff Teaching and Training Week at ISMA took place from April 23-26, 2019. In an informal setting, participants had an opportunity to discuss current issues in higher education, develop recommendations for student mobility, and share experiences on the specificities of implementation of the study process in Ukraine, Lithuania, Portugal, and other countries. ISMA event received great response among the teaching staff. Unfortunately, the pandemic and the war in Ukraine temporarily forced the exchange programs to be implemented remotely, but since 2023 this activity has resumed.

In the spring of 2023, ISMA teaching staff held BIP - Blended Intensive Mobility within the framework of the Erasmus+ programme for the first time. During a week-long period students and teaching staff from Portugal, Lithuania and Poland attended lectures, seminars and excursions organized by ISMA on the topic of "Sustainable Tourism". Various hotels in Riga and Jūrmala were visited, a seminar was held on the castles and manors of Kurzeme, so that students could study and compare sustainable tourism practices in newly built hotels with similar practices in hotels with history. Taking into account the turnout and feedback from participants, this activity took place for the second time in spring 2024 and is planned to continue.

The scientific creative activity of the teaching staff is implemented in accordance with the interrelation of the of study courses implemented within the study direction. Joint scientific research covers such areas as Artificial Intelligence, sustainable tourism and educational management as well as other research related to the specifics of the study direction. For example, Analysis of

factors for the implementation of sustainable tourism in Latvia. Jūlija Mironova Viktoria Riiascschenko Rasuljon Juraboev; Generative tools of AI in education. J.Mironova, V.Riashchenko, A.Bondarenko, R.Kinderis, O.Verdenhofa; Ethical concerns in using of Generative Tools in Higher Education: Cross - Country Study. J.Mironova, V.Djakona, V.Riashchenko, R.Kinderis, S.Dimitrova, etc.

Examples of the scientific activity of the teaching staff used in the improvement of the study process can be found in chapter 2.4.4. of SER. Full information on the research conducted by the teaching staff can be found in the CVs of the teaching staff (Annex 2.3.2) and in Annex 2.4.2, where information on the scientific research of the teaching staff is collected.

At the time of the submission of the self-assessment, there are

20 students and 19 teaching staff members involved in the implementation of the programme, therefore, there is 1 student per 1 lecturer.

Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|--|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | 3.1.1. Diploms paraugs_UTB_ENG.docx | 3.1.1. Diploms paraugs_UTB.docx |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | 3.1.2.Statistics_students.xlsx | 3.1.2.Statistika par studējošajiem.xlsx |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | 3.1.3.Compliance_education_standard_ETB.docx | 3.1.3.Atbilstiba_izglitibas_standartam_UTB.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | 3.1.4.Compliance_prof_standard.xlsx | 3.1.4.Atbilstiba_Prof_standartam.xlsx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | 3.1.5.Mapping_ETB.docx | 3.1.5.Kartejums_UTB.docx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | 3.1.6.Studiju_plans_UTB_2024.xlsx | 3.1.6.Studiju_plans_UTB_2024.xlsx |
| Descriptions of the study courses/ modules | 3.1.7.Course_descriptions_ETB.docx | 3.1.7.Kursu_apraksti_UTB.docx |
| Description of the organisation of the internship of the students (if applicable) | 3.1.8.Traineeship_regulations.doc | 3.1.8.Prakses_nolikums.doc |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |